

Mississippi Department of Education

Office of Special Education

Extended School Year Handbook



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INTRODUCTION

Extended school year (ESY) is the provision of special education and related services to students with disabilities in accordance with their individualized education program (IEP) beyond the normal school year of the local district and at no cost to the parents of the students.

The need for an ESY program must be considered for all students

- ages 3 – 20 years old (per current state law)
- with current eligibility and
- with a current IEP.

All students meeting the above conditions must be considered using all criteria for determining need. Parents shall be advised of and involved in the ESY process.

IEP committees must complete a review of **all** student performance data and decide **each** student's need for extended school year services (ESYS). The IEP committee may begin making ESY decisions no earlier than **January 15th** of each year. Reviews are to be completed by **April 15th** of each year.

The extended school year standards addressed in this handbook are:

- ◆ criteria,
- ◆ planning,
- ◆ implementation, and
- ◆ evaluation.

EXTENDED SCHOOL YEAR STANDARDS

Adopted by the Mississippi State Board Education - October, 2002
(See [http://www.mde.k12.ms.us/special_education/pdfs/New Att B.pdf](http://www.mde.k12.ms.us/special_education/pdfs/New_Att_B.pdf))

COMPONENT ONE:

STANDARD 1:

STANDARD 2:

QUALIFYING CRITERIA

Local education agencies shall ensure that ESY qualifying criteria are completed in accordance with State ESY guidelines. Parents shall be advised of and involved in the ESY qualification process.

COMPONENT TWO:

STANDARD 1:

STANDARD 2:

STANDARD 3:

PLANNING

Local education agencies shall ensure that the ESY program of each student is individually designed, reflects high priority needs, and includes services necessary to conduct the program.

Parents shall be given opportunities to be involved actively in the design and implementation of the ESY.

Local education agencies shall ensure that there is ongoing communication between regular school year staff and ESY staff sufficient to ensure program continuity.

COMPONENT THREE:

STANDARD 1:

STANDARD 2:

STANDARD 3:

IMPLEMENTATION

Local education agencies shall continue to address LRE factors, including integration with nondisabled persons, in the implementation of the ESY program.

Local education agencies shall ensure that the services listed on the IEP are provided.

Local education agencies shall ensure that instructional activities conducted during ESY are documented.

COMPONENT FOUR:

STANDARD 1:

STANDARD 2:

EVALUATION

Local education agencies shall ensure that instructional personnel measure and report student outcomes.

Local education agencies shall evaluate ESY outcome data to determine program effectiveness.

EXTENDED SCHOOL YEAR	
IS	IS NOT
Service provided beyond the traditional school year for students with disabilities who need special education and related services to extend their educational program in order to receive FAPE.	An opportunity for year round school for students with disabilities nor a program in which students with disabilities automatically participate.
A program for which ALL students with disabilities must be considered, regardless of the degree and/or type of disability.	Solely a program for students with severe/profound disabilities.
Service provided based on a decision by the IEP committee on an annual basis.	Service provided based on a decision by an individual, regardless of whom that individual may be.
Additional service time focused on a student maintaining or acquiring critical skills from his/her educational program as demonstrated by instructional data collected over the school year.	A time to introduce new IEP objectives nor complete IEP objectives not related to a regression-recoupment pattern or critical point of instruction.
Service based on the need of the individual student regardless of the funds budgeted.	Student service that is determined based on the availability of funds.
A program to ensure LRE and FAPE.	A program to ensure students pass a class or to remediate all deficits noted during the school year.

**(RESPONSES NOT TO BE HEARD
AT IEP CONFERENCES
REGARDING THE PROVISION OF ESY)**

1. We don't have any staff who want to work this summer.
2. We don't ever contract with physical therapists (PT), occupational therapists (OT), and speech/language pathologists (SLP) in the summer.
3. We did not keep any data to see if the student is eligible.
4. We will have to wait and see if there is any money for it.
5. We don't write the project until May - then we will know if there will be ESY.
6. The state department doesn't approve that type of service for ESY, so we don't provide it.
7. None of our students need it.
8. I've made the decision we're not having ESY.
9. We only have a set number of weeks for ESY.
10. S/He hasn't met any goals.
11. We've never provided ESY to any students.

SECTION I

SECTION I: EXTENDED SCHOOL YEAR CRITERIA

COMPONENT ONE: QUALIFYING CRITERIA

STANDARD 1:	Local education agencies shall ensure that ESY qualifying criteria are completed in accordance with State ESY guidelines.
STANDARD 2:	Parents shall be advised of and involved in the ESY qualification process.

