



ESY (Extended School Year) Checklist / Decision Discussion Points

Student: _____ Grade level: _____ Disability Category(ies) _____

Related Services: _____ Spring case manager _____ Fall case manager: _____

Did the student qualify for ESY in the previous school year? ____ YES ____ NO ____ Not known

Did the student attend ESY in the previous school year? ____ YES ____ NO ____ Not known

_____ 1. Is the student achieving passing grades in the regular education program, if applicable?

Comments:

_____ 2. Is the student currently experiencing success in meeting the goals and objectives of the IEP?

Comments:

_____ 3. When reviewing past IEP's (if available), has the child been successful at meeting IEP goals over time, or have goals been repeated over time?
Explain below, if needed.

_____ 4. At the start of the current school year, was the teacher able to begin instruction at the level indicated by the current IEP in critical skills areas? (Complete and attach the ESY regression/recoupment of skills data form)

_____ 5. Was the student working on new critical skills indicated by the current IEP by the beginning of the second six-week grading period?

_____ 6. Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year, i.e. winter break and spring break (document on the ESY regression/recoupment of skills data form) ?

_____ 7. Were there mitigating circumstances that may have led to the student temporarily not meeting goals/objectives? If yes, Explain:

Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

_____ 8. Have general education teachers given input on the child's progress (if applicable)?

_____ 9. Does the parent/guardian witness a loss of skills over the course of school breaks? What are examples the parent can provide?

_____ 10. What else is significant about the nature and severity of the child's disability? Could ESY services markedly slow the rate of degeneration anticipated due to a student's mental condition?

ESY Regression / Recoupment of skills data form

DIRECTIONS:

- 1) Write in each IEP goal to be assessed.

- 2) For each IEP goal, indicate the student's level of performance on skills assessment for each indicated time frame. **INCLUDE DATES OF TESTING, ASSESSMENT GIVEN, and SCORE(S)** in your data boxes. Be sure to keep or attach the assessment used to determine the student's level of performance, and to use the same assessment(s) for each data entry date to maintain consistent comparison across time. Assessments do not need to be standardized, and teacher-created curriculum-based or skills-based measurement / checklists that directly match IEP goal skills may be used.

- 3) Use this data to help with the decision regarding whether or not a student needs extended school year services. This form should not be the only data used to inform this decision.

STUDENT NAME: _____ DISABILITY (IES): _____ RELATED SERVICES: _____
 DID STUDENT ATTEND ESY THE PREVIOUS SUMMER? ____ YES ____ NO
 IF YES, ASSESS STUDENT BY THIRD WEEK OF NEW SCHOOL YEAR
 IF NO, ASSESS STUDENT BY SIXTH WEEK OF NEW SCHOOL YEAR

SPRING DATA (Within four weeks of the end of the school year)	FALL DATA (Must be within 6 weeks of the start of the school year)	(Optional) Post an extended school break (winter, spring) data	Did student recoup skills?
Goal One:			
			____ YES ____ NO
Goal Two:			
Goal Three:			
Goal Four:			

SPRING DATA (Within four weeks of the end of the school year)	FALL DATA (Must be within 6 weeks of the start of the school year)	(Optional) Post an extended school break (winter, spring) data	Did student recoup skills?
Goal Five:			
Goal Six:			
Goal Seven:			
Goal Eight:			