

A QUICK LOOK TO DETERMINE ELIGIBILITY FOR ESY SERVICES

Revised 2015

Who to Consider	Critical Point of Instruction CPI – 1	Critical Point of Instruction CPI – 2	Special Circumstances Employment	Special Circumstances Transition from Early Steps to Preschool	Special Circumstances Transition to Post School Outcomes	Special Circumstances Excessive Absences
<p>-All students participating in LAAI.</p> <p>-All students with significant cognitive disabilities.</p> <p>-All students who function like students with cognitive disabilities, including preschool-aged students.</p> <p>-Any student suspected of having difficulty in recoupment of skills.</p>	<p>All students with disabilities</p>	<p>All students with disabilities</p>	<p>Students ages 16-22 who are in need of support to maintain paid employment during the summer months.</p>	<p>Students transitioning from Early Steps to Part B preschool services who have spring/summer birthdays.</p>	<p>Students who have transition plans and are expected to exit school at the end of the school year.</p>	<p>Students with documented absences during the school year of more than 25 days for health-related conditions without the provision of hospital/homebound services.</p>
<p>Collect data throughout the year.</p> <p>Examine performance data before and after a minimum of 2 breaks in instruction.</p>	<p>Examine performance data on goals/benchmarks/ objectives that would cause the student to lose general education time or increase special education service time because of a lack of academic or social skill development.</p>	<p>Examine performance data on any goals/benchmarks/ objectives in the critical life areas (self-help, community access, or social behavior)</p>	<p>Examine the current IEP for goals and action steps targeted for transition in the area of employment and review job performance data documenting the need for support to maintain paid employment.</p>	<p>Examine performance data from the Individualized Family Services Plan (IFSP) that would cause the student to lose or not maintain critical performance skills on the IEP.</p>	<p>Examine the documentation of the incomplete action steps and corresponding goals that are the responsibility of the LEA.</p>	<p>Examine the performance data on goal/benchmarks/ objectives for lack of projected progress.</p>
<p>Basic Question:</p> <p>If the student loses skills over the 2 breaks, can the student recoup (relearn) the skills within a reasonable time?</p> <p>-One week break-2 weeks to recoup</p> <p>-Summer break – 4 weeks to recoup</p>	<p>Basic Question:</p> <p>Is the student at a critical stage in the general education curriculum where the provision of special education services during an extension of the regular school year would allow the student to maintain and/or achieve grade level expectations or maintain the level of services indicated in the IEP?</p>	<p>Basic Questions:</p> <p>-Is continued intervention during an extension in the regular school year necessary to receive meaningful benefit in the goal area?</p> <p>-Would the student be in danger of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of self-help, community access, or social behavioral skills which student has almost achieved?</p>	<p>Basic Questions:</p> <p>-Is there a written statement from the employer signifying the intent to employ throughout the summer months?</p> <p>-Does the employment meet the definition of <i>paid employment</i>?</p> <p>-Is there documentation in the IEP that the student needs support to maintain paid employment during the summer?</p>	<p>Basic Question:</p> <p>Is there a need for extended services over the summer months to ensure performance skills on the IEP are not lost during the transition from Early Steps to preschool services on the IEP?</p>	<p>Basic Question:</p> <p>Is the student in need of extended services to complete the LEA action steps that are not expected to be completed by the end of the student's final year in school?</p>	<p>Basic Question:</p> <p>Would the provision of special education services during an extension of the regular school year make a significant impact toward the acquisition of established goals/benchmarks/ objectives?</p>
<p>What to Ask</p>						

Extenuating Circumstances: When a student does not meet the criteria for ESY in any of the categories above, the teacher/instruction personnel shall determine if a break in instruction would negatively impact or cause the student to lose skills that will restrict the student's ability to function as independently as possible.