

# Extended School Year (ESY)

# State Board of Education Vision and Mission: 5-Year Strategic Plan for 2016-2020

## Vision

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## Mission

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# State Board of Education Goals

## 5-Year Strategic Plan for 2016-2020

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

# Alignment of Training to Strategic Plan

This training is designed to provide guidance for determining if a student meets the criteria for receiving Extended School Year (ESY) services.

The use of these strategies are aligned to the Mississippi Department of Education (MDE) Strategic Plan.

# Strong Readers=Strong Leaders Campaign

- Strong Readers=Strong Leaders statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers



# Strong Readers=Strong Leaders Campaign

How districts can get involved:

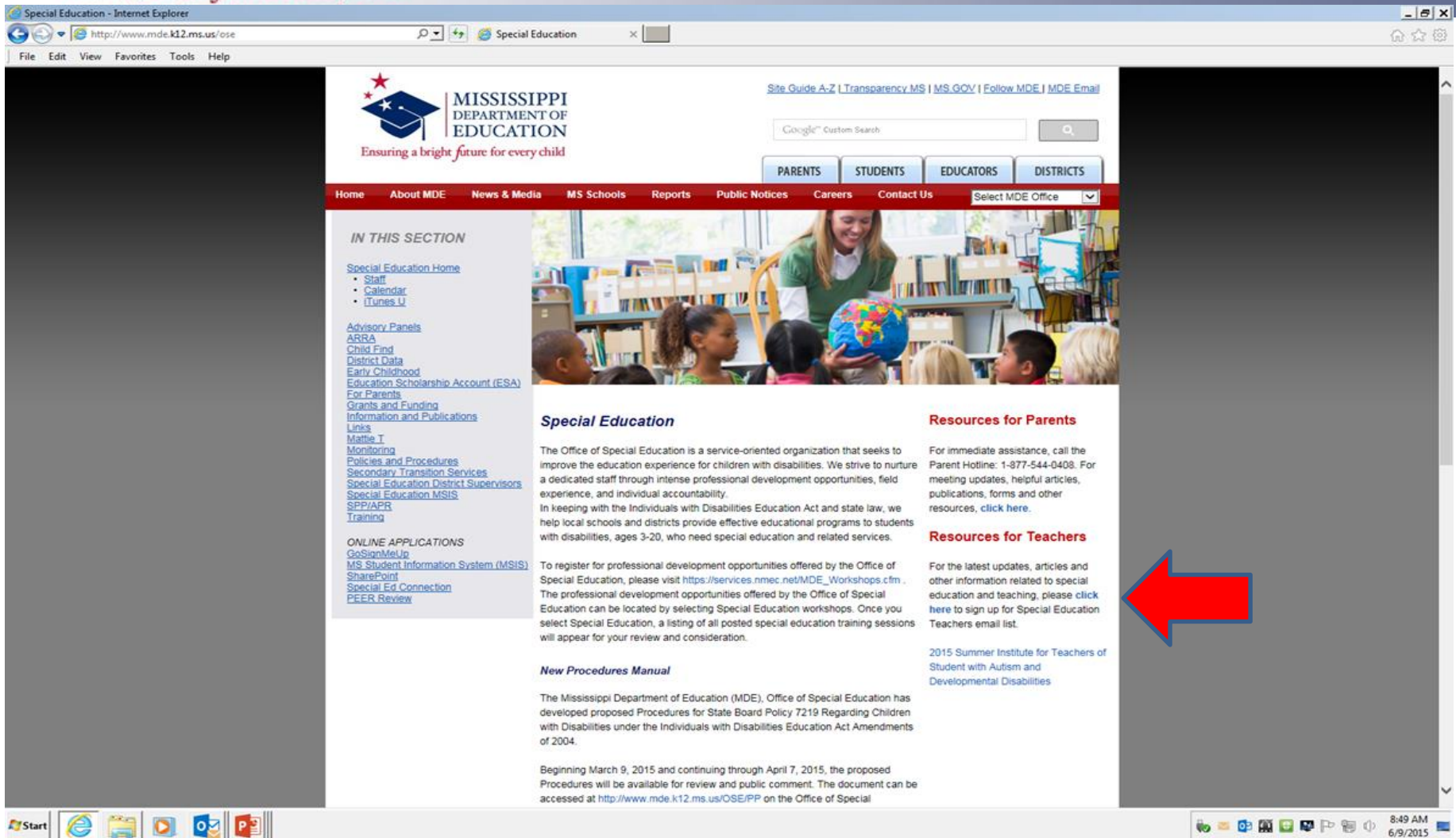
- Post logo and link to [strongreadersMS.com](http://strongreadersMS.com) on district website
- Share PSA on website and social media
- Like Strong Readers on [Facebook](https://www.facebook.com/StrongReadersMS) and follow @StrongReadersMS on [Twitter](https://twitter.com/StrongReadersMS)
- Help implement mentoring program
- Distribute bookmarks and posters



# Teacher Listserv

- The Office of Special Education (OSE) has a teacher listserv available for special education teachers.
- The purpose of the listserv will be to inform special education teachers of upcoming trainings, upcoming webinars, and other resources provided by MDE.





