

# Extended School Year

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## 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

MISSISSIPPI STATE BOARD OF EDUCATION  
**STRATEGIC PLAN GOALS**

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



# What is ESY?

# ESY



Extended  
**School**  
Year

# Extended School Year (ESY)

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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.

# ESY Decisions

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Extended School Year decisions are made between  
January 15<sup>th</sup> and April 15<sup>th</sup> each school year.

# ESY IS...

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- A program where ALL students with disabilities must be considered. It does not matter what the child's eligibility category is.
- School during the summer months for a student who needs special education and related services.
- A decision made EVERY year by the IEP Committee.



# ESY is.....

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- To help students keep or gain critical skills from his or her school program.
- Based on the needs of the student.
- A service based on the student meeting at least one of the qualifying criteria.
- A program to ensure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

# ESY IS NOT...

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- A program just for students with significant cognitive disabilities
- A year-round program
- A decision made by just the special education teacher and/or district staff

# ESY IS NOT...

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- A program to begin teaching new skills or finish teaching skills started during the school year unless the student demonstrates a pattern of losing skills without being able to recoup those skills
- Based on whether not the district has staff or money
- For a student to pass a class/grade or correct all problems noted during the school year.

# Exemption from Considering ESY

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**School Year:** \_\_\_\_\_

**Public Agency/School District:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

## EXTENDED SCHOOL YEAR (ESY)

This student attends a twelve (12) month program.

**Determination of ESY Decision**

**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.

**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 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.*

# 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**
- **Critical Point of Instruction**
- **Critical Point of Instruction 2**
- **Extenuating Circumstances**

# Regression-Recoupment (R/R):

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- 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.

# STEPS FOR CONSIDERING R/R:

- 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.

# STEPS FOR CONSIDERING R/R:

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- 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.



# Critical Objectives

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- 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.

# STEPS TO DETERMINE CRITICAL OBJECTIVES

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- 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.

# CRITICAL OBJECTIVES

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- 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.

# CRITICAL POINT OF INSTRUCTION (CPI)

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- 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.

# STEPS TO CONSIDERING CPI

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- 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.

# STEPS TO CONSIDERING CPI

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- 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.

# IEP COMMITTEE DECISIONS

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- 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.

# EXTENUATING CIRCUMSTANCES (EC)

- 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.



# STEPS FOR CONSIDERING EC

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- 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.

# 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.

# EXTENDED SCHOOL YEAR FACT SHEET:

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

# ESY RECOMMENDATION FORM

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- 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 ESY FACTS

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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.

# Top Ten ESY Facts

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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.

# Top Ten ESY Facts

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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.

6. ESY services are not a summer school program, a child care service, or an automatic program provision from year to year.

# Top Ten ESY Facts

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7. The IEP Committee must consider all criteria in determining the need for ESY services. These criteria are: Regression-Recoupment, Critical Point of Instruction and Extenuating Circumstances.
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.



# Top Ten ESY Facts

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9. Least Restrictive Environment (LRE) must be considered.

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.



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