



**2020 EXTENDED SCHOOL YEAR
RECOMMENDATIONS FOR ESY SERVICES**

Student Name:	Student ID:
School:	Grade:
Current Program:	Date of Birth:

Justification for each related service requested must be documented on this form.

1. Choose one of the following Extended School Year Services:

Related Service: Please specify the related services and suggested frequency for ESY:

Recommended ESY Program Location:

2. Student Teacher Ratio (check one): 12:1:4 12:1:1 8:1:1 6:1:1

3. Choose one of the following statements to indicate student needs:

This section must be completed for all students. (These descriptions match those regulations that define students who are eligible for extended school year.) Student must also have documented regression to qualify for services.

_____ Management Needs are high intensive and require a high degree of individual attention and intervention.

_____ Severe multiple disabilities, whose programs consist primarily of habilitation and treatment.

_____ Home instruction. Highly intensive special education needs and requires a high degree of individual attention and intervention or has severe multiple disabilities and requires primarily habilitation and treatment in the home.

_____ Student who is not in a program described above, but whose disabilities are severe enough to exhibit a need for a structured learning environment or 12 months duration to prevent substantial regression.

CREEKSIDE SCHOOL

The following documentation is required: **Qualitative documentation (see attached)**
 Quantitative documentation (see attached)
 OT/PT script if being recommended for ESY OT/PT

QUALITATIVE DOCUMENTATION

1. Describe the student’s need for 12-month services:

2. Based on the IEP goals, what are the expected outcomes for the summer school program, and what should the summer providers target for instruction? (The extended school year program should focus on the areas where the student is expected to experience regression.)

3. Do parents support this recommendation?

4. List any medical or physical needs for this student that are not indicated on the IEP:

QUANTITATIVE DOCUMENTATION: All documentation must be based on IEP Goals and objectives. It is important that regression is documented over several instances and that consistency is demonstrated.

SKILLS MASTERED BEFORE ABSENCE	LENGTH OF ABSENCE	SKILLS AFTER ABSENCE	TIME TO RECOUP SKILLS MASTERED	RETEACHING STRATEGIES USED

Staff Signature: _____ Title: _____ Date: _____