



# EXTENDED SCHOOL YEAR DOCUMENTATION OF NEED SUMMARY

(To be completed by Special Education Administrator)

Student Name: \_\_\_\_\_ Case Coordinator: \_\_\_\_\_ IEP Date: \_\_\_\_\_ Building: \_\_\_\_\_

STANDARD FOR CONSIDERATION FOR ESY SERVICES	YES	NO	DATA/INFORMATION REVIEW
<b>#1 - Regression/Recoupment:</b> <u>Regression:</u> The inability of a student to maintain an acquired skill in an identified goal area(s) of concern when special education instruction or related services in an IEP goal area are interrupted and require an unreasonable amount of time for recoupment. <u>Recoupment:</u> The student's capacity to recover those regressed skills to a level demonstrated prior to the break in instruction. <ul style="list-style-type: none"><li>Is there data that indicates to the IEP Team, that in the identified goal area(s) of concern there is a serious potential for regression of skills beyond a reasonable period of recoupment?</li></ul>			
<b>#2 - Nature or Severity of Disability:</b> In the context of ESY, 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(s) of concern. <ul style="list-style-type: none"><li>Is there data regarding the nature or severity of the student's disability that indicates to the IEP Team, there is a need to provide services in the goal area(s) of concern, during breaks in the school year?</li></ul>			
<b>#3 - Critical Areas/Stages of Learning:</b> <u>Critical Area:</u> An area of instruction that is essential to the student's development in becoming self-sufficient and independent. <u>Critical Stage:</u> This learning must occur without delay and learning the skill(s) in the identified goal area(s) of concern will enhance the student's ability to function independently. <ul style="list-style-type: none"><li>Is there information that indicates to the IEP Team, that in the identified goal area(s) of concern, the student is at a critical stage of learning or in a critical area of learning where failure to provide a service beyond the normal school year will severely limit the student's capacity to acquire essential skills?<ul style="list-style-type: none"><li>Is there a skill that needs to be mastered immediately? If the student does not master the skill immediately, is the degree of mastery likely to be permanently reduced? <b>OR</b></li><li>Is the student at a critical stage of development where there is a window of opportunity that will be lost if services are not provided? <b>OR</b></li><li>Are there changes in the student's medical, physical or sensory status that makes it possible to predict an accelerated rate of learning during the ESY period (critical stage)? <b>OR</b></li><li>Is the skill in a critical area of learning, and will a break in services result in the loss of a window of opportunity for mastering the skill?</li></ul></li></ul>			

● Based on the evidence above, this student: ☐ does not require an Extended School Year; or,  
☐ requires an Extended School Year to address the following goal area(s) of concern: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Record ESY service in the IEP, or complete Amendment (attach to original IEP and redistribute copies to IEPT participants.)