



**Determination of Extended School Year Guide**

The CCC should gather and review information in response to the following questions as the first step in determining a student’s need for ESY services. Because the list of factors and questions is not exhaustive, the CCC should also gather, review, and consider all of the information (NWEA, IREAD-3, ILEARN, IAM, IEP goals) it deems relevant or necessary for its decision making.

Student Name: Click or tap here to enter text.      Date: Click or tap to enter a date.

School:Click or tap here to enter text.      Grade:Click or tap here to enter text.

Primary Exceptionality:Click or tap here to enter text.      Secondary: Click or tap here to enter text.

TOR Click or tap here to enter text.

	Yes	No
FBA/BIP		
Speech		
Special Transportation		
LPN		
1 to 1		
Modified Day		

What critical skills is the student working on? Click or tap here to enter text.

**IEP Goals:**

Were any IEP goals not met? Yes  No

Are there any barriers to the student meeting the IEP goals? Yes  No

- If Yes, what are they? Click or tap here to enter text.
- Has the student had frequent-health related absences that have impeded the student’s progress on his/her IEP goals? Yes  No



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- Has the student experienced behaviors that have interfered with the student's ability to progress toward achievement of his/her IEP goals? Yes  No

Are there other reasons for the student not meeting one or more of the IEP goals?

Click or tap here to enter text.

What is impacting the student's rate of progress? Click or tap here to enter text.

- Is the student's rate of progress or lack thereof likely to prevent the student from receiving educational benefit during the school year? Yes  No

### **Regression/Recoupment:**

Is there data that the student has or will experience skill regression or that the student has or will experience difficulty recouping lost skills? Yes  (attach documentation) No

- Is it unlikely that the student will maintain the critical skills and behaviors relevant to the student's IEP? Yes  No

Is there a likelihood of the student being placed in a more restrictive placement? Yes  No

- Is the student working on skills designed to allow the student to move to a less restrictive environment or to prevent placement in a more restrictive environment? Yes  No

Are continuous or year-round services an integral part of the student's ability to acquire or retain a skill or behavior? Yes  No

It is not expected that the student will recover the level of mastery of behaviors or skills within a reasonable amount of time after the interruption of educational services. Yes  No

The student is at a critical point of skill acquisition or readiness, and the student's ability to acquire the skill will be lost or greatly reduced Yes  No



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### **Special Circumstances:**

The CCC should identify any other special circumstances or factors that are indicative of the student's need for ESY services as part of a free appropriate public education.

- The degree, nature, or severity of the student's disability
- The ability of the student's parents to provide educational structure at home
- Behavioral or physical challenges
- The lack of availability of alternate resources
- The student's ability to interact with children without disabilities
- The area of the student's curriculum that needs attention
- The student's vocational needs
- The likelihood of a loss of independence from caretakers
- The likelihood of a more restrictive placement
- Interfering behavior
- The degree or rate of progress on annual goals
- Continuous or year-round services are an integral part of the student's ability to acquire or retain a skill or behavior