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## District Policy

### **2250- EXTENDED SCHOOL YEAR - SPECIAL EDUCATION**

Section: Program  
Date Created: May, 2006  
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#### Definition of Extended School Year (ESY)

An Extended School Year is an additional period of time appended to the regular school term that goes beyond ten months and provides for the delivery of the same educational program and related services as is addressed in the IEP. The ESY provision must be addressed in the original IEP or subsequent Annual Reviews. The school day addressed in the ESY must be a minimum of four hours, which constitutes a full school day.

Since ESY is appended to the regular school term, a pupil cannot begin his/her school term with ESY, i.e., a PSH pupil turning three years old in July cannot begin ESY and then continue with a September program.

For ESY the same educational program and related services must be provided as identified in the IEP. ESY is not summer school, recreational service, camp or day care. Whereas summer school is used for enrichment or remedial instruction, pupils who attend summer school do not meet the criteria for eligibility for ESY. Camp experiences are considered recreational and are not within the scope of the definition of ESY.

#### Eligibility for Extended School Year

A pupil's eligibility is based on a finding that such services are necessary to prevent substantial regression of learned skills or abilities. Substantial regression is a pupil's inability to sustain developmental levels due to a loss of skill or knowledge during the months of July and August. This loss of skill or knowledge shall be of such severity as to require an inordinate period of review at the beginning of the school year (defined herein) to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. Skill regression is defined as the failure to maintain previous performance levels across time.

The Garfield School District defines an inordinate amount of time to recoup skills and knowledge as more than one quarter or approximately eight weeks.

#### Determination for EYS Eligibility

The Child Study Team documents the rationale for ESY based on specific criteria and data that acknowledges that a child will experience a substantial regression of knowledge gained or skills learned.

## Documentation

The Child Study Team members conduct a review of the pupil's functional levels to determine eligibility for ESY. The review is based upon the functional level of the pupil prior to and following an extended absence and the amount of time that it takes that pupil to recoup.

The vehicle for such documentation in the Garfield School District is through a review of base line data in the current educational status prior to an extended leave of absence, i.e., summer. The base line data should include the Final Progress Report in June. This base line data is then compared to the first quarter Progress Report of the subsequent year, or to standardized testing during the first quarter of the subsequent year in the form of a reevaluation. In each case, teacher input is essential as to the ability of the pupil to recoup skills and knowledge. Parent(s) or legal guardian(s) input is also considered.

In the case of a severely handicapped pupil, it should be determined if the areas of learning are crucial to attaining the goal of self-sufficiency and independence from caretakers. This would include skills related to mobility, communication, feeding, sight and hearing.

## Board of Education Approval and Transportation

Upon the recommendation of the Child Study Team and the Superintendent of Schools, the Garfield Board of Education approves or disapproves ESY for pupils based upon all information presented including documentation of eligibility. If approved, the tuition and transportation is provided by the Garfield Board of Education.

Adopted: 23 May 2006

