

Special Services Cooperative of Wamego
DOCUMENTATION OF NEED FOR EXTENDED SCHOOL YEAR SERVICES

**Student
Name:** _____

**IEP Meeting
Date:** _____

Directions for using this form:

During the IEP team meeting in which eligibility for ESY is determined, the IEP team should review and discuss each factor below, including the "Questions to consider:", and determine which, if any, factors support the need for Extended School year services for this student. Each factor should be marked with a checkmark to indicate if Extended School Year Services are needed in that area or not. A copy of this form must accompany the ESY information sent to Patty Shelhorn at WDSC-A, as well as accompany the IEP sent into Joyce Wist in Records at WDSC-A. A copy of this form must be sent with the student's AIM's packet to the Coop Offices.

FACTORS FOR TEAM CONSIDERATION AND SUPPORTIVE DATA:

REGRESSION/RECOUPMENT: The IEP team must determine if without ESY services, there is a likelihood of substantial regression in an identified area of need addressed by the IEP caused by a school break and a failure to recover those lost skills in a reasonable time following the school break (e.g., eight to nine weeks after summer break). Regression, for the purpose of this document, is a substantial loss of any skill addressed by the IEP. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial.

Questions to consider:

- Does regression/recoupment data suggest that this student's skill losses over breaks are excessive and that it takes an unacceptably long period of time (more than 6 weeks) for lost skills to be regained upon return?
- What is the relative impact of short breaks on student performance?

Describe data considered:

- Regression/Recoupment data for this student indicate that ESY services are needed.
- Regression/Recoupment data for this student indicate that ESY services are not needed.

GREE AND/OR RATE OF PROGRESS: The IEP team must review the student's progress toward the IEP goals and determine if without these services, the student's degree or rate of progress toward those goals, objectives or benchmarks will prevent the student from receiving benefit from his/her educational placement during the regular school year.

Questions to consider:

- Is there any pattern to the timing of progress (or lack of progress) that would indicate a need for ESY services?
- Does the student make progress at expected levels given the nature/severity of the child's disability?

Describe data considered:

- The degree and/or rate of progress for this student indicate that ESY services are needed.
- The degree and/or rate of progress for this student indicate that ESY services are not needed.

EMERGING SKILLS/BREAKTHROUGH OPPORTUNITIES: The IEP team must review all IEP goals and determine if any of these skills are at a breakthrough point. The IEP team must then determine if the interruption in services and instruction on those goals, objectives or benchmarks by the school break is likely to prevent the student from receiving benefit from his/her educational program during the regular school year without these services.

Questions to consider:

- Has the student reached a critical point of instruction or behavior management where a break in programming would have serious, detrimental effects?

Describe data considered:

- Emerging skills/breakthrough opportunities for this student indicate that ESY services are needed.
- Emerging skills/breakthrough opportunities for this student indicate that ESY services are not needed.

INTERFERING BEHAVIORS: The IEP team must determine if without ESY services any interfering behavior(s) such as ritualistic, aggressive or self-injurious behavior(s) targeted by IEP goals will prevent the student from receiving benefit from his/her educational program during the school year. The team must also determine that the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving benefit from his/her educational programming during the next school year.

Questions to consider:

- Does the student's behavior (or interruption of programming addressing the behavior) prevent the student from receiving benefit from his/her educational program?

Describe data considered:

- Interfering behaviors for this student indicate that ESY services are needed.
- Interfering behaviors for this student indicate that ESY services are not needed.

NATURE AND/OR SEVERITY OF THE DISABILITY: The IEP team must determine if without ESY services, the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from his/her educational program during the regular school year.

Questions to consider:

- Could ESY Services markedly slow the rate of degeneration anticipated due to a student's medical condition?
- Are the services an integral part of a program for populations of students with the same disabling condition and would a break in programming have a serious, detrimental effect?
- Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

Describe data considered:

- The nature and/or severity of the disability for this student indicate that ESY services are needed.
- The nature and/or severity of the disability for this student indicate that ESY services are not needed.

SPECIAL CIRCUMSTANCES OR OTHER FACTORS: The IEP team must determine if without ESY services there are special circumstances that will prevent the student from receiving benefit from his/her education program during the regular school year. Indicate which, if any, factors are applicable in this case:

- Ability of the child's parents to provide the educational structure at home;
- Ability of the child to interact with children without disabilities;
- Areas of the child's curriculum, which need continuous attention; and
- The child's vocational needs.

Describe data considered:

- Special circumstances or other factors for this student indicate that ESY services are needed.
- Special circumstances or other factors for this student indicate that ESY services are **not** needed.

If no empirical data are available on regression, then the need may be shown by expert opinion or prospective criteria established by the IEP team. **The IEP Team should include their Special Service Coordinator to assist in this documentation.** This decision should be based upon an examination that includes, but is not limited to the following:

- Documented regression and recoupment time;
- Review of the current IEP goals, objectives or benchmarks;
- Progress on goals in consecutive IEPs;
- Observation and data from teachers, therapists, parents, and others having direct contact with the student before and during breaks in educational programming;
- Data and observations regarding the student's performance after long weekends, vacations, and past summer breaks;
- Assessment of information maintained on the student, including pretest and post-test data; and
- Curriculum-based assessment, including pretest and post-test data; and other relevant factors.
- Progress notes/reports;
- Standardized tests;
- Behavior logs;
- Parent interviews;
- Attendance information;
- Other objective evidence; and
- Expert opinions.