

**Sonoma County  
Special Education Local Plan Area  
Checklist for ESY Eligibility**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **DOB:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Case Mgr.:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Definitions:**

**ESY:** Extended School Year services are programs and services that assist the student in working toward the same goals and objectives that the student works on during the school year. ESY services are only provided for those areas on the current IEP where the student has demonstrated **a)** regression of skills during an extended school break and **b)** limited ability to benefit from re-teaching of skills after an extended school break.

**Regression:** Loss of previously attained skills documented by a review of the IEP goals, due to an extended school break.

**Rate of Recoupment:** Length of time required to re-learn skills following an extended school break.

**Regression and Recoupment:** Some students have disabilities that are likely to continue indefinitely or for a prolonged period. In this situation, interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. (5 C.C.R. Section 3043.)

**Using input from staff and parents, answer the following questions:**

1. At the start of the school year, with a review period equal to that of general education students, was the student able to regain skills lost over the break that would otherwise be expected in view of the student's disabling condition?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If no, specify what area(s): \_\_\_\_\_  
\_\_\_\_\_
2. Does this student routinely display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter Break, and Spring Break?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Is the current student at a crucial stage in learning a skill(s), such that an interruption in programming might cause loss of a skill that has taken a long time, which the student would not be able to re-learn in a reasonable period of time in view of the student's disabling condition?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, specify what essential skill(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Is the student able to maintain the skills identified without Extended School Year?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If no, specify what skill: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Without ESY, will the student continue to achieve the level of independence that is expected in view of the student's disabling condition? Yes \_\_\_\_\_ No \_\_\_\_\_

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ESY WORKSHEET**

*Note: Use this worksheet with the ESY Checklist if the team believes it is needed*

1. The student demonstrates a pattern of past regression in skills as evidenced by breaks of more than four weeks:  
 Yes       No       Unknown  
Comments (describe the degree (minimal or serious) of actual or likely regression following a school break: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. What is the estimated amount of time it takes or it may take the student to regain the prior level of knowledge skills, benefits or functioning following a school break:  
 One month or less       Up to 3 months       4 to 6 months       Other \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Describe the student's rate of learning (as compared with the student's ability to recoup after a break):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Does the IEP team feel the student's disability will continue indefinitely or for a prolonged period of time?  Yes       No       Unsure  
Describe the degree, nature and severity of the student's disability: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Does the IEP team feel it will be impossible or unlikely the student will attain self-sufficiency and independence expected in view of the student's disability following a break?  
 Yes       No       Unsure
  
6. Is the student at a critical point of skill acquisition or readiness, and the student's ability to acquire the skills will be lost or greatly reduced as a result of: (a) an interruption of services; and/or (b) by an escalation of previously reduced behaviors?  Yes  No       Unsure  
If yes, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. Are there any other issues concerning the student's physical, medical condition, emotional, social, behavioral, mental health, family, academic and/or vocational issues, and his/her ability to be with typically developing peers that may be adversely impacted if the student does not receive ESY services?  
 Yes       No       Unsure  
If yes, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_