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## Board of Trustees Resolution

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WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

### Extended School Year (ESY) Policy

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the regular 180-day school year. The Individuals with Disabilities Education Act (IDEA), the federal special education law, says that school districts, intermediate units, and charter schools must provide extended school year services if a student needs these services to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again. ESY services are provided during breaks in the educational schedule to prevent this loss.

State Regulations Chapter 14.132  
§14.132 ESY.

- A. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:
  1. At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.
  2. In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors; however, no single factor will be considered determinative:
    - i. Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
    - ii. Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
    - iii. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

- iv. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
      - v. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
      - vi. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
      - vii. Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
- B. Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following:
  1. Progress on goals in consecutive IEPs.
  2. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
  3. Reports by parents of negative changes in adaptive behaviors or in other skill areas.
  4. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
  5. Observations and opinions by educators, parents and others.
  6. Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- C. The need for ESY services will not be based on any of the following:
  1. The desire or need for day care or respite care services.
  2. The desire or need for a summer recreation program.
  3. The desire or need for other programs or services that, while they may provide educational benefit, are not required ensuring the provision of a free appropriate public education.
- D. Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:
  1. Parents of students with severe disabilities shall be notified by the school entity of the annual review meeting to encourage their participation.
  2. The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
  3. The Notice of Recommended Educational Placement shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
  4. If a student with a severe disability transfers into a school entity after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- E. School entities shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the school entity's recommendation on ESY, the parents will be afforded an expedited due process hearing.