

## Adding ESY in SPED Forms (updated 3/2018)

There are two primary items to complete on the ESY worksheet – **Services AND Documentation of How the Child is Eligible for ESY**

### SERVICES:

1. On the “Services” page, scroll down towards the bottom to the Extended School Year Section.
2. Check the “Yes” button

Interpreter required for service delivery  No  Yes

**Extended School Year** [Extended School Year](#) [ESY Decision Flowchart](#)

Are extended school year services required for this student?  No  Yes  More Data Needed

If yes, please list services.

Order #	Service	Location	Frequency	Indirect Min	Direct Min	Anticipated duration	Start Date	End Date
3	---Select Service---	---Select Location---	x ---Select---			years	MM/DD/YY	MM/DD/YY

Provider Supervisor Direct minutes Indirect minutes Service hours

Not enough information was entered to calculate service hours.

Add ESY Service

3. Enter service, location, frequency, indirect/direct time, frequency, and start and end dates.

**Extended School Year** [Extended School Year](#) [ESY Decision Flowchart](#)

Are extended school year services required for this student?  No  Yes  More Data Needed

If yes, please list services.

Order #	Service	Location	Frequency	Indirect Min	Direct Min	Anticipated duration	Start Date	End Date
1	Autism Spectrum Disorder	Special Education Classroom	2 x week	15	120	6 weeks	07/01/2018	08/15/2018

Provider Supervisor Direct minutes Indirect minutes Service hours

Either service does not fall on any instructional days or instructional days are not entered.

Add ESY Service

Don't worry about the goal number here

Whenever possible, try to have the start date for ESY services after July 1<sup>st</sup>.

TIP! Enter services here rather than in the worksheet

4. After adding service(s), select [Extended School Year](#); this will open up a new page called “Extended School Year Services”

# DOCUMENTATION OF HOW THE CHILD IS ELIGIBLE:

5. Identify which area the student qualifies (Regression/Recoupment, Self-Sufficiency **OR** Unique Need) AND address the criteria box associated with it. Include a **thorough** explanation that summarizes information and documentation necessary to qualify for ESY. *Benefiting from summer services is not enough to qualify for ESY. See end of this document for more guidance on these areas.*

Go to...

**Extended School Year (ESY) Services** Student: Donald Duck

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):



- 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:



6. Indicate which goal(s) will be addressed by writing the number of sessions (if more than one goal is addressed, split the sessions between the goals). Goals are automatically pulled from the IEP.

**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:

If the Number Sessions and Session Length fields are left blank that goal will not print.

IEP Goal	Number Sessions	Session Length
Measurable Annual Goal 1 - Automatically pulled from goal page	6	45
Measurable Annual Goal 2 - Automatically pulled from goal pages		

Service									
Goal	Location	Frequency	Time in Minutes		Start Date	Duration			Remove
			Indirect	Direct					
12\$Developmental Delay		Other service:							
# 1	Home	1 x week	15	45	07/01/2015	6	weeks		

Multiplier to Calculate Total Minutes: Frequency x Minutes Per Session x  [Provider #:](#)

Include the goal number here so the ESY service provider know what goal to work on



The total number of sessions should match the time on the service grid. In the example above, the student will be seen once a week for six weeks – for a total of 6 sessions. We recommend that services be entered on the IEP service grid (see above) – rather than in the section you see here. (Entering the session number will make sure the goal prints).

7. **This button is new this year!!** If the student has child specific paraprofessional support and does NOT need this support for ESY – check the “Not Applicable for ESY” button. If the student DOES need paraprofessional support for ESY – you will need to add it as a separate service.

[Click Here to Add New Service](#)

**Child Specific Paraprofessional Support**

★ Not applicable for ESY:

Order #  Type of Paraprofessional Support  Location

Frequency  x  Direct Min  Anticipated duration   Start Date  End Date

Statement of student's need for and the specific responsibilities of the paraprofessional(s):

8. Describe the student’s summer program in enough detail so that the ESY administrator will know the staff, equipment and transportation needs. **THIS IS NOT AN EXPLANATION ABOUT WHY A CHILD NEEDS ESY – IT SHOULD DESCRIBE THE PROGRAMMING!!**

**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:

If the Number Sessions and Session Length fields are left blank that goal will not print.

IEP Goal	Number Sessions	Session Length
Measurable Annual Goal 1 - Automatically pulled from goal page	<input type="text" value="6"/>	<input type="text" value="45"/>
Measurable Annual Goal 2 - Automatically pulled from goal pages	<input type="text"/>	<input type="text"/>

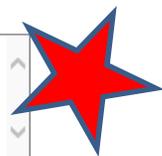
Service

Goal	Location	Frequency	Time in Minutes		Start Date	Duration
			Indirect	Direct		
12\$\$Developmental Delay		1 x week	15	45	07/01/2015	6 weeks

Multiplier to Calculate Total Minutes: Frequency x Minutes Per Session x  [Provider #:](#)

Briefly describe Mickey's ESY program:

- Give a description of the ESY program (classroom, consultation, home programs, home services, etc).
- Include paraprofessional needs if appropriate (include description of para duties).
- Include assistive technology needs (communication devices, FM systems, etc)
- Include equipment needs (Hoyer lifts, changing table, etc).
- Include description of need for transportation for ESY program and any special accommodations (w/c lift)



9. Hit Save and Finalize.

10. Send home and include PWN if appropriate.

11. **Inform your administrator and coordinator at the NLSEC that you have a student you feel is eligible for ESY. Your district’s special education coordinator will look over ESY worksheets to make sure criteria has been met and thoroughly addressed. ESY paperwork is due April 30, 2018.**

## ESY Eligibility Areas:

**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):

If selecting this area, case manager would write a thorough explanation of how student meets regression/recoupment criteria by **citing pre/post break data, progress reports, grades, observations, etc.** The team should avoid statements such as "Mickey would benefit from summer instruction."

**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:

If selecting this area, case manager would write a thorough explanation of how student meets self Sufficiency criteria - by **citing the longitudinal data (from pre/post break data, progress reports, observations, etc)** that prove a student is not making reasonable progress toward self-sufficiency considering their age, level of development, disability, etc....(see explanation above). The team should avoid statements such as "Mickey would benefit from summer instruction."

**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:

Call your coordinator when using this designation. The team should avoid statements such as "Mickey would benefit from summer instruction."