Special Education - Internet Explorer

http://www.mde.k12.ms.us/ose

Special Education

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**Special Education**

The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities. We strive to nurture a dedicated staff through intense professional development opportunities, field experience, and individual accountability. In keeping with the Individuals with Disabilities Education Act and state law, we help local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

To register for professional development opportunities offered by the Office of Special Education, please visit [https://services.nmec.net/MDE\\_Workshops.cfm](https://services.nmec.net/MDE_Workshops.cfm). The professional development opportunities offered by the Office of Special Education can be located by selecting Special Education workshops. Once you select Special Education, a listing of all posted special education training sessions will appear for your review and consideration.

**New Procedures Manual**

The Mississippi Department of Education (MDE), Office of Special Education has developed proposed Procedures for State Board Policy 7219 Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004.

Beginning March 9, 2015 and continuing through April 7, 2015, the proposed Procedures will be available for review and public comment. The document can be accessed at <http://www.mde.k12.ms.us/OSE/PP> on the Office of Special

**Resources for Parents**

For immediate assistance, call the Parent Hotline: 1-877-544-0408. For meeting updates, helpful articles, publications, forms and other resources, [click here](#).

**Resources for Teachers**

For the latest updates, articles and other information related to special education and teaching, please [click here](#) to sign up for Special Education Teachers email list.

[2015 Summer Institute for Teachers of Student with Autism and Developmental Disabilities](#)



## Extended School Year (ESY)

Extended School Year services are special education and related services provided to the child beyond the normal school year, in accordance with the child's Individualized Education Program (IEP) in order to provide Free Appropriate Public Education (FAPE), and at no cost to the parent.

# Exemption from Considering ESY Services

The IEP Committee does not need to address ESY services for children who are in 12-month programs that continue to provide services over the summer break.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Public Agency/School District: \_\_\_\_\_ Child's Name: \_\_\_\_\_

EXTENDED SCHOOL YEAR (ESY)	
<input checked="" type="checkbox"/> This child attends a twelve (12) month program.	
Determination of ESY Decision	Determination Date: _____
<p>All of the following criteria used in determining eligibility <b>must</b> be considered:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Regression-Recoupment:</b> Refers to a child's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.</li> <li><input type="checkbox"/> <b>Critical Point of Instruction 1:</b> Refers to the need to maintain a child's critical skill to prevent a loss of general education class time or an increase in special education service time.</li> <li><input type="checkbox"/> <b>Critical Point of Instruction 2:</b> Refers to a point in the acquisition or maintenance of a critical skill during which a length break in instruction would lead to a significant loss of progress.</li> <li><input type="checkbox"/> <b>Extenuating Circumstances:</b> Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided</li> </ul> <p><i>NOTE: Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.</i></p>	

# Determination of ESY Decision

## Determination of Need for ESY Services

The IEP Committee must determine, on an individual basis, each child's need for ESY services considering all qualifying criteria:

- **Regression-Recoupment:** Refers to a child's loss of skills addressed on the child's IEP after at least two (2) breaks in instruction without regaining the documented level of skills within a period of time equal to the amount of time of the breaks up to a maximum of four (4) weeks.
- **Critical Point of Instruction 1:** Refers to a need to maintain a child's skills to prevent a loss of general education class time or an increase in special education service time.
- **Critical Point of Instruction 2:** Refers to a point in the acquisition or maintenance of a critical skill during which a lengthy break in instruction would lead to a significant loss of progress.
- **Extenuating Circumstances:** Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided.

# Regression-Recoupment

## Determination of Need for ESY Services

**Regression-Recoupment:** Refers to a child's loss of skills addressed on the child's IEP after at least two (2) breaks in instruction without regaining the documented level of skills within a period of time equal to the amount of time of the breaks up to a maximum of four (4) weeks.

- The recoupment period mirrors the period of the break; the recoupment period should not exceed the number of days in the break. The maximum recoupment period is four (4) weeks.
- The teacher may use the Regression-Recoupment Determination Form (see ESY Handbook) to determine if a pattern of regression-recoupment exists.
- The IEP Committee will review objectives where a pattern has been demonstrated to determine if ESY is needed.

# Regression-Recoupment

**The *Regression Recoupment Determination Form* can be used to document whether or not a child demonstrates a regression recoupment pattern and is eligible to receive ESY services.**

- Following the first break in instruction, document any IEP objectives that appear to have regressed in mastery level, noting the pre-break level of mastery vs. the post break level of mastery.
- Determine the length of time required to obtain the same level of mastery as before the break in instruction. Document this length on the form and if the objective was obtained.

