

ESY eligibility decisions must be based on factors that include the following:

- According to Chapter 60 (§8-60-7): “The critical question is whether the student’s learning in the regular school year will be significantly impacted if extended school year (ESY) services are not provided.”
- Following an extended interruption of instruction\*...

| Regression / Loss of Skills (and Knowledge)...                                     | Recoupment of Skills (and Knowledge)...  | Nature of the Disabling Condition...   | Severity of the Disabling Condition...  | Attainment / Maintenance of Goals of Self-Sufficiency  |
|--|--|--|---|--|
| ...is significant and occurs in previously mastered and emerging skills.           | ...requires extensive re-learning of skills/knowledge that were previously mastered/newly acquired/emerging skills and/or knowledge. | ...significantly impacts progress toward educational/behavioral goals and participation in the general education setting; intensive supports are needed more frequently, self-sufficiency and independence skills are lacking. | ...substantially impacts all aspects of life functioning; substantially limits participation in the general education curriculum and requires highly structured settings and supports.  | ...is of major concern; consistent cueing, drill, and practice needed to teach as well as maintain skills/level of self-sufficiency; dependence on caregivers is necessary; does not approximate age appropriate skills.     |
| ...is noticeable and occurs in previously mastered, but mainly in emerging skills. | ...requires some relearning, review, and practice of newly acquired and emerging skills and/or knowledge.                            | ...moderately impacts progress and participation in the general education curriculum and settings, affects other educational/related areas, i.e. need for more supports, more restrictive educational environments, etc.       | ...moderately impacts the rate of progress toward educational/behavioral/functional goals, limits participation in the general education curriculum and general education setting; highly structured settings and supports may be needed. | ...is of some concern; intensive practice and review required in order to regain skills/levels of self-sufficiency; re-learning of skills might be required; some reliance on care-givers for additional, temporary support. |
| ...is noticeable mainly in emerging skills.  | ...requires review and practice of newly acquired and emerging skills and/or knowledge.  | ...minimally impacts progress or participation in the general education curriculum and may affect participation in the general education classroom/setting.  | ...minimally impacts rate of progress toward educational/behavioral/functional goals; may limit participation in general education curriculum and general education setting.  | ...is of little concern; general review and practice might be needed to refresh skills; little concern for independent/self-sufficiency skills which appear to be adequate.  |
| ...is normal in overall skills   | ...requires little, if any, review of previously learned or emerging skills and/or knowledge.  | ...does not impact progress or participation in the general education curriculum or general education setting.   | ...does not impact the educational/behavioral program; allows full participation in the general education curriculum and general education setting.   | ...is not of concern; independent/self-sufficiency skills appear to be adequate and age appropriate.   |
| EVIDENCE:  | EVIDENCE:  | EVIDENCE:  | EVIDENCE:   | EVIDENCE:  |

\* “extended interruption of instruction” may vary from student to student (i.e. days, week/s)