

Extended School Year (ESY) Services Decision Making Form

Teacher of record:

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| --- | --- | --- | --- |
| Date: |  | School: |  |
| Student name: |  | ID#: |  |
| Date of birth: |  | Grade: |  |

Factors for determining eligibility for ESY services:

The case conference committee (CCC) should consider a variety of factors for extended school year (ESY) services eligibility. Using the information gathered in Part I, identify which of the following are applicable to the student’s situation. Check all that apply:

1. Regression/recoupment

The student experiences or is expected to experience regression for mastered and partially mastered critical skills. That is, the student is expected to revert to a lower level functioning evidenced by a measurable decrease in the level of behaviors or skills as a result of an interruption in educational programming.

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.

1. Break-through learning opportunity

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 as a result of an interruption of services, and/or

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 by an escalation of previously diminished behaviors (i.e. the student is able to take advantage of a break-through learning opportunity because behaviors that previously interfered with the student’s learning and skill acquisition have currently been diminished).

1. Special circumstances or factors. The CCC must consider whether special circumstances or factors are indicative of the student’s need for ESY services.

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

Other: Enter text

Other: Enter text

Based on the CCC’s review and consideration of all relevant information, the CCC determines:

The student needs ESY services in order to receive a free appropriate public education.

The student does not need ESY services in order to receive a free appropriate public education.

Critical skills are academic, social, functional, and behavioral skills that are linked to the individualized education plan (IEP) goals and are critical to the student’s school and community functioning.

If the student needs ESY services, identify the critical skill(s) to be addressed by those services:

Enter text

The CCC should complete the IEP, identify the goals and objectives that will be the focus of ESY services and indicate the initiation and duration dates, as well as the length, frequency, and location of the special education and related services to be provided. This *ESY services decision making form* should be attached to the IEP.