# Regression Recoupment

**The *Regression Recoupment Determination Form* can be used to document whether or not a child demonstrates a regression recoupment pattern and is eligible to receive ESY services.**

- Complete the same information following the second break in instruction
- This form or a similar form can be used to document consideration of regression-recoupment or to document a pattern of regression-recoupment

# Regression-Recoupment (Break 1 Example)

## **BREAK 1**

John's Measureable Annual Goal #1 states, "When given a field of three numbers (1-20), John will receptively identify the numbers upon teacher request with 80% accuracy in 3 out of 4 assessments." Prior to the break beginning 11/21/15, John was able to accurately identify numbers 1-5 with 80% accuracy. After the break (11/29/15), Mrs. Coon assessed John and he was not able to identify numbers 3 and 5. Mrs. Coon began re-teaching these numbers. After three weeks, John was able to identify numbers 1-5 with 80% accuracy.

**Note:** Although John was eventually able to recoup the skill of receptively identifying numbers 3 and 5, it took longer than the length of the break to do so.



# Regression-Recoupment (Break 1 Example)

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## REGRESSION-RECOUPMENT DETERMINATION FORM SAMPLE: Student demonstrates a pattern of regression-recoupment

### PERSONAL DATA

Child's Name: <b>John Smith</b>	MSIS #: <b>000123456</b>	Grade: <b>3</b>
District/School: <b>Education Elementary</b>	Teacher: <b>Sharon Coon</b>	School Year: <b>2015-2016</b>

### BREAK 1 REGRESSION-RECOUPMENT

Dates: <u>11/ 21/ 15</u> to <u>11/ 29 / 15</u>		Length of Break: <b>5</b> days*	
IEP Objectives with Loss of Mastery after the Break	Mastery Level Regained	Length of Recoupment	Recoupment > length of Break or 28 Days**
<i>1.1 Receptively identify numbers 1-20</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>15</b> days	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Regression-Recoupment (Break 2 Example)

## **BREAK 2**

Prior to the break beginning 03/12/16, John was able to accurately identify numbers 1 – 12 with 80% accuracy. After the break (03/20/16), Mrs. Coon assessed John and he was not able to identify numbers 8,9, and 11. Mrs. Coon began re-teaching these numbers. After 23 days, John was able to identify numbers 1 – 12 with 80% accuracy.

**Note:** Although John was eventually able to recoup the skill of receptively identifying numbers 8, 9, and 11, it took longer than the length of the break to do so. Because John has shown a *pattern* of regression/recoupment, he is eligible to receive Extended School Year Services.

# Regression-Recoupment (Break 2 Example)

## BREAK 2 REGRESSION-RECOUPMENT

Dates: 03 / 12 / 16 to 03 / 20 / 16

Length of Break: **5** days\*

IEP Objectives with Loss of Mastery after the Break	Mastery Level Regained	Length of Recoupment	Recoupment > length of Break or 28 Days**
<i>1:1 Receptively identify numbers 1-20</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>23</b> days	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No	days	<input type="checkbox"/> Yes <input type="checkbox"/> No

## ELIGIBILITY FOR ESY SERVICES

Are the criteria met for ESY services due to a pattern of regression-recoupment? ☒ Yes ☐ No

*The child must have a loss of mastery on an IEP objective(s) after two (2) or more breaks in instruction without recouping the level of mastery on the objective(s) attained prior to the break within an equal time period as that of the breaks or for a maximum of twenty-eight (28) calendar days to be eligible ESY services due to a pattern of regression-recoupment.*

\* The number of days considered a break in instruction must be at least five (5) consecutive days.

\*\* The maximum period of recoupment is twenty-eight (28) calendar days.

# Determination of Critical Objectives

The ***Determination of Critical Objectives Form*** documents the determination of objectives the IEP Committee considers critical to the child's overall functioning and well-being.

- Record each objective considered on an individual form.
- Answer each question as it relates to the objective and the child's continued mastery of the individual skill. Discuss the impact a loss or decrease in mastery of this objective will have on the child's functioning level or ability to participate in general education.

# Determination of Critical Objectives

**The *Determination of Critical Objectives Form* documents the determination of objectives the IEP Committee considers critical to the child's overall functioning and well-being.**

- Consider any documentation or information gathered during breaks in instruction where the child demonstrated a loss in his/her ability to perform the skill.
- This form or a similar form can be used to document consideration of critical objectives or as a tool during the IEP Committee meeting to determine if the child requires ESY services.

# Determination of Critical Objectives (Example)

Sarah Smith is a non-verbal 1<sup>st</sup> grade student with Autism eligibility. When the 2015-2016 school year began, Sarah would not let her teachers or others know when she needed to use the bathroom. She would only request access to the bathroom after she had a toileting accident. Over the past 24 weeks, Sarah's teacher has been teaching Sarah how to use her communication device to request access to the bathroom prior to toileting accidents. Sarah is showing a sufficient rate of Progress. The teacher feels like this is a critical objective for Sarah. Prior to the IEP Committee meeting, Sarah's teacher completed the Determination of Critical Objectives form in order to determine if this goal could be considered critical and result in Sarah qualifying for ESY services



# Determination of Critical Objectives (Example)

## DETERMINATION OF CRITICAL OBJECTIVES SAMPLE

PERSONAL DATA		
Child's Name: <b>Sarah Smith</b>	MSIS #: <b>000987654</b>	Grade: <b>1</b>
District/School: <b>Education Elementary</b>	Teacher: <b>Sharon Coon</b>	School Year: <b>2015-2016</b>

