

Mid-Valley Special Education Cooperative
EXTENDED SCHOOL YEAR ELIGIBILITY CRITERIA

Student _____ Grade _____ Birth Date _____ Meeting Date _____ School Year _____

Eligibility for ESY services must be based on student needs identified in the IEP. Evidence must be justified. Remember that the purpose of ESY is to maintain skills, not to teach or establish new skills.

Criterion	Degree 1	Degree 2	Degree 3	Justification/Evidence
Criterion 1 – Regression Evidence of loss of learned skills or acquired knowledge (academics, behavior, social skills, communication skills that are addressed in the student’s IEP) after scheduled school breaks (winter, summer, Thanksgiving, spring)	Rate of progress on goals unchanged; extent of regression similar to that of other peers	Moderate decline in scores and progress compared to same-age peers	Significant drop in scores and progress compared to same-age peers	Baseline: _____ Regression: _____
Criterion 2 – Limited Recoupment The inability to regain previously learned skills or acquired knowledge 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 half of recoupment period; new skill acquisition impacted moderately	30 school days for summer break; recoupment days equal to the days of break; significant impact on new skill acquisition	Recoupment: _____
Criterion 3 – Self-Sufficiency The degree to which the student’s regression impacts the student’s level of self-sufficiency or independence from teachers 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.)	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	With moderate adult intervention OR a moderate amount of reminders, redirection and prompts, student regains the same level of independence as the student had prior to break within half the recoupment period	Student requires significant adult intervention OR regresses to the point that the entire recoupment period is spent in intense relearning activities	

*The recoupment period is equal to the number of school days in the break period. Summer recoupment is 30 school days (6 weeks).

Criterion 4 – Degree of Impairment The severity of the disability(ies) (Areas listed on IEP only.)	Progress in academics, social skills, language skills, 1 year below that of peers; capacity for recoupment not greatly impacted	Progress in academics, social skills, or language skills 2 years below that of peers; capacity for recoupment moderately impacted	Progress in academics, social skills, or language skills 3 years below that of peers; capacity for recoupment severely limited	
Criterion 5 – Complexity of Disability Mark all areas that are impacted by disability: <input type="checkbox"/> Literacy <input type="checkbox"/> Expressive writing <input type="checkbox"/> Math <input type="checkbox"/> Communication <input type="checkbox"/> Social interaction skills <input type="checkbox"/> Behavior control <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	

Individual Circumstances—Professional Judgment Factors

Areas to consider for students whose scores are borderline: Effects of practice, amount of parental support, degeneration of medical conditions, family vacations, student safety, amount of supervision, other

Eligibility Determination

- The student has a score of 11-15 and is eligible for ESY.
- The student has a score of 1-10 and is not eligible for ESY.

Add comments/notes as needed:

Once determined, record ESY on IEP Form 10; add ESY goals for 6-weeks in duration after annual goals on Form 4.