

The **ESY Checklist** on the next few pages can be removed from this packet and reproduced for use with individual students.

***If the answer selected is **BOLDED** it is an indication of possible eligibility for ESY services. There is no minimum score for a student to qualify for ESY.*

ESY Checklist

Student's Name _____

Data Collector's Name _____

1. Did the student receive **ESY** services in the past? [previous IEPs, Section IV. (D)]
- Yes No Dates:

Progress on goals & consecutive IEPs

2. Do the present education levels between the student's current IEP and previous IEP indicate progress toward goals? [Review the last and current IEPs, Section II]
- Yes No
3. Do the goals and objectives between the student's current IEP and previous IEP indicate progress toward the goals? [Review the last and current IEPs, section III]
- Yes No
4. Did the student master any of his/her goals from the previous or current IEP? [Review the last and current IEPs, section III]
- Yes No
5. Does the student's IEP progress report indicate progress made on current goals and objectives [Review the current IEP, section III, or other appropriate documentation]
- Yes No
6. Has the student demonstrated self-sufficiency and independence frmt caretakers on any of his/her goals if appropriate? [Review the current IEP, section III]
- Yes No Not Applicable

Progress reports maintained by therapists

7. If the student received therapy, do **reports of the therapist** indicate the student made progress?
[Consult with therapist(s) involved and check cumulative record file for reports]

Yes No Not Applicable

Reports by parents

8. Are there any **reports by the parent(s)** regarding negative changes in adaptive behaviors or in other skill areas? [Check files for letters or notes, assignment book, parent comment section of report cards, etc.]

Yes No

Medical reports

9. Are there any **medical or other agency reports** indicating degenerative-type difficulties which become exacerbated during breaks in educational services [Consult nurse and check cumulative folder]

Yes No

Observation and opinions of educators

10. Has **information from other school staff** who 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?

(Check report card comments, interview staff]

Yes[information indicates concern]

No [information indicates no concerns]

NA [information provided]

11. Is there **data** indicating that successive interruptions in educational programming (i.e., winter break, summer vacation, etc) resulted in a consistent pattern of withdrawal from the learning process?
(Check baseline data, anecdotal records or interview staff]

Yes No

Results of tests

12. Do the student's grades and report card indicate progress? [Check grade book, report cards, interview other staff]

Yes No

13. 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? [Check report cards, cumulative folders, and other staff]

Yes No

Glossary of terms

- **Regression** - whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an Interruption in educational programming..
- **Recoupment** - whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.
- **Target groups** — students with severe disabilities, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental retardation involvement and severe multiple disabilities.
- **Self-sufficiency** — the ability to function as independently as possible. The goal of instruction related to basic life skills is to reduce the student's reliance on caregivers.