Objective Considered: <b>In 36 weeks, prior to a toileting accident, Sarah will use her communication device to request access to the bathroom with 2 or fewer verbal prompts in 6 out of 8 trials.</b>	Yes	No
1. Is the skill required across a number of environments, settings, or situations?	<b>X</b>	
2. If the child does not perform the skill, will someone else have to perform the skill for him?	<b>X</b>	
3. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in general education?	<b>X</b>	
4. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in the community?	<b>X</b>	
5. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in employment?	<b>X</b>	
6. Will maintenance of the skill enhance the child's participation in other activities with non-disabled peers?	<b>X</b>	



# Determination of Critical Objectives (Example)

7. Will a break in instruction negatively impact the child or cause him to lose skills that will restrict his ability to function as independently as possible?	X	
8. Will a break in instruction negatively impact behavioral skills learned during the regular school year and result in in a more restrictive placement?	X	
9. Will a break in instruction negatively impact physical skills attained during the regular school year?	X	
10. Does the child need ongoing vocational instruction to be able to function in the appropriate vocational environment?		X
<b>IEP COMMITTEE DETERMINATION</b>		
The IEP Committee has determined that the objective listed above is critical for this child? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

# Critical Point of Instruction

The ***Critical Point of Instruction Form*** can be used to document those objectives that the IEP Committee has determined to be critical to the child's overall educational function and well-being. The form may be completed for all children whose IEP objectives indicate "Insufficient Progress" or "STIO/B Not Yet Met." The form may also be completed for any child to maintain a skill(s) already mastered to prevent a regression or loss of progress which could result in increased time in special education or decreased time with non-disabled peers.

- Each critical IEP objective should be listed separately on the form and marked as mastered or not mastered. Check the appropriate box under Critical Point of Instruction-1 or Critical Point of Instruction-2. List the Data Sources that were used to determine the Critical Point of Instruction. Attach any additional information as necessary. This form along with the completed *Determination of Critical Objectives Form(s)* may be used by the IEP Committee to justify their decision in determining the need for ESY services.

# Critical Point of Instruction

The ***Critical Point of Instruction Form*** can be used to document those objectives that the IEP Committee has determined to be critical to the child's overall educational function and well-being. The form may be completed for all children whose IEP objectives indicate "Insufficient Progress" or "STIO/B Not Yet Met." The form may also be completed for any child to maintain a skill(s) already mastered to prevent a regression or loss of progress which could result in increased time in special education or decreased time with non-disabled peers.

- The determination for the need of ESY services for the provision of a FAPE must be incorporated within IEP development and revisions. This process is not limited to a time period between January 15<sup>th</sup> and April 15<sup>th</sup>; the need for ESY services should be considered during the annual IEP meeting or when other revisions are considered for the child's educational program.
- At the meeting, the IEP Committee can review the completed *Critical Point of Instruction Determination Form* and the *Determination of Critical Objectives Form(s)* to determine the need for ESY services.

# Critical Point of Instruction (Example)

Bobby is a 3<sup>rd</sup> grade student with Autism. Over the course of the 2015-2016 school year, he has met or made progress toward social and behavioral objectives designed to reduce/eliminate disruptive behavior enabling him to begin participating in the general education classroom. If Bobby does not receive school services throughout the summer break, it is very likely that when he returns to school in the fall, he will resume engaging in disruptive behavior. This would significantly decrease the amount of time Bobby would be able to participate in the general education classroom.

# Critical Point of Instruction (Example)

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## CRITICAL POINT OF INSTRUCTION DETERMINATION FORM SAMPLE

PERSONAL DATA		
Child's Name: <b>Bobby Johnson</b>	MSIS #: <b>000987654</b>	Grade: <b>3</b>
District/School: <b>Education Elementary</b>	Teacher: <b>Sharon Coon</b>	School Year: <b>2015-2016</b>

Critical IEP Objectives	Justification	Data Sources
<b>In 36 weeks, Bobby will raise his hand in order to request help when classwork becomes difficult with 2 or fewer prompts to do so out of given opportunities.</b> Mastered: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Critical Point of Instruction – 1</b> <input checked="" type="checkbox"/> Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. <input checked="" type="checkbox"/> Failure to master this objective would increase the amount of time the child would require special education services.	Teacher observations, Teacher collected data
	<b>Critical Point of Instruction – 2</b> <input type="checkbox"/> The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress.	
<b>In 36 weeks, Bobby will use a picture schedule to transition within the general education classroom without engaging in loud vocalizations when given verbal prompts 5 out of 7 given opportunities.</b> Mastered: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Critical Point of Instruction – 1</b> <input type="checkbox"/> Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. <input type="checkbox"/> Failure to master this objective would increase the amount of time the child would require special education services.	Teacher observations, teacher collected data
	<b>Critical Point of Instruction – 2</b> <input checked="" type="checkbox"/> The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress.	

### ELIGIBILITY FOR ESY SERVICES

Is the child eligible for Extended School Year (ESY) services due to a critical point of instruction? ☒ Yes ☐ No  
If either justification under Critical Point of Instruction-1 or the justification under Critical Point of Instruction-2 has been indicated, the child has been determined to be eligible for ESY services due to a critical point of instruction.

