



# NASHOBA

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## Regional School District

### ESY Considerations

Student: \_\_\_\_\_ Grade level: \_\_\_\_\_ Disability Category(ies) \_\_\_\_\_

Related Services: \_\_\_\_\_ Case manager \_\_\_\_\_

Student's Attendance \_\_\_\_\_ School \_\_\_\_\_

Did the student qualify for ESY in the previous school year? \_\_\_\_ YES \_\_\_\_ NO \_\_\_\_ Not known

Did the student attend ESY in the previous school year? \_\_\_\_ YES \_\_\_\_ NO \_\_\_\_ Not known

\_\_\_\_\_ 1. Is the student achieving passing grades in the regular education program, if applicable?

Comments:

\_\_\_\_\_ 2. Is the student currently experiencing success in meeting the goals and objectives of the IEP?

Comments:

\_\_\_\_\_ 3. When reviewing past IEP's (if available), has the child been successful at meeting IEP goals over time, or have goals been repeated over time?

Explain below, if needed.

\_\_\_\_\_ 4. At the start of the current school year, was the teacher able to begin instruction at the level indicated by the current IEP in critical skills areas?

\_\_\_\_\_ 5. Was the student working on new critical skills indicated by the current IEP by the mid semester of the grading period?

\_\_\_\_\_ 6. Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year, i.e. winter break and spring break (document on the ESY regression/recoupment of skills data form) ?

\_\_\_\_\_ 7. Were there mitigating circumstances that may have led to the student temporarily not meeting goals/objectives?

If yes, Explain:

\_\_\_\_\_ 8. Have general education teachers given input on the child's progress (if applicable)?

\_\_\_\_\_ 9. What else is significant about the nature and severity of the child's disability?

\_\_\_\_\_ 10. Does the student have specialized transportation as part of the IEP? If yes, we will continue these services in the summer.