

ESY Eligibility Areas (Choose only ONE):

A. Regression/Recoupment: There will be a significant regression of a skill or acquired knowledge from the pupil's level of performance on an annual goal that requires more than the length of the break in instruction to recoup - unless the IEP team determines a shorter time for recoupment is more appropriate. Identify the ongoing data collection (i.e., pre/post break testing, progress reports, grades, observations, etc.) that documents a problem with regression/recoupment):

If selecting this area, case manager would write a thorough explanation of how student meets regression/recoupment criteria by **citing pre/post break data, progress reports, grades, observations, etc.** The team should avoid statements such as "Mickey would benefit from summer instruction."

B. Self Sufficiency: The pupil, who is in a functional curriculum, has the following functional skills identified as goals in his/her current IEP: (check all that apply):

Basic communication

Impulse control

Muscular control

Personal hygiene

Physical mobility

Basic self-help, including toileting, eating/feeding and dressing

Development of stable relationships with peers and adults

Functional academic competency, including basic reading, writing, concepts of time and money, and numerical or temporal relationships

Taking into consideration the pupil's age, level of development, the nature and degree of the disability, the timeliness for teaching the skill and the critical nature of the functional skill(s) identified above, identify the longitudinal data (i.e., ongoing data collection, test scores, progress reports, observations, etc.) that indicates the student is not making reasonable progress toward self-sufficiency as identified in one or more goals from the current IEP:

If selecting this area, case manager would write a thorough explanation of how student meets self Sufficiency criteria - by **citing the longitudinal data (from pre/post break data, progress reports, observations, etc)** that prove a student is not making reasonable progress toward self-sufficiency considering their age, level of development, disability, etc....(see explanation above). The team should avoid statements such as "Mickey would benefit from summer instruction."

C. Unique Need: Given the student's unique need(s), the Team determines ESY services are necessary to insure the student received a Free Appropriate Public Education. Describe the student's unique need and explain why ESY services are needed:

Call your coordinator when using this designation. The team should avoid statements such as "Mickey would benefit from summer instruction." REMINDER – Distance Learning is not a Unique Need