PUTNAM SCHOOL DISTRICTS - PRESCHOOL - EXTENDED SCHOOL YEAR SERVICES (ESY)
DOCUMENTATION TO DEMONSTRATE <u>SUBSTANTIAL</u> REGRESSION

All children are expected to regress after breaks in service. <u>Substantial regression</u> is defined in NYSED REGULATIONS as a student's 'inability to maintain developmental levels due to a loss of skill or knowledge during the months of <u>July and August</u>. This loss of skill or knowledge is of such severity as to require an *inordinate period of review at the beginning of the school year (at least eight weeks of re-teaching) to reestablish and maintain IEP goals and objectives that were mastered at the end of the previous school year.'*

Preschool Providers do not always have an opportunity to observe a 10 week summer break. Instead, they observe student performance after school vacations, weekends, and/or absences/illnesses. The CPSE must determine if the criteria for substantial regression have been met on a case by case basis, using the data provided to them. **To support their recommendation, Providers should attach copies of progress notes and other forms of data, as appropriate (e.g. anecdotal notes, graphs, charts, pre-post testing, criterion referenced testing, etc.)**

APPROVAL FOR SUMMER SERVICES IS A <u>CPSE DECISION</u> BASED ON A REVIEW OF ALL RELEVANT DATA.

Student Name: _____ **Provider Name**: _____ **Service**: _____

Skills/Objectives Met Before Absences (based on IEP Goals)	Dates/Length of Absence	Skills After Absence	Time to Recoup Goals, Objectives, Skills	Re-Teaching Strategies

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1. Explain how the loss of skill(s) was determined.

2. Explain how the skill was re-established and how you monitored this process.

3. Were there any management issues that needed to be resolved after the break in services? <u>How long</u> did it take for these to be resolved?

4. Any additional information you would like the CPSE to consider.

_____   _____
SIGNATURE PERSON COMPLETING FORM   **DATE**

_____   _____
TITLE   **TYPE & FREQUENCY OF CURRENT SERVICE**

(OVER)   2