

Yoga ball for self regulation	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	12/10/2018	9/11/2019	Daily	6 hours	Educational environment
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SPECIAL EDUCATION and RELATED SERVICES

Service: Language and speech	Start Date: 9/5/2018	End Date: 9/5/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 90 min served Monthly	Location: Separate classroom in public integrated facility	
Comments: Language		
Service: Specialized Academic Instruction	Start Date: 9/5/2018	End Date: 9/5/2019
Provider: District of Service	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 310 min x 5 Totaling: 1550 min served Weekly	Location: Separate classroom in public integrated facility	
Comments:		
Service: Occupational therapy	Start Date: 9/11/2017	End Date:
Provider: District of Service	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 15 min served Monthly	Location: Regular classroom/public day school	
Comments: OT to consult with IEP team Gabe's sensory needs		
Service: Behavior intervention Services	Start Date: 12/11/2018	End Date:
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 10 min x 1 Totaling: 10 min served Daily	Location: Separate classroom in public integrated facility	
Comments: Implementation of the BIP.		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation Yes No Currently parent transports [redacted] to and from school.

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale: Student's academic progress will regress during the Summer months without ESY.

Service: Language and speech	Start Date: 6/11/2019	End Date: 7/11/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 90 min served Monthly	Location: Separate classroom in public integrated facility	
Comments: Language		
Service: Specialized Academic Instruction	Start Date: 6/11/2019	End Date: 7/11/2019
Provider: District of Service	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 235 min x 5 Totaling: 1175 min served Weekly	Location: Separate classroom in public integrated facility	
Comments:		
Service: Behavior intervention Services	Start Date: 6/11/2019	End Date: 7/11/2019
Provider: District of Service	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: 10 min x 1 Totaling: 10 min served Daily	Location: Separate classroom in public integrated facility	
Comments:		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**FRESNO UNIFIED SCHOOL DISTRICT
ESY ELIGIBILITY WORKSHEET**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 10/13/2020Age: 12Grade: 07 Seventh gradeGender: Male**Definitions**

ESY Extended School Year services are programs and services that assist the student in working toward the same goals and objectives that the student works on during the school year. ESY services are only provided for those areas on the current IEP where the student has demonstrated a) regression of skills during an extended school break and b) limited ability to benefit from re-teaching of skills after an extended school break. Regression Loss of previously attained skills documented by a review of the IEP goals, due to an extended school break

Rate of Recoupment: Length of time required to re-learn skills following an extended school break.

Regression of Recoupment: Some students have disabilities that are likely to continue indefinitely or for a prolonged period. In this situation, interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. (5 C.C.R. Section 3043.)

Directions The IEP Team shall determine the following in order to designate a student as requiring ESY as part of FAPE

Using input from staff and parents, answer the following questions

1. At the start of the school year, with a review period equal to that of general education students, was the student unable to regain skills lost over the break that would otherwise be expected in view of the student's disabling condition?

Yes No If yes, specify what area(s) *Reading comprehension, written expression, math, social communication*

2. Does this student display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter Break, and Spring Break?

Yes No If yes, specify what area(s) *Reading comprehension, written expression, math, social communication*

3. Is the current student at a crucial stage in learning a skill(s), such that an interruption in school program might cause loss of a skill(s) that the student would not be able to re-learn in a reasonable period of time in view of the student's disabling condition?

Yes No If yes, specify what area(s) *Reading comprehension, written expression, math, social communication*

4. Is the student able to maintain the skills identified without Extended School Year?

Yes No If no, specify what skill(s) *Reading comprehension, written expression, math, social communication*

5. Does the student require ESY to continue to achieve at the level of independence that is expected in view of the student's disabling condition?

Yes No

Note: refer to criteria specified on the ESY Worksheet pg. 2 if answer is "yes" on #5 above

**FRESNO UNIFIED SCHOOL DISTRICT
ESY ELIGIBILITY WORKSHEET**

Student Name: [REDACTED]

Birthdate: [REDACTED]

IEP Date: 10/13/2020Age: 12Grade: 07 Seventh gradeGender: Male**1. The student demonstrates a pattern of past regression in skills as evidenced by breaks of more than four weeks:** Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break [REDACTED] *can require a significant amount of time to fully regain skills in the areas of reading comprehension, writing, and math problem solving*

2. What is the estimated amount of time it takes or it may take the student to regain the prior level of knowledge skills, benefits or functioning following a school break One Month or Less Up to 3 months 4 to 6 Months Other

Comments *It depends on the subject and or topic [REDACTED] is working on. Reading comprehension and writing concepts are most difficult for [REDACTED]*

3. Describe the student's rate of learning (as compared with the student's ability to recoup after a break)

[REDACTED] *has a diagnosis of autism, which is a lifelong disability that effects his rate of learning across multiple fields.*

4. Does the IEP team feel the student's disability will continue indefinitely or for a prolonged period of time? Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break [REDACTED] *has a diagnosis of autism, which is a lifelong disability that effects his rate of learning. His regression after breaks is moderate.*

Describe the degree, nature and severity of the student's disability [REDACTED] *has a diagnosis of autism, which is a lifelong disability that effects his rate of learning across multiple fields.*

5. Does the IEP team feel it will be impossible or unlikely the student will attain self-sufficiency and independence expected in view of the student's disability following a break? Yes No Unknown

Comments (describe the degree (minimal or serious) of actual or likely regression following a school break [REDACTED] *requires a significant amount of time to fully regain skills in the areas of academics and behavior after a prolonged break.*

6. Is the student at a critical point of skill acquisition or readiness where their ability to acquire the skills will be lost or greatly reduced as a result of an interruption of services? Yes No Unknown

If yes, describe *Reading comprehension, writing, math problem solving*

7. Are there any other issues concerning the student's physical, medical condition, emotional, social, behavioral, mental health, academic and/or vocational issues, and his/her ability to be with typically developing peers that may be adversely impacted if the student does not receive ESY services? Yes No Unknown

If yes, describe [REDACTED] *lacks sufficient social skills that impacts his ability to interact with typically developing peers.*