

	Caledonia Elementary School 511 West Main Street Caledonia MN 55921-1195	Extended School Year (ESY) Services
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Student: Sample IEP ID: 0000000002019 Date: 11/01/2020
 School: Caledonia Elementary School Grade: 03 DOB: 09/12/2011

SAMPLE CASE MANAGER
IEP Manager

2020-2021
School Year

School districts are required to provide extended school year (ESY) services to a pupil if the IEP Team determines the services are necessary during a break in instruction in order to provide a free appropriate public education. In making its determination, the IEP Team must consider the following factors:

- Pupil's progress and maintenance of skills during the regular school year;
- Pupil's degree of impairment;
- Pupil's rate of progress;
- Pupil's behavioral or physical problems;
- Availability of alternative resources;
- Pupil's ability and need to interact with non-disabled peers;
- Areas of the pupil's curriculum that need continuous attention; and/or
- Pupil's vocational needs

The student is eligible for ESY services if he or she meets the requirements under items A, B and/or C.

- ☒ A. **Regression/Recoupment:** There will be a significant regression of a skill or acquired knowledge from the pupil'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.

Identify the ongoing data collection (i.e., pre/post break testing, progress reports, grades, observations, etc.) that documents a problem with regression/recoupment):

After the summer break, SAMPLE STUDENT displayed signs of regression from last spring in the area of math. In the spring of 2020, SAMPLE STUDENT scored a 201 on the FastBridge aMath assessment. In the fall of 2020, SAMPLE STUDENT regressed to a score of 197. On the most recent assessment in January of 2021, SAMPLE STUDENT scored a 200. SAMPLE STUDENT will receive extended school year services for math, as he has required more than the length of the summer break to recoup his math skills. The special education teacher noted that SAMPLE STUDENT's regression on the FastBridge assessments are consistent with data towards the goals and objectives within his IEP.

- ☐ B. **Self Sufficiency:** The pupil, who is in a functional curriculum, has the following functional skills identified as goals in his/her current IEP: (check all that apply):

- ☐ Basic communication ☐ Impulse control ☐ Muscular control
☐ Personal hygiene ☐ Physical mobility
☐ Basic self-help, including toileting, eating/feeding and dressing
☐ Development of stable relationships with peers and adults
☐ Functional academic competency, including basic reading, writing, concepts of time and money, and numerical or temporal relationships

Taking into consideration the pupil's age, level of development, the nature and degree of the disability, the timeliness for teaching the skill and the critical nature of the functional skill(s) identified above, identify the longitudinal data (i.e., ongoing data collection, test scores, progress reports, observations, etc.) that indicates the student is not making reasonable progress toward self-sufficiency as identified in one or more goals from the current IEP:

- ☐ C. **Unique Need:** Given the student's unique need(s), the Team determines ESY services are necessary to insure the student received a Free Appropriate Public Education.

Describe the student's unique need and explain why ESY services are needed:

ESY Services

For students who are eligible for ESY services, identify the IEP goal(s) to be worked on during the break in instruction, and determine the type and amount of services necessary to maintain the skill or address the self-sufficiency concern:

IEP Goal	Number Sessions	Session Length
<p>SAMPLE will increase his math skills from a level of adding and identifying single digit numbers correctly on 80% of occasions to a level of identifying, adding, and subtracting up to 2 digit number problems correctly on 90% of occasions, through small group instruction.</p> <p>Objectives: Given 2 digit numbers, SAMPLE will identify the number presented correctly on 90% of presented occasions, as measured by the special education teacher. Given 2 digit number addition problems, SAMPLE will add the numbers correctly on 90% of presented occasions, as measured by the special education teacher. Given 2 digit number subtraction problems, SAMPLE will subtract the numbers correctly on 90% of presented occasions, as measured by the special education teacher.</p>	6	25

Order	Service	Location	Frequency	Time in Minutes		Start Date	End Date
				Indirect	Direct		
						Duration	
1	Special Education Services	Special Education Classroom	6 x month	5	25	07/01/2021	07/31/2021
						1 month	

Special Transportation ☒ No ☐ Yes

SAMPLE STUDENT does not require special transportation to access his extended school year services at this time.

Briefly describe Sample's ESY program:

SAMPLE STUDENT will attend extended school year (ESY) services in July of 2021 at SAMPLE Elementary School. He will receive direct instruction services within the area of math to focus on goal # _____ - objectives ____, ____, and ____ (ex: 1 and 3) of this IEP. SAMPLE STUDENT will receive 6 sessions for 25 direct minutes each over the course of July to work towards this goal and objectives with a special education teacher in the special education room. Specific dates will be provided to the parents when the extended school year dates are set.

****Note:** On the goal page of the IEP, check the box next to any goal and objective that will be targeted during ESY. This will automatically pull the goal/objectives onto this page to document the number of sessions and length of each session for the ESY Services above.