

DISTRICT CODE: 508

**EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH
INDIVIDUALIZED EDUCATION PROGRAMS**

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. PURPOSE

The purpose of this policy is to ensure that the School District complies with the overall requirements of law for Extended School Year (ESY) as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The School District shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
 - 1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 - 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 - 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
 - 1. Prior observations of the student's regression and recoupment over the summer;

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2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum, which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In implementing the requirements of this section, the School District may not unilaterally limit the type, amount, or duration of those services.

III. DEVELOPMENT OF POLICY

- A. The Policy will establish the expectations for parental involvement in the development of the School District's Title I plan and the process of school review and improvement. The administration shall distribute written parental involvement policy that shall describe the parental involvement pertaining to Title I programs and services.
- B. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the School District will:
1. Provide assistance to participating parents in understanding state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide such other reasonable support for parental involvement activities as requested by parents;
 3. To carry out the requirements of parental involvement, the School District and Schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

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Adopted: January 20, 2005

Reviewed: November 5, 2015, November 20, 2018