# Extenuating Circumstances

The *Extenuating Circumstances Documentation Form* documents the determination of objectives the IEP Committee consider critical to the child's functioning, progress or learning due to special circumstances. This form should be used to document situations where the child's receipt of benefit from the educational program would be negatively impacted by a significant break in instruction. The IEP Committee should use this form, or a similar form containing the same information, to document their justification in determining the need for Extended School Year Services.

- A complete description of the child's special circumstances should be documented on the form as well as justification for the provision of ESY services and the basis for the decision.
- At the meeting, the IEP Committee can review the completed *Extenuating Circumstances Documentation Form* to determine the need for ESY services.



# Extenuating Circumstances (Example)

Jason transferred from out-of-state to Education Middle School on March 30, 2016. Jason has an eligibility of Multiple disabilities and meets the criteria for Significant Cognitive Disability. Jason is non-verbal and non-ambulatory. However, Jason is currently learning how to use an eye-gaze system to communicate his needs to teachers. Based on documentation on the *Determination of Critical Objectives Form* this skill is considered a critical objective. Jason moved late in the school year and there is not enough time to collect data to prove a regression/recoupment of this critical objective (there are no more breaks in critical instruction) or critical point of instruction. However, the IEP Committee has data from Jason's previous IEPs, and information from Jason's parents that indicate Jason will experience regression of this critical skill without ESY services.



# Extenuating Circumstances (Example)

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## Extenuating Circumstances Documentation Form SAMPLE

PERSONAL DATA		
Child's Name: <b>Jason Smith</b>	MSIS #: <b>000321654</b>	Grade: <b>8</b>
District/School: <b>Education Middle School</b>	Teacher: <b>Sharon Coon</b>	School Year: <b>2015-2016</b>

SPECIAL CIRCUMSTANCES
<p><i>Provide a description of the child's special circumstances:</i></p> <p>Jason transferred from out of state to Education Middle School on March 30, 2016. Jason has an eligibility of Multiple Disabilities and meets the criteria for Significant Cognitive Disability. Jason is nonverbal and non-ambulatory. However, Jason is currently learning how to use an eye-gaze system to communicate his needs to teachers. Based on documentation on the <i>Determination of Critical Objectives Form</i> this skill is considered a critical objective.</p>
JUSTIFICATION
<p>Is the child eligible for Extended School Year (ESY) services due to extenuating circumstances? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Provide the IEP Committee's justification for the provision of ESY services and the basis for the decision:</i></p> <p>Jason moved late in the school year there is not enough time to collect data to prove a regression/recoupment of this critical objective (there are no more breaks in critical instruction) or critical point of instruction. However the IEP Committee has data from Jason's previous IEPs, and information from Jason's parents that indicate Jason will experience regression of this critical skill without ESY services.</p>

# IEP Form

- 1. Determination Date:** Record the date the IEP Committee made the ESY determination
- 2. Criteria for ESY Services:** Check the box indicating the criteria determined by the IEP Committee to be the basis for the need for ESY Services, if applicable. *The IEP Committee must consider each of the criteria in its determination of a child's need for ESY services.*
- 3. ESY Determination Statement:** Check the box indicating the IEP Committee's decision
- 4. Basis for the Decision:** Document the sources of data used by the IEP Committee and the criteria the student meets.

# IEP Form

## EXTENDED SCHOOL YEAR (ESY)

☐ This child attends a twelve (12) month program.

**Determination of ESY Decision**

**1**

**Determination Date:** \_\_\_\_\_

*All of the following criteria used in determining eligibility **must** be considered:*

- ☐ **Regression-Recoupment:** Refers to a child's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.
- ☐ **Critical Point of Instruction 1:** Refers to the need to maintain a child's critical skill to prevent a loss of general education class time or an increase in special education service time.
- ☐ **Critical Point of Instruction 2:** Refers to a point in the acquisition or maintenance of a critical skill during which a length break in instruction would lead to a significant loss of progress.
- ☐ **Extenuating Circumstances:** Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided

*NOTE: Although ESY services typically focus on existing annual goals or STIO/Bs, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill.*

***The type or severity of the child's disability must cause the skills learned by the child during the regular school year to be significantly jeopardized if he/she does not receive ESY.***

- ☐ This child's situation **MEETS** criteria for ESY Services.
- ☐ This child's situation **DOES NOT MEET** the criteria for ESY Services

***Document the basis for the decision. Documentation of how the decision was made MUST be in the child's file.***

**4**

# IEP Form

(Revised ESY Form)

- 1. Determination Date:** Record the date the IEP Committee made the ESY determination
- 2. Criteria for ESY Services:** Check the box indicating the IEP Committee considered all criteria when making ESY eligibility decisions. *The IEP Committee must consider each of the criteria in its determination of a child's need for ESY services.*
- 3. ESY Determination Statement:** Check the box indicating the IEP Committee's decision. If the student meets the criteria for ESY services. **3a** – Use the blank to document the criteria the student met in order to receive ESY services.
- 4. Basis for the Decision:** Document the sources of data used by the IEP Committee and the criteria the student meets.



