

Willard Public Schools

Extended School Year (ESY) Rating Scale

This rating scale is designed for use by IEP teams to help determine if ESY services are required for the student to receive a free, appropriate public education (FAPE).

Student Name: _____ Date Completed: _____

- 1 = Minimal difficulty, need, or anticipated need
- 2 = Moderate difficulty, need, or anticipated need
- 3 = Severe difficulty, need, or anticipated need

1. The severity of the disabling condition (compared to other students with disabilities) Enter 3 if the team is concerned that the student is likely to require supported employment or supported living as an adult. _____
2. The nature of the student's disability: (The IEP team must consider whether the nature or severity of the student's disability requires highly-structured or consistent programming without substantial breaks in service in order to make progress in the identified goal area of concern). _____
3. The areas of learning are crucial to attaining the goal of self-sufficiency and independence from a caretaker - will disruption in learning result in (a) irreparable harm to the student's ability to be self sufficient or (b) severely limit the student's capacity to ever be self-sufficient? _____
4. Rate of regression/recoupment determined using data collected throughout the year in association with the student's educational program or by the fact history demonstrates or would tend to predict the student has a high likelihood of such regression and lengthy recoupment over an extended break. _____
5. The rate of regression/recoupment (capacity to recover those skills that have regressed to a level demonstrated prior to the break) following interruption in educational programming (regression must substantially impact meaningful progress; generally 45 days would be a severe recoupment and the teacher needs to have documentation showing that recoupment time). _____
6. The ability of the child's parents to provide the educational structure and/or alternative resources at home ability of parents to provide opportunities or to provide access to opportunities within the community for the student to practice skills. _____
7. The ability of the child to interact with nondisabled peers. _____
8. The areas of the student's curriculum which need continuous attention- will a disruption in learning result in (a) irreparable harm to the student's ability to acquire the skill or behavior or (b) severely limit the student's capacity to ever attain the skill or behavior? _____
9. The student's transition needs - ability to attain independence in adult life would be irreparably harmed if a break in instruction were to occur. _____
10. The student's progress in relation to learning, behavior and/or physical needs: Data documents a significant and sudden acceleration in the rate of learning (the rate of accomplishment is atypical compared to his/her own rate of progress throughout the year). _____

Total: _____

TOTAL Higher scores (20+ on this scale) could be a potential predictor of the need for Extended School Year (ESY) services. IEP teams should give consideration to multiple factors since there is not a single criterion for determining ESY eligibility. Data is required to substantiate regression/recoupment but it is only one factor. This scale serves only as a guide to assist teams in making individual determinations regarding Extended School Year services. Students are only eligible for ESY services when it is required for FAPE.