

## EXTENDED SCHOOL YEAR 2021-22

### *Eligibility for ESY and Planning*

*The intent of ESY is not to ensure students pass a class or to remediate All deficits noted during the current school year.*

State Board Standard 1	Each student's ESY program must be individualized, reflect high priority needs, and include necessary services.
State Board Standard 2	All parents must be given the opportunity to actively participate in the determination of eligibility, development of the plan, and the implementation of the ESY services.
State Board Standard 3	ESY planning requires ongoing communication between the staff who served the student during the school year and the ESY staff who will provide the extended services to ensure program continuity.

- The **Extended School Year FACTS** document **MUST** be given annually to all parents at the ESY committee meeting.
- **ALL** students ages 3 - 20 with a current eligibility and a current IEP **MUST** be considered annually for eligibility by the IEP Committee.
- Objectives on the IEP and all current student performance data must be reviewed. If a student is found eligible for ESY, the objectives for Extended School Year Services {ESYS) **MUST** come from the **current active IEP** unless the IEP committee determines there is a need for new objectives. Only when new goals or objectives are required to master or maintain a critical skill, may the IEP Committee write a new goal and/or objective to be addressed during ESY implementation.
- **ALL** members of the IEP committee have input into the decision-making process using the four criteria for determining eligibility for ESYS.
- **ONLY** IEP Committee determination of need for ESY using the four (4) allowable criteria can be used to find a student eligible for ESYS. Justification such as parent request, prior ESY participation or indication of potential benefit of ESY is **NOT** acceptable.
- Information regarding the completion of the ESY IEP page and a copy of the current ESY Handbook can be found in its entirety at <https://www.mdek12.org/OSE/funding/special-education-extended-school-year>. More information on ESY Procedures can be found in Volume 2 found at [https://www.mdek12.org/sites/default/files/documents/vo1-ii-final-draft-8-29-15-b\\_v12\\_20160708142156\\_280765.pdf](https://www.mdek12.org/sites/default/files/documents/vo1-ii-final-draft-8-29-15-b_v12_20160708142156_280765.pdf). These documents are currently being revised and new guidance will be available for 2021-22.
- Data must be reviewed using all four criteria listed below. The student may be determined to need ESY according to one or more of the criteria.

CRITERIA	DEFINITION	DECISION RULES
<p>REGRESSION/RECOUPMENT R/R</p>	<p>A loss of skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to these breaks within the specified time.</p>	<ul style="list-style-type: none"> <li>• Student performance data are examined to determine if a pattern of regression-recoupment exists.</li> <li>• Teacher may use the <i>Regression-Recoupment Tracking Form</i> to document student performance.</li> <li>• IEP committee reviews objectives where a pattern has been determined to see if ESY is needed.</li> </ul>
<p>CRITICAL POINT OF INSTRUCTION 1 CPI-1</p>	<p>To prevent a loss of general education class time OR an increase in special education service time.</p>	<ul style="list-style-type: none"> <li>• Student performance data are examined to determine if the student is at a critical point of instruction.</li> <li>• IEP committee determines if ESY is needed to allow the student to maintain progress during a critical point of instruction.</li> <li>• Teacher may use the <i>Determination of Critical Skills Form</i>.</li> </ul>
<p>CRITICAL POINT OF INSTRUCTION 2 CPI-2</p>	<p>To prevent a loss of significant progress made toward the acquisition and/or maintenance of a critical skill.</p>	
<p>EXTENUATING CIRCUMSTANCES (EC)</p>	<p>Should be used only if none of the other categories are sufficient. To be used if a break in instruction will negatively impact the student with disabilities or cause him/her to lose skills that will restrict his/her ability to function as independently as possible. Some districts require administrative approval to use EC criteria.</p>	<ul style="list-style-type: none"> <li>• The reason for the use of EC must be <b>thoroughly</b> documented.</li> <li>• The teacher may use the <i>Extenuating Circumstances Documentation Form</i></li> <li>• Examples of Extenuating Circumstances: <ol style="list-style-type: none"> <li>1. Student enters the school with little or no assessment data or information from the sending school district. IEP Committee does not have the time to collect the data as needed to determine regression-recoupment or critical point of instruction. Current data indicates the student will experience regression on critical skills without the continued provision of special education services.</li> <li>2. A student with developmental and physical disabilities was demonstrating a steady rate of progress on educational activities prior to a major surgery. She was unable to participate in educational activities for several months because of pain and post-surgery complications. Upon return, she required extensive instruction to begin to recover her previous skills. The IEP Committee members believe a break in instruction over the summer will disrupt the progress that is now being made.</li> </ol> </li> </ul>