# IEP Form

## (Revised ESY Form)

### Determination of ESY Decision

1

Determination Date: \_\_\_\_\_

All of the following criteria used in determining eligibility **must** be considered:

**Regression-Recoupment:** Refers to a student's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.

**Critical Point of Instruction 1:** Refers to the need to maintain a student's critical skill to prevent a loss of general education class time or an increase in special education service time.

**Critical Point of Instruction 2:** Refers to a point in the acquisition or maintenance of a critical skill during which a length break in instruction would lead to a significant loss of progress.

**Extenuating Circumstances:** Refers to special situations that jeopardize the student's receipt of a FAPE unless ESY services are provided

2

☐ **Consideration:** The IEP committee considered all criteria when determining the student's eligibility for receiving ESY services

**NOTE:** Although ESY services typically focus on existing annual goals or STIP/Bs, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for ESY services. Only in this situation may the IEP Committee write a new goal and/or objective to address this critical skill

3

☐ This student's situation **MEETS** criteria for ESY Services based on **3a** \_\_\_\_\_  
(Indicate criterion that qualified student)

☐ This student's situation **MEETS** criteria for ESY Services, but the parent/guardian does not accept the service.

☐ This student's situation **DOES NOT MEET** the criteria for ESY Services

Document the basis for the decision. Documentation of how the decision was made **MUST** be in the student's file.

4

**REVISED ESY FORM**



# IEP Form

## **ESY Goals, STIO/Bs and Report of Progress**

Typically existing goals or Short Term Instructional Objectives/Benchmarks will be the focus of ESY series; however, the IEP Committee may determine the child needs to master a new goal or objective to be able to master or maintain the critical skill identified as the basis for the ESY determination. Only in these instances may the IEP Committee write a new goal and/or objective to address this skill.

# IEP Form

5. **Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks** – Write the existing measurable annual goal(s) or STIO/Bs for which the child needs ESY services and/or write a new measurable annual goal or STIO/B the child needs in order to be able to master or maintain the critical skill that qualified the child for ESY services. *Each goal or objective must be linked to a specific service to be provided.*
6. **Transition Activity** – For a child with a secondary transition plan, record a “Y” for yes or “N” for no to indicate if the measurable annual goal is a transition activity. For any child where a secondary transition plan is not appropriate, record “NA” for not applicable. *A secondary transition plan is required for every child fourteen (14) years of age and older and may be appropriate for younger children as determined by their IEP Committee.*
- 7a –b. **Method of Measurement (MoM)** – Write the code for the method to be used to measure the child’s progress using the key provided in 7b.
8. **Current Level of Performance (CLP)** – Write a statement describing the child’s current level of performance on the annual goal based on progress on the STIP/Bs using the identified method of measurement
9. **Progress on Annual Goal (PAG)** – Record the letter corresponding to the statement listed on *Measurable Annual Goal* page that best describes the child’s progress on the annual goal.



# IEP Form

<b>Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/B)</b> <i>These must be existing measurable annual goals or STIO/Bs except for situations as described in the note above.</i>		TA	MOM	Report of Progress	
				CLP	PAG
<b>5</b>		<b>6</b>	<b>7a</b>	<b>8</b>	<b>9</b>

TA = Transition Activity	<b>7b Methods of Measurement (MOM)</b>		Report of Progress
	<b>OBS</b> = Observation <b>CRT</b> = Criterion Reference Test <b>CBM</b> = Curriculum Based Measure	<b>WS</b> = Work Samples <b>D/P</b> = Demonstration/Performance <b>Other:</b> _____	<b>CLP</b> = Current Level of Performance <b>PAG</b> = Progress on Annual Goal <i>See Annual Goal page for codes</i>

# IEP Form

- 10. CLP** – Record the child's current level of progress on each Goal and/or STIO/B here.
- 11. PAG** – Record the child's Progress on Annual Goal here. The codes for the progress on annual goal can be found on the annual goal pages.
- 12a.** Record how often the parent will receive notification of report here.
- 12b.** If the parent chooses not to receive a report of progress until the end of the student's ESY service, that should be documented here.
- 13.** Record the date that the progress report is given to the parent here.



# IEP Form

Measurable Annual Goals or Short-Term Instructional Objectives/Benchmarks (STIO/B) <i>These must be existing measurable annual goals or STIO/Bs except for situations as described in the note above.</i>		TA	MOM	Report of Progress	
				CLP	PAG
				10	11

TA = Transition Activity	Methods of Measurement (MOM)	Report of Progress
	OBS = Observation CRT = Criterion Reference Test CBM = Curriculum Based Measure WS = Work Samples D/P = Demonstration/Performance Other: _____	CLP = Current Level of Performance PAG = Progress on Annual Goal See Annual Goal page for codes

A Progress Report will be given to parents every <u>12a</u> week(s) or at the end of the child's ESY services on <u>12b</u>	Date(s) progress report given to parent <u>13</u>
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## **14. Educational Services** – List the special education services to be provided.

