

**EXTENDED SCHOOL YEAR SERVICES:
DETERMINATION OF NEED
FOR STUDENTS WITH DISABILITIES**

Student: _____

IEP Meeting Date: _____

Extended school year (ESY) services are required if the IEP or family support plan (FSP) team has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services. The following questions are intended to assist IEP and FSP teams in making decisions regarding the necessity for ESY services. Parents, teachers, and other professionals are all valuable sources of information. For each question, provide the rationale for determining YES/NO for each area (N/A if the student has no goals in this area). If "YES" is indicated for one or more questions, ESY services may be needed.

Appropriate data to be reviewed includes, but is not limited to, the following:

- | | | |
|--|--------------------------------------|--|
| • Pattern of regression after past breaks in service | • Report cards | • Probes/running records |
| • Pre-/post-tests before/after breaks | • Teacher-made checklists | • Frequency charts |
| • Progress on annual goals | • Work samples | • Referrals/discipline file |
| • Point sheets | • Therapy logs | • Other documentation related to extenuating circumstances |
| | • Anecdotal records from home/school | |

1. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **academics**, or, for pre-K students, **developmentally appropriate preacademic skills**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No Supporting Data Reviewed: _____

Rationale: _____

2. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **communication**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No Supporting Data Reviewed: _____

Rationale: _____

3. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **independent functioning and self-sufficiency**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No Supporting Data Reviewed: _____

Rationale: _____

4. Do the data indicate the likelihood that significant regression will occur in critical life skills related to **social/emotional development or behavior**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No Supporting Data Reviewed: _____

Rationale: _____

5. Do the data indicate the likelihood that the student is at a **crucial stage** in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include **emerging skills** as well as **critical points of instruction** on existing skills.

Yes No Supporting Data Reviewed: _____

Rationale: _____

6. Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's **rate of progress**.

Yes No Supporting Data Reviewed: _____

Rationale: _____

7. Are there **extenuating circumstances** pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:

- a student who has recently obtained paid employment and requires the services of a job coach in order to be successful
- a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting
- a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills

Yes No Supporting Data Reviewed: _____

Rationale: _____
