Adding ESY in SPED Forms (updated 3/2021)

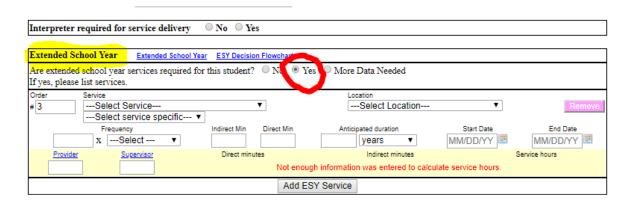
There are two primary items to complete on the ESY worksheet - **Services** AND **Documentation of How the Child is Eligible** for ESY

SERVICES:

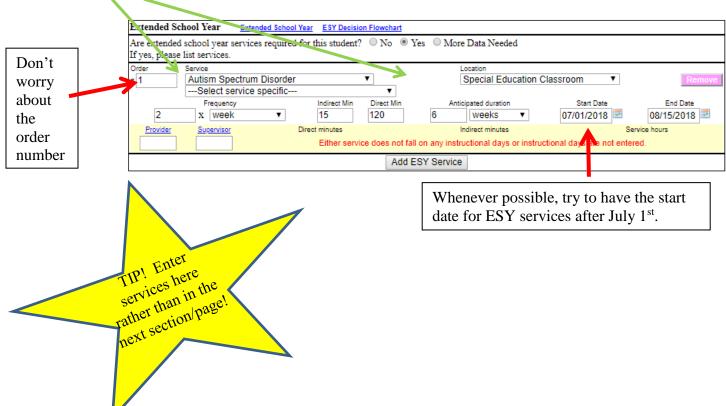
1. Select which goals will be addressed during ESY by selecting the ESY box by that goal:

Measurable Annual Goal: Select standards-based need Daisy will complete IEPs, Evaluations, Progress Reports and Prior Written Notices with 90% compliance or better as measured by performance on MDE Monitoring Checklist.

- 2. On the "Services" page, scroll down towards the bottom to the Extended School Year Section.
- 3. Check the "Yes" button



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



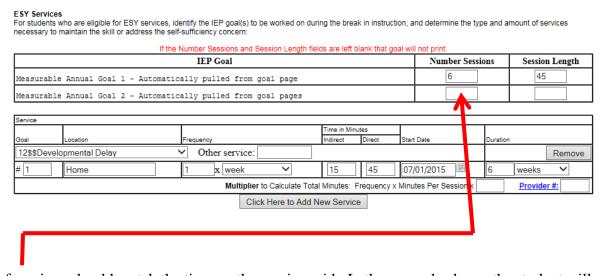
5. After adding service(s), select **Extended School Year**; this will open up a new page called "Extended School Year Services"

DOCUMENTATION OF HOW THE CHILD IS ELIGIBLE:

6. 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.

			lenu Next ▶
	Extended School Year (ESY) Services	Go to	Student: Donald Duck
	Extended School real (EST) Services		Otadoria. Dorinda Duon
	The student is eligible for ESY services if he or she meets the requirements u	nder items A, B and/or C.	
	A. Regression/Recoupment: There will be a significant regression of requires more than the length of the break in instruction to recoup -	a skill or acquired knowledge from the pupil's unless the IEP team determines a shorter tin	s level of performance on an annual goal that ne for recoupment is more appropriate.
	Identify the ongoing data collection (ie., pre/post break testing, progress	reports, grades, observations, etc.) that doc	uments a problem with regression/recourpmen
	B. Self Sufficiency: The pupil, who is in a functional curriculum, has the	on following functional skills identified as and	le in his/her surrent IEP: (sheek all that apply):
	B. Self Sufficiency. The pupil, who is in a functional curriculum, has to	e following functional skills identified as goal	is in his/her current IEF. (check all that apply).
	☐ Basic communication ☐ Impulse control ☐ Muscular control		
	☐ Personal hygiene ☐ Physical mobility		
ONLY	☐ Basic self-help, including toileting, eating/feeding and dressing		
CHOOSE	Development of stable relationships with peers and adults		
ONE!	☐ Functional academic competency, including basic reading, writing,	concepts of time and money, and numerical	or temporal relationships
ONE!	Taking into consideration the pupil's age, level of development, the natu functional skill(s) identified above, identify the longitudinal data (i.e., ong is not making reasonable progress toward self-sufficiency as identified in	joing data collection, test scores, progress re	
V —			
	New Meads Cives the students unique peed(s) the Team determines	since FOV and does are necessary to incure t	the student received a Free Appropriate Dublic
	C. Unique Need: Given the student's unique need(s), the Team determ Education.	lines ESY services are necessary to insure t	the student received a Free Appropriate Public
	Describe the student's unique need and explain why ESY services are r	eeded:	
	Describe the student's unique need and explain why EST services are t		
	Describe the students unique need and explain why EST services are i		
~	Describe the student's unique need and explain why EST services are		

7. 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.



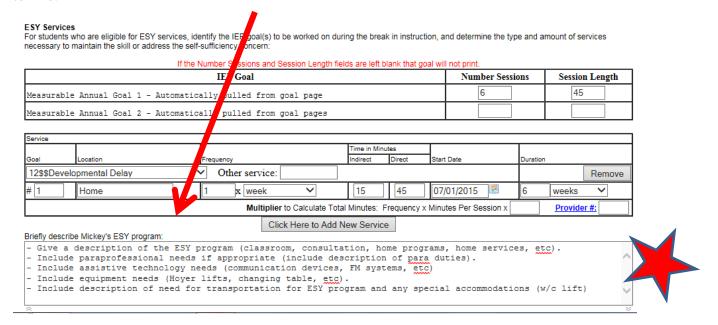
The total number of sessions should match the time on the service grid. In the example above, the student will be seen once a week for six weeks - for a total of 6 sessions. We recommend that services be entered on the

IEP service grid (see above) – rather than in the section you see here. (Entering the session number will make sure the goal prints).

8. 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		Δ
Child Sp	ecific Paraprofessional Suppor	t			-	\$X
	Type of Paraprofessional Support					Not applicable for ESY:
Order	Service			Location		
#	Select Option		▼	Special Ed	ducation Classro	om ▼
1	Behavioral support					
			,			
	Frequency	Direct Min	Anticipat	ed duration	Start Date	e End Date
5	x week ▼	240	1	ear	▼ 03/23/2018	03/22/2019
Statement	of student's need for and the spec	ific responsibilit	ies of the par	aprofessiona	al(s):	
	t Option	,		•		▼
Daisy n	eads observation and redi	rection of b	nehavior			

9. 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!! This will help administrators know what they need to hire.



- 10. Hit Save and Finalize.
- 11. Send home and include PWN if appropriate.
- 12. Inform your administrator that you have a student you feel is eligible for ESY. ESY paperwork is due May 15th, 2021. Your district may adjust this date.