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**SECTION 7 - SPECIAL EDUCATION SERVICES**

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*Section Review, 12/18*

**SECTION 7**                    **SPECIAL EDUCATION SERVICES** (January, 2019)

The board of education directs the superintendent, or his/her designee, to comply with the provisions of Part B of the Individuals with Disabilities Education Act (IDEA) including policies, assurances, and administrative procedures as defined by the Department of Elementary and Secondary Education. A copy of these policies, assurances, and administrative procedures will be filed in the office of the secretary of the board of education, (Local Compliance Plan).

For students identified as disabled under the IDEA, each student's IEP team will develop an Individualized Education Program (IEP) in accordance with the IDEA.

**Independent Educational Evaluations**

An Independent Educational Evaluation (IEE) will be provided as required by the IDEA. Applicable procedures, evaluator criteria and cost guidelines governing the IEE process are available through the district's special services office. The Board delegates the authority to make changes to these procedures, evaluator criteria and cost guidelines to the superintendent or designee. These items will adhere to rules published in the State and Local Plans for Compliance with Part B of the IDEA.

**Extended School Year**

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. The Individualized Education Program (IEP) team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will only be provided if the student is found eligible in accordance with this policy.

The purpose of ESY services is not to provide the student with an opportunity to continue to progress toward existing annual goals or to initiate new goals. ESY services are intended to prevent serious regression on existing goals. A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day/term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. A student will also be eligible for ESY services if the IEP team predicts regression/recoupment based upon evaluation data and numerous factors, referenced below. This determination may be based on consideration of the following factors:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.

**SECTION 7** (continued)

3. The student's progress, including recoupment of established progress after extended breaks from school.
4. The student's behavioral and physical needs.
5. Availability of alternative resources.
6. Areas of curriculum that need continuous attention.
7. Particular vocational needs of the student.

If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services.

The length, nature and type of ESY services will be determined by the IEP team and addressed in each student's IEP.

*Rev. 9/10, 12/18*