

Eisenhower 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. 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
<p>Criterion 1 – Regression Evidence of loss of learned skills or required knowledge (academics, behavior, social skills, communication skills that are addressed in the student’s IEP) after scheduled school breaks (Winter, Summer, Spring, Thanksgiving).</p>	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	Examples: CBM scores, IEP progress, testing information; historical rate of progress; progress reports before/after breaks; points earned before/after breaks, behavior logs and observation data
<p>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.</p>	Skills regained in less than half of recoupment period (days of break); new skill acquisition <u>not</u> impacted	Skills regained in less or equal to recoupment period; new skill acquisition impacted moderately	30 school days for summer break; 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>	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 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	Student requires significant adult intervention OR regresses to the point that the entire recoupment period is spent in intense relearning activities	

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

Criterion	Degree 1	Degree 2	Degree 3	Justification/Evidence
Criterion 4 – Current Level of Service Student’s programming for the school year	0 – 20% special education	21% - 59% special education	60% or higher special education	
Criterion 5 – Aide Support Provided	Class aide	Classroom aide / 1:1 aide for core academics	1:1 aide full day (Check appropriate area of support provided) Academic _____ Safety _____ Personal Care _____	
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	

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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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