

EXTENDED SCHOOL YEAR SERVICES

Extended school year ("ESY") services are defined as special education and related services that are provided to eligible children and youth with disabilities beyond the regular instructional year as a necessary part of the free appropriate public education (FAPE) required by the Individuals with Disabilities Education Act and that meet State standards in the Policies and Procedures for Special Education in Oklahoma. ESY services will be at no cost to parents of children and youths with disabilities determined to need such services by their IEP team in accordance with this policy.

Each child has the opportunity to be considered for ESY services by his or her IEP team. The question of a child's need for ESY services may be raised at any time by an IEP team member (including during a regularly scheduled IEP meeting) or incorporated into the annual IEP review. For a child whose current IEP provides for ESY services, the question of his or her continuing need for such services should be included in any subsequent meeting held to review and revise the IEP.

The purpose of ESY services is not to enhance the present levels of educational performance exhibited by children and youth with disabilities at the end of the regular school year. The purpose, instead, is to ensure that each child benefits from his or her education. The IEP team will consider the following factors in determining the need for ESY services to ensure a FAPE:

1. The child's degree of impairment;
2. The child's actual/predicted degree of regression;
3. The child's actual/predicted recovery time from this regression; (ESY services may be appropriate when the team determines that a child has regressed or is predicted to regress to such a severe degree in a critical skill area that recoupment of such skill loss following the break in programming is unlikely or would require an unusually long period of time);
4. The ability of the child's parents to provide educational structure at home;(After affirming a parent's ability to maintain a child's skills during the summer, an IEP team may determine that an appropriate ESY program consists totally or partially of such parent support);
5. The child's rate of progress;
6. The child's behavioral problems;
7. The child's physical problems;
8. The availability of alternative resources;
9. The ability of the child to interact with children and youths who are not disabled;
10. The area(s) of the child's curriculum that need continuous attention;
11. The child's vocational needs;
12. Whether the requested services is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition; and
13. Other relevant factors as determined by the IEP team.

No single criterion will be utilized as the determining factor for ESY services. In making its determination, the team will consider all pertinent data, which could include, but not limited to, the following:

1. Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;
2. Functional assessments used in natural environments (home, community, work and school);
3. An analysis of data collected on a regular basis;
4. Evaluations and progress records for related services;
5. Parent, student and/or service provider information;
6. Attendance records;
7. Behavior and disciplinary records;
8. Health/medical information;
9. Interviews with teachers, parents and students; and
10. Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

The IEP team will utilize the Oklahoma State Department of Education, Special Education Services forms from the Policies and Procedures to document its consideration of ESY services for each child currently served on an IEP. If the IEP team determines that the child needs ESY services, it will complete an IEP to govern the child's ESY program.

ESY services may not be unilaterally limited, but must be determined on a case-by-case basis by the IEP team. The ESY services, related services, and least restrictive environment (LRE) offered may be different from services provided during the regular school year. The IEP team will document the IEP annual goals and short-term objectives or benchmarks requiring ESY service(s), as well as the type of service(s), amount (time and frequency), and duration (revealing the start and ending dates of ESY services determined by the IEP team) through the appropriate records/forms.

If the team determines that the child does not need ESY services or if the child's parent or guardian disagrees with the ESY program offered by the IEP team, the School District will advise the parent or guardian of his or her right to request a mediation or a due process hearing to resolve disputes about ESY services. Determination of need for ESY services will be made by the IEP team in a timely manner, early enough to allow resolution of disputes.