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| Student Name: Ramon DeBoer | Date of Team Meeting: 10/20/2010 |
| School: ALHS | Grade: 11 |

**Extended School Year Determination**

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
* Pupils vocational needs

1. **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 in more appropriate. *[Supported by ongoing data collection, test scores (pre/post break), progress reports, grades, observations, etc.]*

Yes  No The pupil exhibited significant regression during a prior summer break that

required more than the length of the break to recoup.

Yes  No There are current predictors of significant regression (during short breaks

in instruction, such as winter or spring breaks) that required more than the

length of the break to recoup.

1. **Self-Sufficiency:** The pupil, who is in the functional curriculum, has the following functional skills identified as goals in their 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

Yes  No 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, the longitudinal data (i.e., ongoing data collection, test scores, progress reports, observations, etc.) indicates the pupil is *not* making reasonable progress toward self-sufficiency as identified in one or more goals from their current IEP.

1. **Pupil’s Unique Need:**

Yes  No Given the student’s unique need(s), the team determines ESY services are

necessary to insure the student receives a Free Appropriate Public Education.

*[Attach documentation of student’s unique need and explanation of why ESY services are necessary.]*

1. **ESY Determination**

Yes  No The IEP Team has determined the pupil is eligible for Extended School Year

services by answering “yes” to the questions in items A, B, or C.

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 amount of time (i.e., number of sessions and length of each session) necessary to maintain the skill or address the self-sufficiency concern.

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| **IEP Goal** | **Number of**  **Sessions** | **Session**  **Length** |
| Organization and task completion | 1 | 3 weeks |
| Organization and task completion | 1 | 3 weeks |
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**Documentation that supports the need for ESY services:**

Ramon demonstrates a need for continued service beyond the instructional year because of significant difficulty with organizational skills, work completion. When determining the most appropriate placement for him to receive services during the summer, it was determined that the least restrictive setting would be in the gen. ed. credit recovery program with support from a sp. ed. teacher and/or a para educator as he is in all gen. ed. classes during the school year.