

ANW Special Education Cooperative
Extended School Year Eligibility Criteria

Student _____ Grade _____ Birthdate _____ Meeting Date _____ School Year _____

Eligibility for ESY services must be based on student needs identified in the IEP. Evidence must be justified. The reason for these services is to ensure the provision of FAPE so that the child can make progress toward the goals specified on the child's IEP and to prevent regression, which would impede such progress. Remember that the purpose of ESY is to maintain skills, not to teach or establish new skills

Attach current goals and objectives that will be addressed to maintain present skills and behaviors.

Criterion	Degree 1	Degree 2	Degree 3	Justification/Evidence
Criterion 1 – Regression* Evidence of loss of learned skills or required knowledge (academics, behavior, social skills that are addressed in the student's IEP) after scheduled school breaks (Summer, Thanksgiving, Winter Spring)	Rate of progress on goals unchanged; extent of regression similar to that of other peers.	Moderate decline (less than 20%) in scores and progress compared to same-age peers.	Significant drop (20% or more) in scores and progress compared to same-aged peers.	Examples: IEP progress, testing information, historical rate of progress before/after breaks, points earned before/after breaks, Behavior logs and observation data.
Criterion 2 – Limited Recoupment* The inability to regain previously learned skills or acquired within a reasonable amount of time* after the school break or extended absence from school. The extent of time relearning lost skills impacts the acquisition of new skills or information.	Skills regained in less than half of recoupment period (days of break); new skill acquisition NOT impacted.	Skills regained in less or equal to recoupment period; new skill acquisition impacted moderately.	Recoupment days greater than the days of break; significant impact on new skill acquisition.	Recoupment:

<p>Criterion 3 – Self-Sufficiency The degree to which the student’s regression impacts the student’s level of self-sufficiency or independence from teacher that would be expected in view of his/her disability within the context of the recoupment period. (Independence is measured by related tasks, given the student’s disability, environment, and level of expectations.)</p>	<p>With minimal adult intervention OR reminders typical of all students, the student regains his/her level of independence commensurate with the level prior to break in less than half of the recoupment period days.</p>	<p>With moderate adult intervention OR moderate amount of reminders, redirection, and prompts, student regains the same level of independence as the student had less than or equal to the recoupment period.</p>	<p>Student requires significant adult intervention OR regresses to the point that the entire recoupment period is spent in intense relearning activities.</p>	
<p>Criterion 4 – Current Level of Services Student’s programming for the school year.</p>	<p>0-20% special education</p>	<p>21-59% special education</p>	<p>60% or higher special education</p>	
<p>Criterion 5 – Aide Support Provided</p>	<p>Class aide</p>	<p>Classroom aide / 1:1 aide for core academics</p>	<p>1:1 aide full day (Check appropriate area for support provided) Academic _____ Safety _____ Personal Care _____</p>	

Criterion 6 – Degree of Impairment The severity of the disability(ies) <i>Areas listed on IEP only</i>	Progress in academics, social skills, language skills, 1-2 years below that of peers; capacity for recoupment not greatly impacted.	Progress in academics, social skills, language skills, 2-3 years below that of peers; capacity for recoupment moderately impacted.	Progress in academics, social skills, language skills, +3 years below that of peers; capacity for recoupment severely limited.	
Criterion 7 – Complexity of Disability <i>Mark all areas that are impacted by disability:</i> <input type="checkbox"/> Literacy <input type="checkbox"/> Math <input type="checkbox"/> Communication <input type="checkbox"/> Social Interaction Skills <input type="checkbox"/> Behavior <input type="checkbox"/> Gross motor skills <input type="checkbox"/> Fine motor skills <input type="checkbox"/> Vision/Hearing <input type="checkbox"/> Extreme medical <input type="checkbox"/> Daily Living	1-2 areas	3-5 areas	6+ areas	

*Regression refers to a decline in knowledge and skills that can result from an interruption in education.

*Recoupment refers to the amount of time it takes to regain the prior level of functioning.

*The recoupment period is equal to the number of school days in the break period.

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Student _____

Rubric Degrees/Eligibility Determination

Criterion 1 - _____

Criterion 2 - _____

Criterion 3 - _____

Criterion 4 - _____

Criterion 5 - _____

Criterion 6 - _____

Criterion 7 - _____

Total - _____

Additional Comments/Notes as needed:

Individual Circumstances – Professional Judgment Factors

Areas to consider for students whose scores are borderline: Effects of practice, amount of support outside of school, degenerative medical conditions, extended or repeated absences, student safety, amount of supervision, other.

Eligibility Determination

_____ A score of 14 or higher indicates a high probability of need that would require ESY services.

_____ A score of 13 or lower indicates a probability of need that would require ESY services.

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ESY Eligibility Guidelines

ESY is designed for students with significant disabilities for whom we have evidence that additional days of school are **necessary** in order for them to maintain their educational progress. ESY is not intended for everyone. If a student qualifies for ESY, the expectation is that they maintain their gains from the current school year.

1. There are seven areas to consider: **regression, recoupment, self-sufficiency, current level of service, aide support, degree of impairment, and complexity of disability.** Each area is scored by marking a 1, 2 or 3 (1 as a low risk and 3 as a high risk). Staff is to use their readily available, classroom-based evidence when making these decisions. The scores are summed at the end of the process. The criteria allows for professional judgment, which can be applied for students who score in the borderline range. (See rubric for additional eligibility considerations.)
2. The criterion is to be completed by the student's IEP case manager and confirmed by the team members at the IEP meeting with parents.
3. For students who have related services, the IEP case manager must consult with the provider to determine if ESY services are appropriate. Students must qualify to receive related services in ESY program.
4. After the criterion form is completed, it will be filed in the student's special education file. It is not a part of the IEP paperwork distributed to parents; however, the determination is to be recorded in the IEP.