

COMMERCE PUBLIC SCHOOLS
EXTENDED SCHOOL YEAR POLICY

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 required by the Individuals with Disabilities Education Act. It is the School District's intent to make ESY services available at no cost to children and youths with disabilities determined to be eligible for such services by their IEP team in accordance with this policy.

Each child has the opportunity to be considered for ESY eligibility 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. To make its eligibility determination, the IEP team will consider the following factors:

The child's degree of disability;

The child's actual/predicted degree of regression;

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.

The ability of the child's parents to provide educational structure at home;

After affirming a parent's capacity 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 intervention.

The child's rate of progress;

The child's behavioral problems;

The child's physical problems;

The availability of alternative resources;

The ability of the child to interact with children and youths who are not disabled;

The area(s) of the child's curriculum that need continuous attention;

The child's vocational needs;

Whether the requested services is extraordinary for the child's disability, as opposed to an integral part of a program for those with the child's disability; and

Other relevant factors as determined by the IEP team.

In making its determination, the team will consider all pertinent data, which could include the following:

Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;

Functional assessments used in natural environments (home, community, work and school);

An analysis of data collected on a regular basis;

Evaluations of those areas involving related services;

Parent, student and/or service provider information;

Interviews with teachers and parents on the success or potential success of ESY services; and

An applied behavior analysis to directly assess students' performance of IEP objectives across time.

During the meeting at which ESY eligibility is discussed, the team will complete

the attached ESY Eligibility Checklist, referencing any documentation it considers in making its decision.

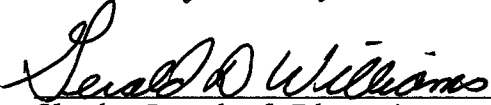
If the team determines that the child is eligible for ESY services, it will complete an IEP to govern the child's ESY program. If the team determines that the child is not eligible for ESY services or if the child's parent or guardian disagrees with the ESY program planned by the IEP team, the School District will advise the parent or guardian of his or her right to request a due process hearing.



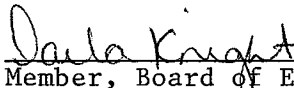
President, Board of Education



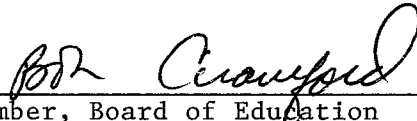
Vice-President, Board of Education



Clerk, Board of Education



Member, Board of Education



Member, Board of Education

Date: 12/13/93

ESY ELIGIBILITY CHECKLIST

The IEP team will complete this checklist when considering a student's eligibility for extended school year services. Additional documentation should be attached as appropriate.

CHILD _____ BIRTHDATE _____

DATE OF REVIEW _____

1. Degree of regression and time necessary for recoupment of skills

a. Documented degree of regression in the past:

Documentation not available____

b. Documented amount of time required for recoupment of skills:

Documentation not available____

c. Predicted degree of regression:

d. Predicted amount of time required for recoupment at the beginning of each school year if this child does not receive ESY services:

2. DEGREE OF THE DISABILITY(S)

Degree of disability: Mild____ Moderate____ Severe____

3. ABILITY OF THE CHILD'S PARENTS TO PROVIDE EDUCATIONAL STRUCTURE AT HOME

Above average___ Average___ Below average___ Inadequate___

4. CHILD'S RATE OF PROGRESS (when compared to other children with the same or a similar disability)

Above average___ Average___ Below average___ Inadequate___

5. EXPLAIN ANY BEHAVIORAL AND/OR PHYSICAL PROBLEMS THAT THE CHILD HAS

6. ALTERNATIVE RESOURCES AVAILABLE FOR SERVICE FOR THIS CHILD

7. CHILD'S ABILITY TO INTERACT WITH CHILDREN WHO ARE NOT DISABLED

Above average___ Average___ Below average___
Unable to interact in a meaningful way at this time___

8. AREAS OF CHILD'S CURRICULUM THAT REQUIRE CONTINUOUS ATTENTION

9. CHILD'S VOCATIONAL NEEDS

10. IS THE AREA OF SERVICE(S) UNDER CONSIDERATION "EXTRAORDINARY" TO THIS CHILD'S DISABILITY?

Yes___ No___

11. IS THE AREA OF SERVICE(S) UNDER CONSIDERATION AN INTEGRAL PART OF AN EDUCATION PROGRAM FOR CHILDREN WITH THIS DISABILITY?

Yes___ No___

12. ADDITIONAL INFORMATION OR COMMENTS

IEP TEAM RECOMMENDATIONS

ESY service(s) are required to provide this child with a free, appropriate education. Such service(s) include those that are provided to prevent or slow severe skill regression caused by an interruption of special education service(s) during the summer months.

Yes___ No___

If Yes, goals and objectives for appropriate ESY service(s) must be written in the IEP by the IEP team.

IEP TEAM MEMBERS

Parent(s)_____

Special Education Teacher_____

Regular Classroom Teacher_____

Administrative Representative_____

Other_____
