

School District

**EXTENDED SCHOOL YEAR ELIGIBILITY FORM**

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Meeting Date \_\_\_\_\_

CHECK ALL OF THE FACTORS BELOW THAT APPLY TO THIS STUDENT AND PROVIDE DATA\* THAT SUPPORTS EACH POINT TO BACK UP YOUR CONCLUSION(S). ALL SUPPORTING DATA MUST ACCOMPANY **THIS DOCUMENT**.

**1. REGRESSION/RECOUPMENT ANALYSIS**

- The student is unable to recoup or recover skills, specified in the IEP, to a level demonstrated prior to intersession break within five weeks following his/her return to school. Supporting Data: # \_\_\_\_\_

**2. EMERGING SKILLS / BREAKTHROUGH OPPORTUNITIES**

- The IEP team reviews all IEP objectives targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP Team determines whether the interruption of instruction on those objectives caused by the school break is likely to prevent the student from receiving some benefit from his/her educational program during the regular school year without ESY services. Supporting Data: # \_\_\_\_\_

**3. INTERFERING BEHAVIOR(S)**

- The IEP Team determines whether any interfering behavior(s), such as stereotypic, ritualistic, aggressive or self injurious behavior(s) targeted by IEP objectives have prevented the student from receiving some benefit from his/her educational program during the previous school year without ESY services, or whether the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving some benefit from his/her educational program during the next school year without ESY services. Supporting Data: # \_\_\_\_\_

**4. SPECIAL CIRCUMSTANCES**

- The IEP Team determines whether, without ESY services, there are any special circumstances that will prevent the student from receiving some benefit from his/her educational program during the regular school year. Supporting Data: # \_\_\_\_\_

**5. OVERALL PROGRESS**

- The student has not made adequate progress toward IEP goals and objectives during the current school year. Supporting Data: # \_\_\_\_\_

**6. SEVERITY OF DISABILITY**

- Student's disability is severe (for example, autism/not aspergers, pervasive developmental disorder; severe mental retardation; degenerative impairments with mental involvement; severe multiple disabilities). Supporting Data: # \_\_\_\_\_

Has the I.E.P. team determined that this student is eligible for E.S.Y. services based on meeting at least one of the six criteria above?  Yes  No

**TRANSPORTATION**

- The student requires district transportation to ESY.  
 The student does not require district transportation to ESY.

\*Data to justify the decision may include any of the following:

1. Review of progress on goals in consecutive IEPs.
2. Progress reports maintained by educators, therapists, and others who have had contact with the student before and after interruptions in the educational program.
3. Reports by parents of negative changes in adaptive behaviors or in other areas.
4. Medical/other agency reports.
5. Observations and opinions by educators, parents, and others supervising extracurricular activities.
6. Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life-skills assessments, and other equivalent measures.