

ESY IEP Meeting Checklist

	ESY Standard (including citation to regional decision)	No Problem / No Issue	Mild Problem / Slight Issue	Significant Problem / Big Issue
1	Child's rate of progress (Lawyer at 907)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
2	Degree of regression suffered by the child [both retrospective and prospective] (Lawyer at 907)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
3	Recovery time from the regression [both retrospective and prospective] (Lawyer at 907)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
4	Small, but vital, window of opportunity (Lawyer at 907)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
5	Emerging (critical life) skills and/or breakthrough opportunities (Reusch at 1435)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
6	Child's behavioral problems (or interfering behaviors) (Lawyer at 907)	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
7	Child's physical problems (Lawyer at 907)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
8	Degree of impairment (Lawyer at 907 ¹)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
9	Areas of the child's curriculum which need continuous attention (Lawyer at 907)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
10	Child's vocational needs (Lawyer at 907)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
11	Availability of alternative resources that are available to the public, free of charge (Lawyer at 907) -- Guide: Available - Few - None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
12	Ability of the child to interact with nonhandicapped children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
13	Whether the requested service is extraordinary for the child's condition (as opposed to an integral part of a program for those with the child's condition) - - Guide: Rare - Sometimes - Integral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
14	Ability of the child's parents to provide the educational structure at home -- Guide: Can - Sometimes - Cannot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> *
15	Whether there will be an irreparable loss of progress during the summer months	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *
16	Other factors (e.g., child was ill, therapist was out sick and/or missed sessions, or teacher changes resulted in reduction of services provided during year).	<input type="radio"/>	<input type="radio"/> *	<input type="radio"/> *

Directions: Fill in the appropriate circles. For at least those areas with asterisks, sources of evidence and/or a discussion of anecdotal evidence should be provided on additional sheet(s).

¹ "Degree of impairment" is not specifically cited as a factor in *Lawyer*, but the essence of the decision relates to the child's deficits and the "critical" need to provide "continuous speech and communication services" (decision at 907).