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| ESY DATA/QUESTIONS  *ESY Worksheet Page 1 of 2* | | | | |
| Student Name: | | Data Collector’s Name(s): | Date(s) of Data Collection: | |
| Date(s) of Current IEP: | | Determination for ESY:  Summer 20\_\_\_\_\_\_\_\_\_\_\_\_ | Date of ESY Review: | |
| SECTION I: The first step in the ESY decision-making process is to gather the information that will be used by the IEP team to make the ESY decision. ESY determination must be based on data and other reliable sources of information regarding a student’s educational needs, propensity to progress, recoupment potential and year-to-year progress. It should be noted that quantitative “data” are only one of the types of information that can be used to make ESY decisions. Predictive data, such as reports by parents, medical or other agency reports, observations, and opinions by educators and others, can also provide a basis for an eligibility determination. | | | | |
|  | INFORMATION TO REVIEW | QUESTIONS | | DATA/ANSWERS |
| Progress on Goals and Consecutive IEP’s | Review previous IEPs  (ESY Eligibility) | Did the student receive ESY services in the past? | |  YES  No  *If yes, indicate date(s)*  *[ex: 2013-2014]* |
| Review the last and current IEPs  (Present Levels) | Do the present levels of academic achievement and functional performance between the student’s current IEP and previous IEPs indicate progress toward goals? | |  Yes  NO |
| Review the last and current IEPs  (Goals/Objectives) | Do the goals and objectives between the student’s current IEP and previous IEPs indicate progress toward the goals? | |  Yes  NO |
| Review the last and current IEPs  (Goals/Objectives) | Did the student master any of his/her goals from the previous or current IEP? | |  Yes  NO |
| Review the current IEP (Goals/ Objectives) or other appropriate documentation | Does the student’s IEP progress report indicate progress made on current goals and objectives? | |  Yes  NO |
| Review the current IEP,  (Goals/Objectives) | Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate? | |  Yes  NO |
| Progress Reports and Data from Therapists | Consult with therapist(s) involved and check cumulative record file for reports | If the student receives therapy (e.g., speech/language therapy, occupational therapy, physical therapy), do reports of the therapist (s) indicate the student made progress | |  Yes  NO  Not Applicable |
| Reports by Parents | Check files for letters or notes, communication book, program book, etc. for parent reports | Are there any reports by the parent(s) regarding negative changes in adaptive behaviors or in other skill areas? | |  YES  NO |
| Medical Reports | Review file, health records, and consult with nurse as applicable | Are there any medical or other agency reports indicating degenerative-type difficulties which become exacerbated during breaks in educational services? | |  YES  NO |
| Observation and Opinions of Educators | Review report cards, monthly progress monitoring, consult with staff, etc. | Has information from school staff that work with this student been provided regarding the relevant factors (i.e., regression/recoupment, mastery, self-sufficiency, or successive interruption) that indicates any concerns in one or more of these areas? | |  YES  NO |
| Check baseline data, anecdotal records or interview staff | Is there data indicating that successive interruptions in educational programming (e.g., winter break, summer vacation, etc.) resulted in a consistent pattern of withdrawal from the learning process? | |  YES  NO |
| Results of Tests | Review progress/report cards, program books, and assessment data | Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life skills, assessments, or other equivalent measures (e.g., portfolio assessment, end of unit tests, etc.) indicate progress? | |  Yes  NO |
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| ESY ELIGIBILITY  *ESY Worksheet Page 2 of 2* | | | | |
| Student Name: | Data Collector’s Name(s): | | | Date(s) of Data Collection: |
| SECTION II: For all students with disabilities, ESY Eligibility must be considered at each IEP meeting. This determination must be made even if the child’s parents have not specifically requested that their child be evaluated for ESY programming. ESY determinations are to be based on several factors such as: Regression/Recoupment; extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted; extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers; extent to which successive interruptions in educational programming result in a student’s withdrawal from the learning process. If the answer selected to a question in this section below is BOLDED, it is an indication of possible eligibility for ESY services. *Please note that no single factor is considered determinative and ESY Eligibility is an IEP team decision.* | | | | |
| FACTORS TO CONSIDER | | ANSWER | IF THE ANSWER IS BOLDED, INCLUDE DOCUMENTATION/DATA BELOW | |
| Will the student regress (revert to a lower level of functioning) in skills or behaviors as a result of an interruption in educational programming? | |  YES  No |  | |
| Will the student take a long time to recoup (recover) the skills or behavior patterns that were lost during a break in educational programming? | |  YES  No |  | |
| Will a pattern of difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives? | |  YES  No |  | |
| Will a lapse in services substantially reduce a student’s chances of ever learning a critical life skill or behavior related to the IEP? | |  YES  No |  | |
| Has the student mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted? | |  YES  No |  | |
| Is a skill or behavior particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers? | |  YES  No |  | |
| Have successive interruptions in educational programming resulted in a student’s withdrawal from the learning process? | |  YES  No |  | |
| Is the nature of the student’s disability severe (such as autism/pervasive developmental disorder, serious emotional disturbance, degenerative impairments with mental involvement and severe multiple disabilities)? | |  YES  No |  | |
| *The above information is to be used to facilitate the ESY Eligibility discussion with the IEP team. If answers to the questions above are* BOLDED, *it is an indication of possible eligibility for ESY services. Please note that there is no minimum score for a student to qualify for ESY, and ESY is an IEP team decision. This worksheet is not designed to replace the IEP section which documents ESY Eligibility per the IEP team decision. The sole purpose of THIS worksheet is to assist with IEP meeting preparation where ESY will be discussed in order for the team to make an informed decision about whether a child is eligible for services based upon reliable sources of documentation/data.* | | | | |
| *A NOREP must be issued if: (1) Proposing ESY Services; (2) Eliminating ESY Services; (3) Refusing to Initiate ESY* | | | | |