

EXTENDED SCHOOL YEAR DOCUMENTATION OF NEED

Student: _____ **D.O.B.:** _____ **Date:** _____

School: _____ **Grade:** _____ **Parents:** _____

Each student's needs must be considered individually, based upon the nature of the student's disability, on a yearly basis. The IEP team should consider the following questions to determine the need for an extended school year program. If the answer to all of the following questions is YES, then Extended School Year services are necessary.

QUESTION 1.

Is a significant regression in skills anticipated if extended school year services are not provided? The Cooperative is not required to provide extended school year services only because the student will benefit from such a program. Instead, the IEP team must determine if the regression experienced by this individual student will significantly affect his/her maintenance of skills/ behaviors.

YES **NO** **If YES, list documentation:**

QUESTION 2.

Will the anticipated time required to recover skills lost because of regression over the summer if no services are provided exceed 45 school days? Before the Cooperative is required to provide extended school year services, the IEP team must determine that more than 45 school days will be required to return the student to the former level of achievement because summer instruction was not provided.

YES **NO** **If YES, list documentation:**

QUESTION 3.

Would the interruption in the provision of related services during the summer recess significantly and adversely affect the student's ongoing ability to benefit from Special Education?

YES **NO** **If YES, list documentation:**

Attach documentation to support your responses to the above questions.

The IEP team should use the following information and data in determining the need for extended school year services. 1). Teacher assessment of the student's success with various instructional interventions; 2). Criterion-referenced and standardized test data; 3). Health and health-related factors, including physical and social/emotional functioning; 4). Past educational history, as appropriate, including any extended school year services; 5). Direct observation of the student's classroom performance; 6). IEP goals and objectives; 7). Student performance (including any pretest and posttest data); 8). Behavior checklists; and 9). Parent interviews and student interviews where appropriate.