

EXTENDED SCHOOL YEAR CHECKLIST

Name:

Date:

- Do students constantly show an inability to restore previously taught skills during short breaks like thanksgiving or spring?
- Can the student continue to use the skills without an extended school year?
- Does the learner exhibit a history of losing the skill the child once possessed mainly during long breaks of more than four weeks?
- Does the student now succeed in achieving the IEPs goals and objectives?
- Is the student, if applicable, completing the regular education program with passing grades?
- If applicable, have the child's general education teachers provided feedback on their progress?
- Is there anything alarming regarding the type and extent of the child's disability?
- By the start of the second six-week grading period, was the student implementing the new important skills listed in the current IEP?
- Does the student take a lot of time to revise the skills taught in school after a break?
- Does the child show any psychological/ physiological/ mental/ emotional/ behavioral or social change during holidays which is generally not noted before?