**A. Number (#) of Weeks** – Record the total number of weeks the service will be provided.

**B. Duration/Frequency** – Record the amount of time per day and the number of days per week the services will be provided (e.g., 30 minutes/3 times per week).

**C. Area** – Record the area where the child will receive the services using the letter codes listed at the bottom of the *Special education and Related Services* page of the IEP.

**D. Location** – Record if the service will be located in the special education classes. (Any class with 50% or more children receiving special education service is considered a special education classroom.

**E. Start Date** – Record the date on which services will begin,

**F. End Date** – Record the date on which services will end.

# IEP Form

Types of Service	# of Weeks	Duration/ Frequency	Area <i>(See Special Education and Related Service page for code)</i>	Location	Start Date	End Date
<b>14</b> Educational Services	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Related Services**						
Transportation						
Other: _____						
Other: _____						

**\*\* Any related services provided (except transportation) must have a corresponding measurable annual goal or STIO/B.**

# IEP Form

**15. Related Services** – List any related services to be provided. Record the number of weeks, duration/frequency, start date and end date for these services as well as the area and location in which they will be provided. Any related services provided (except transportation) must have a corresponding measurable annual goal or STIO/B.

**16. Transportation** – List any transportation services to be provided. Record the number of weeks, duration/frequency, start date, and end date for the services as well as the area and location in which they will be provided.

**17. Other** – List any additional services to be provided. Record the number of weeks, duration/frequency, start date, and end date for the services as well as the area and location in which they will be provided.



# Goals, STIO/Bs and Report of Progress

Types of Service	# of Weeks	Duration/ Frequency	Area (See Special Education and Related Service page for code)	Location	Start Date	End Date
<b>14</b> Educational Services	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>15</b> Related Services**						
<b>16</b> Transportation						
<b>17</b> Other: _____						
Other: _____						

\*\* Any related services provided (except transportation) **must** have a corresponding measurable annual goal or STIO/B.

# ESY Required Documentation

## **Extended School Year Fact Sheet**

The Extended School Year Fact Sheet **must** be given to the parent of every student that has an IEP.

## **ESY Recommendation Form**

This form is to be completed by every teacher who has a student or students who are recommended to receive ESY services. This list is to be turned into the Special Education Director in order for it to be forwarded to the Office of Special Education at MDE.

# Top Ten Highlights for Extended School Year Services

1. All children who are eligible for or receiving special education services must also be considered for Extended School Year services if the ESY services are necessary in order for the child to receive a Free Appropriate Public Education (FAPE).
2. The need for Extended School Year (ESY) services is not a separate planning process but is a component of the annual IEP process.
3. ESY services may include special education and/or related services goals and objectives if these goals and objectives are addressed on the child's IEP.
4. ESY services are not determined by the child's disability category but by the review of data which indicate that a break in instruction or other extenuating circumstances will be detrimental to the child's instructional progress.
5. ESY services must be decided on an individual basis and must not be unilaterally limited to a set number of days, hours of services or restrict the provision of ESY services for administrative convenience.

# Top Ten Highlights for Extended School Year Services

6. The IEP Committee must consider all three criteria in determining the need for ESY services. These criteria are: Regression-Recoupment, Critical Point of Instruction and Extenuating Circumstances.
7. ESY services are not a summer school program, a child care service, or an automatic program provision from year to year.
8. The IEP Committee should also consider ESY services in the area of vocational and transition needs for those children who are or will be exiting or “aging out” of the program.
9. Least Restrictive Environment (LRE) must be considered for ESY.
10. ESY services decisions are not made just between January and April, but must be considered at every IEP development or revision, when there are extenuating circumstances, or as needs change. The provision of ESY services to children is a FAPE issue and is not tied to funding.

# Frequently Asked Questions

## **When do I have to start collecting data for ESY?**

ESY should be explained during every IEP meeting so the child's parent will understand that ESY is an ongoing process that is determined by data collected. Since you have to consider all three (3) criteria, data should be collected throughout the year.

# Frequently Asked Questions

## **Do we use instructional days or calendar days for Regression/Recoupment?**

The time considered for Regression/Recoupment is instructional days. For example, Christmas break is usually 2 weeks. You do not include the weekends, so the break would be 10 days and the recoupment time should be no more than 10 days.



# Frequently Asked Questions

## **Can I use my universal screening data for determining Regression/Recoupment?**

The probe/assessment you use should measure the objectives from your IEP that the child has mastered. Universal screening usually does not look at individual objectives. It would depend on the objectives in the IEP and the tool you are using to measure the objective. Typically, the teacher would use the progress monitoring data for the objective.

# Frequently Asked Questions

## **Can I use grades for my data to determine if my student qualifies for ESY?**

It would be unlikely that grades could be used to determine if a student qualifies for ESY. Grades do not indicate progress or lack of progress toward the objectives/skills in the IEP. Therefore, the IEP Committee would need to review relevant data to support the objectives/skills in the IEP. Our Standards-Based IEP is no longer aligned to a subject, but rather to individual skills.

