## Adding ESY in SPED Forms (updated 3/2021)

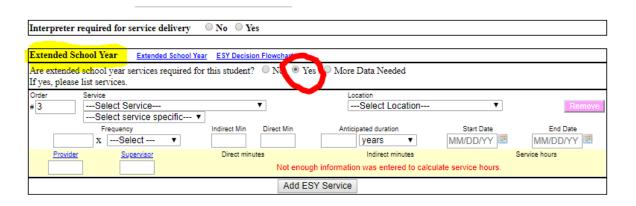
There are two primary items to complete on the ESY worksheet - **Services** AND **Documentation of How the Child is Eligible** for ESY

## **SERVICES:**

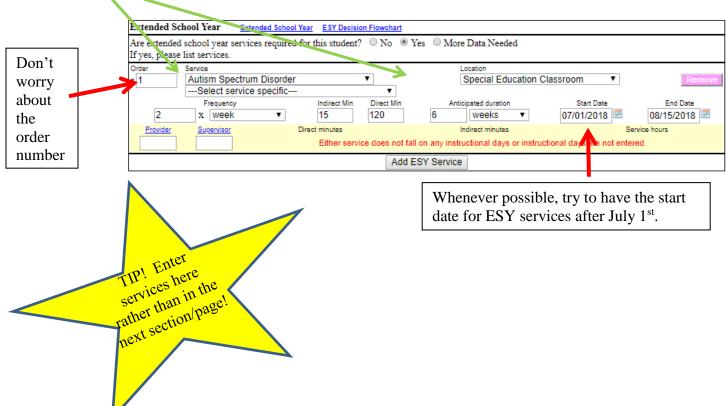
1. Select which goals will be addressed during ESY by selecting the ESY box by that goal:

## 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.



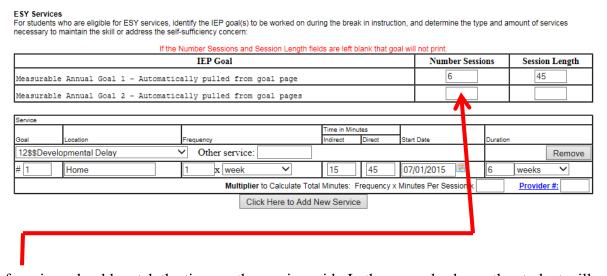
5. After adding service(s), select **Extended School Year**; this will open up a new page called "Extended School Year Services"

## 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.

	ABC Save	■ Back Forms Menu Next      ■ Menu Next
	Extended School Year (ESY) Services	Go to Student; Donald Duck
	Extended Solidor Fedi (EST) Services	<u> </u>
	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 acquirequires more than the length of the break in instruction to recoup - unless the IEF	ired knowledge from the pupil's level of performance on an annual goal that P team determines a shorter time for recoupment is more appropriate.
	Identify the ongoing data collection (ie., pre/post break testing, progress reports, grade	es, observations, etc.) that documents a problem with regression/recourpment
	B. Self Sufficiency: The pupil, who is in a functional curriculum, has the following fur	nctional skills identified as goals in his/her current IEP: (check all that anniv):
		nctional skills identified as goals in hisrief 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 til	me and money, and numerical or temporal relationships
ONE:	Taking into consideration the pupil's age, level of development, the nature and degree functional skill(s) identified above, identify the longitudinal data (i.e., ongoing data colle is not making reasonable progress toward self-sufficiency as identified in one or more	ection, test scores, progress reports, observations, etc.) that indicates the stud
V		
'		
	Number of Chicago the etudentia unique peed/a) the Team determines FCV and	nises are personnel to incure the student resolved a Free Appropriate Dublic
	C. Unique Need: Given the student's unique need(s), the Team determines ESY ser Education.	rvices are necessary to insure the student received a Free Appropriate Public
	Describe the student's unique need and explain why ESY services are needed:	
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-	Describe the students unique need and explain why ESY services are needed:	

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.



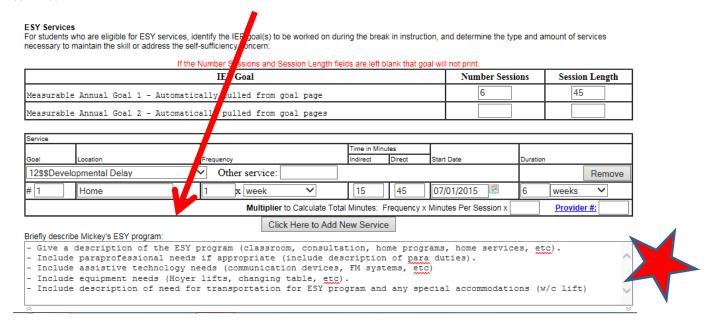
The total number of sessions should match the time on the service grid. In the example above, the student will be seen once a week for six weeks - for a total of 6 sessions. We recommend that services be entered on the

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		Λ	
Child Sp	ecific Paraprofessional Suppor	t				$\triangleleft$	
	Type of Paraprofessional Support					- No	applicable for ESY:
Order	Service			Location			
#	Select Option		▼ Special Education Classr				▼
1	Behavioral support						
			,				
	Frequency	Direct Min	Anticipat	ed duration	St	art Date	End Date
5	x week ▼	240	1	ear	▼ 03/23	/2018	03/22/2019
Statement	of student's need for and the spec	ific responsibiliti	es of the par	aprofessiona	al(s):		
	Option						▼
Daisy n	eads observation and redi	rection of h	ehavior				

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 15<sup>th</sup>, 2021. Your district may adjust this date.