

IEP Effective From: 09/02/2016 to: 09/01/2017

Student: Dylan Sample

## IEP Team ESY Decision-Making and Documentation

The IEP Team considered the following factors:

Note: Any of these factors alone or in combination, can trigger the need for ESY if they indicate the benefits the child has received during the regular school year will be jeopardized

Factor	Criteria	Data Source(s)	Yes/No	Goal(s)#
Regression/ Recoupment Analysis	Is there data that indicates to the IEP team that there is serious potential for regression of academic achievement or functional skills beyond a reasonable period of recoupment?		No	
The nature and/or severity of the child's disability	Is there information regarding the nature or severity of the disability that indicates to the IEP team that there is a need to provide services in the identified area of concern?		No	
The child's rate of learning	Is there information that indicates that the child's rate of learning is such that the child will not make sufficient progress toward IEP annual goals?		No	
The rate of progress towards: (a) IEP goals and objectives or (b) for children transitioning from Part C services (Early Intervention) to Part B services, consideration of the degree of progress toward Individual Family Service Plan (IFSP) outcomes	Is there data that indicates to the IEP team that there is serious potential for regression of academic achievement or functional skills beyond a reasonable period of recoupment?		No	
The child's stereotypic, ritualistic, aggressive, self injurious interfering behavior	Does the child demonstrate behaviors that would jeopardize the child's access to a Free Appropriate Public Education (FAPE) during the regular school year, if ESY services are not provided?		No	
The physical needs of the child.	Is there data indicating that the child's physical needs require ESY services?		No	
			No	

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Emerging skills and breakthrough opportunities	Is there information that indicates that the child is at a critical state of learning and/or critical area of learning where failure to provide services beyond the regular school year will jeopardize the child's capacity to acquire essential skills?		
The ability of the child to interact with typically developing peers	Is there information to indicate that a break programming will jeopardize the child's ability to interact with typically developing peers?	No	
Student's post school outcomes	Is there information to indicate that a break in programming will jeopardize the attainment of the student's IEP goals and/or provision of transition services, in the areas of education and training, employment, and where appropriate independent living?	No	
Other special circumstances as determined by the IEP team	Are there any special circumstances to indicate that without ESY services the child's access to FAPE during the regular school year would be jeopardized?	No	

### Extended School Year Services

Does the student require Extended School Year (ESY) services?

- ☐ Yes, ESY services will be provided for this student and are described in the special education programs and services, related services, supplementary aids and services, program modification and supports for school personnel sections of this IEP.
- ☒ No