# Frequently Asked Questions

**What if I only have data for one break that shows that the child may meet the criteria for Regression/Recoupment with no additional breaks? Can I use that data to determine Extenuating Circumstances since I cannot show a pattern of Regression/Recoupment?**

The IEP Committee may consider Extenuating Circumstances, but this should only happen in a case where the child moves into a district or is placed on a teacher's class roll after a missed opportunity for a break. If the student has been with a teacher for the year, there is no reason why Regression/Recoupment was not considered for more than one break.

# Frequently Asked Questions

**The ESY Handbook from September 2003 and the IEP Guidance document both indicate that you do not check all four boxes on the IEP for Determination of ESY services and only check the box for which criteria the child meets ESY. I went to an IEP Institute and was told to check all four boxes to show that I considered all four criteria. Which way should I handle this section on the IEP form?**

**(See Next Slide)**

# Frequently Asked Questions

You should check all of the boxes on the IEP under ESY Determination. Checking these boxes indicates that you considered all of the required criteria. You also must have documentation to prove you considered all criteria and document how the IEP Committee made the decision.

# Frequently Asked Questions

**When I am looking at data for ESY and considering the Critical Point of Instruction, how do I determine what objectives need to be considered?**

The teacher should consider what objectives are critical for the child's overall functioning and well-being. The form may be completed for all children whose IEP objectives indicate "Insufficient Progress" or "STIO/B Not Yet Met." The form may also be completed for any child to maintain a skill(s) already mastered to prevent a regression or loss of progress which could result in increased time in special education or decreased time with non-disabled peers.



# Frequently Asked Questions

## **Who is responsible for collecting the data for related service goals?**

The person responsible for providing the related services should be responsible for documenting the data for the IEP Committee to consider when determining ESY determination.

# Frequently Asked Questions

## Can I conduct my ESY meeting over the phone?

Yes, the parent can participate via phone. It is important to remember that all Committee members have the opportunity to participate.

# Frequently Asked Questions

## Where can I find the ESY forms?

The MDE has developed procedures for ESY. The ESY procedures are found in Volume II: Free Appropriate Public Education.

The link is:

<http://www.mde.k12.ms.us/OSE/PP>

# Frequently Asked Questions

**I have been told to use all four (4) forms. What should I put on the form if my child does not have any objectives that I consider critical or if there are no extenuating circumstances?**

The MDE provides suggested forms for documenting the IEP Committee considered the three (3) criteria. The suggested forms are provided to assist the IEP Committee with documenting consideration of all three (3) criteria. The directions for completing the forms are available in the MDE procedures.

# Frequently Asked Questions

**My district only has ESY during the month of June. If the IEP Committee has determined that Regression/Recoupment is the qualifying criteria, how can we use this criteria when we don't offer ESY in July?**

ESY services must be decided on an individual basis and must not be unilaterally limited to a set number of days, hours of services or restrict the provision of ESY services for administrative convenience.

# Frequently Asked Questions

**We have to send a PWN after the IEP meeting for ESY. What do you mark on the form to indicate ESY?**

If the IEP Committee determines the child does qualify for ESY services, you would check it under *Action Proposed*. If the IEP Committee determines that the child does not meet the criteria for ESY, you would check ESY services under *Action Refused*.





# Frequently Asked Questions



supplementary aids and services, or supports to school personnel).

- ☐ Provide Extended School Year (ESY) services
- ☐ Change your child's educational placement.
- ☐ Remove your child for disciplinary reasons which results in a change in placement (e.g., a removal for more than 10 days during a school year or removal to an Interim Alternative Educational Setting).
- ☐ Other: \_\_\_\_\_

This action will go into effect:

- ☐ after receiving your informed written consent on the parental consent form enclosed. (for evaluation)
- ☐ on [date of implementation or implementation of change].

## ACTION REFUSED

**[School district or program] refuses to:**

- ☐ Conduct an initial comprehensive evaluation of your child.
- ☐ Conduct a reevaluation of your child.
- ☐ Change your child's eligibility status or disability category based on a comprehensive reevaluation.
- ☐ Change your child's IEP and/or special education and/or related services (e.g., annual goals, participation in State-wide assessments, supplementary aids and services, or supports to school personnel).
- ☐ Provide Extended School Year (ESY) services
- ☐ Change your child's educational placement.
- ☐ Other: \_\_\_\_\_

*Describe the s*



# Frequently Asked Questions

## **How do we determine ESY for a student that is ruled eligible after April 15?**

ESY recommendations are made between January 15- April 15. However, if a student is ruled eligible after April 15, then the IEP Committee must determine if the student meets the requirements for ESY.

# Contact Information

Sharon Coon, Autism Instructional Specialist

[SCoon@mdek12.org](mailto:SCoon@mdek12.org)

April Rice, Office Director

[MARice@mdek12.org](mailto:MARice@mdek12.org)

Tanya Bradley, Bureau Director

[Tbradley@mdek12.org](mailto:Tbradley@mdek12.org)

Office of Special Education

Bureau of Instructional Support

(601) 359-3498

[www.mdek12.org/specialeducation](http://www.mdek12.org/specialeducation)