



Benton Stearns Education Programs
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Extended School Year (ESY) Services

Student: Heidi High ID: 6383000000000 Date: 06/19/2017
School: Benton Stearns Education Programs Grade: 11 DOB: 07/07/2001

BernieSue E. Davenport 2017
IEP Manager 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 (ie., 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:

Heidi's progress monitoring data indicates that she is not making reasonable progress towards her self-sufficiency goals. Heidi needs on-going instruction to help with maintaining and increasing the skills she has learned. She benefits from repetition and opportunities to demonstrate skills she has learned to be able to generalize in multiple settings.

- ☐ 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
Heidi will use picture recipes to make food, from being able to read/recognize an average of 40% of the pictures on the recipe card, to being able to read/recognize an average of at least 80% of the pictures on the recipe card, using small group instruction, as measured by teacher record.	20	50
Heidi will increase decision-making skills, from having no ability to make simple decisions, to making simple decisions 80% of the time, using a simulated decision-making strategy, as measured by teacher checklist.	20	30
Heidi will demonstrate the ability to use a digital clock, from not being able to read a digital clock, to reading a digital clock to tell time for an average at least 80 % of the opportunities, using small group instruction, as measured by teacher chart.	20	50

Goal	Service	Location	Frequency	Time in Minutes		Start Date	Duration
				Indirect	Direct		
1	09	Special education room	10 x month	10	50	06/12/2017	2 months
2	46	Special education room	x	10	25	06/12/2017	2 months
3	11	Special education room	10 x week	10	50	06/12/2017	2 months

Special Transportation ☐ No ☒ Yes

Heidi will be provided special transportation to and from school daily due to her vulnerability when riding on mainstream transportation.

MARSS transportation code:

Briefly describe Heidi's ESY program:

Heidi will join the ESY program at BHS for two weeks in June and two weeks in August to work on maintaining her skills.