HOLDENVILLE PUBLIC SCHOOL DISTRICT
EXTENDED SCHOOL YEAR POLICY (ESY)

The federal law, Individuals with Disabilities Education Act (IDEA), specifies the requirements local school districts must follow in providing special education and related services to students with disabilities. In meeting our obligation to offer each child with a disability a free, appropriate public education, Holdenville Public Schools will make available programs and services that meet each child's individual needs. Some children may require the provision of services beyond the traditional school year. Such services are components known as extended school year (ESY) services. Federal and state law and regulations do not require that every student with a disability receive extended school year services. Those decisions are to be made in each individual case based on established eligibility criteria.

The term "extended school year" services mean educational programming beyond the traditional 180 day school year for eligible students with disabilities as outlined by the Individuals with Disabilities Act. Every student with a disability must be considered for ESY services. The determination of whether a student is eligible for ESY services is made on an individual basis by the student's IEP team and must be discussed at each annual IEP review meeting. The length, nature, and type of ESY services must be determined on an individual basis by the IEP team.

ESY is not limited to certain categories of disability and must be considered for all students with disabilities receiving special education and related services as identified. There is no single criterion used in making an eligibility determination. There are several established factors to be considered.

- The regression/recoupment analysis which considers the amount of regression a student experiences as a result of an interruption in educational services with the amount of time required to regain the prior level of skill.
- The nature and severity of the student's disability.

- The ability of the child's parents to provide educational structure in the home
- Behavioral and physical impairments
- The ability of the student to interact with non-disabled peers
- The student's vocational needs
- The availability of alternative resources
- The areas of learning crucial to the child's attainment or self-sufficiency and independence
- Areas of student's curriculum which needs continuous attention because of emerging skills
- The student's rate of progress

Extended Services may include, but are not limited to the following:

- Support services for maintenance of skills such as math and reading
- Home instruction or consultation to provide parents with support and materials to prevent regression
- Individual or group instruction
- Recreational services to provide for the maintenance of identified IEP skills
- Services during periods of school vacation
- Physical, Occupational, and/or Speech/Language therapy
- Transition services

Each child learns differently. Therefore it is not possible to set down any absolute rules which automatically dictate that all children have a need for continuous programming. The amount of programming required must be made on an individual basis. Since a student's needs may change over time, a determination that a student requires ESY does not remain fixed for his/her entire educational career. If the initial decision is that the student does not require ESY, but because of additional data or a change in situation, the decision can be revised to appropriately meet the needs of the student.

As with all other programming needs, it is recommended that the need for ESY be documented with data gathered about the student's performance in relation to the IEP goals and objectives. If there is insufficient data at the time of the initial IEP meeting to determine whether ESY is appropriate, the team will specify a time frame and the methods that will be used to collect data to determine the appropriateness of ESY at a future IEP meeting.

The IEP team must determine a student's need for ESY by collecting, reviewing, and analyzing existing information and pertinent data, including, but not limited to the child's disability, educational history, and present levels of performance/educational functioning needs. Examples of data could involve a review of the following:

- Criterion-referenced and standardized tests, including pretest and posttest data of a student's progress;
- Functional assessments used in natural environments;
- Analysis of data collected on a regular basis;
- Evaluations and progress records for related services;
- Parent, student, and/or service provider information;
- Attendance records;
- Behavior and disciplinary records;
- Health/medical information;
- Interviews with teachers and parents, students and/or;
- Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time