



EXTENDED SCHOOL YEAR INDIVIDUALIZED EDUCATION PLAN

Student Name: First, Middle, Last	Birthdate	Gender	Grade	Date: Mo/Day/Year
Attending School District	Resident School District	Student ID	Case Manager	

Section 1

1. Does the student demonstrate severe or substantial regression on previously learned skills relating to IEP goals following a scheduled break in the regular school calendar?
2. Does the student demonstrate a limited capacity to recoup previously learned skills relating to IEP goals within a reasonable period of instruction once school resumes after a scheduled break?
3. If so, are there predictive/other factors that may lead to severe or substantial regression on skills relating to IEP goals following a scheduled break in the regular school calendar?
4. Are these predictive/other factors likely to prevent the student from relearning (recouping) skills relating to IEP goals and objectives within a reasonable period of instruction once school resumes?

Section 2

1. List IEP goals which the student was unable to recoup within a reasonable period of time. Attach probe data that documents significant regression and limited recoupment for each goal listed.
2. If applicable, list predictive/other factors that may likely prevent the student from relearning (recouping) skills obtained on IEP goals and objectives within a reasonable period of instruction once school resumes.

Section 3

Check One:

- ☐ The student does not require Extended School Year (Complete Section 5)
- ☐ The student requires Extended School Year (Complete Sections 4 & 5)

Section 4

Complete only if student requires ESY service

Describe the Extended School Year Service (s):

1. Special education services

2. Related services

3. Amount of service(s) _____ Duration of service(s) _____

4. Location (consider LRE) _____

5. Supervisor(s) _____ Service Provider _____

6. Transportation arrangement

Section 5

Participants in this meeting

Special Education Teacher/or Provider

District Representative (person knowledgeable of available resources, general education curriculum and qualified to provide and supervise special education)

Parent/Guardian

Student (as appropriate, and at age 14)

Regular Education Teacher (if the child is or may be participating in the regular education environment)

Other/Title

Other/Title

One individual needs to be able to interpret the instructional implication or evaluation results.