The following criteria are used to determine a student's need for ESYS:

1. **Regression-Recoupment (R-R)**
2. **Critical Point of Instruction (CPI)**
3. **Extenuating Circumstances**

Specific guidelines for applying the criteria for determining the need for ESYS are discussed in the pages that follow. Remember:

- All students ages 3-20 with a current eligibility and a current IEP must be considered.
- Objectives on the current IEP and all student performance data must be reviewed.
- Data must be examined using all criteria. The student with disabilities may be determined to need extended school year according to one or more of the criteria.
- The intent of ESYS is not to ensure students pass a class or to remediate **all** deficits noted during this school year.
- All members of the IEP committee have input into the decision making process. They are to use professional judgment and make the ultimate decision whether the student needs an ESY to receive a free appropriate public education (FAPE).

REGRESSION-RECOUPMENT

Students with disabilities may be eligible for ESY if there is evidence that ESY is needed to allow the student to maintain progress in the current educational program because of a demonstrated regression-recoupment pattern.

DEFINITIONS:

Regression: To show a loss of skill(s) on IEP objective(s) after at least **two (2) breaks** in instruction.

Recoupment: To regain the documented level of skill(s) on IEP objective(s) prior to breaks in instruction.

Break in instruction: A break of at least five (5) consecutive instructional days.

Recoupment period: 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.

Examples:

For a five-day break in instruction, recoupment must occur within five (5) instructional days.

For a ten-day break in instruction, recoupment must occur within ten (10) instructional days.

After a summer break, recoupment must occur within four (4) weeks or twenty (20) instructional days.

Regression-Recoupment Pattern:

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 period.

Decision Rules:

- At the IEP review for ESY decision-making, student performance data are examined to determine if a pattern of regression-recoupment exists.
- The teacher may use the *Regression-Recoupment Tracking Form* (see Appendix B) to document student performance.
- The IEP committee will review objectives where a pattern has been demonstrated to determine if ESY is needed.
- For guidance, IEP committees may use the *Determination of Critical Skills Form* (see Appendix B).

CRITICAL POINT OF INSTRUCTION

Students with disabilities may be eligible for ESY if there is evidence that ESY is needed to allow the student to maintain progress during a critical point of instruction.

DEFINITIONS:

Critical Point of Instruction-1: To prevent a loss of general education class time **OR** an increase in special education service time

Critical Point of Instruction-2: To prevent a loss of significant progress made toward the acquisition and/or maintenance of a critical skill

Decision Rules:

- At the IEP review for ESY decision-making, student performance data are examined to determine if the student is at a critical point of instruction.
- The IEP committee will determine if ESY is needed to allow the student to maintain progress during a critical point of instruction.
- For guidance, IEP committees may use the *Determination of Critical Skills Form* (see Appendix B).

EXTENUATING CIRCUMSTANCES

Students with disabilities may be eligible for ESY if there is evidence that ESY is needed to allow the student to maintain progress in the current educational program.

After the IEP committee has reviewed student performance data and decided the student does not meet either the Regression-Recoupment or Critical Point of Instruction Criterion, unusual situations or circumstances may exist which result in the IEP committee determining the student is in need of ESY.

All members of the IEP committee have input into the decision making process. They are to use professional judgment and make the ultimate decision whether the student needs an ESY to receive a FAPE. In other words, the IEP committee must answer the question:

Will a break in instruction 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?

ESY: Not a Separate Issue!
How Determination/Discussion of the Need
for ESY Fits into a Student’s Educational Program
“STEPS”

Instructional teams, including family member(s), should **not** think of ESY as a separate issue, needing separate data collection, separate meetings (though that is always an option), or being separate from the regular school year program. As noted earlier, ESY is the provision of services beyond the normal school year and is based on the student’s IEP and a demonstrated need. Need for ESY is determined by a review of all instructional data are collected on an ongoing basis throughout the school year. IEP committees will make decisions relative to the need for ESY, based on the current school year instructional data, and determine whether or not a student needs to receive ESY in order for the student to receive a FAPE.

Determination of the need for ESY should flow from, and be incorporated within, the IEP meeting(s) and regular school year program and instructional data. Following is a description of what generally happens at an IEP meeting and during a regular school year. Note that determining if a student is in need of ESY is integrated within everything the IEP committee [including family member(s)] is already doing when making instructional decisions on a regular basis throughout the student’s program.

For the sake of continuity and flow of description, the “steps” will start at the IEP meeting.

1. ANNUAL IEP

The IEP committee will gather pertinent information and assessment data and engage in discussion relative to the issues that are important to the student’s educational program. Per Section V of the policies and procedures manual [*Mississippi Department of Education, Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97)*] the following issues are discussed if applicable:

- Present levels of performance
- Special factors
- Student progress
- Additional evaluations/assessments
- Goals and objectives
- Transition
- Extracurricular activities
- Accommodations and modifications and support for personnel
- State-wide and district-wide assessments
- Graduation options
- Manner of reporting progress to parents
- Educational and related services
- LRE
- ESY

During discussion of ESY, the IEP committee discusses the Critical Point of Instruction and Regression-Recoupment criteria as possible areas under which the student may need ESY. The IEP committee discusses components of the criteria and how data collected during the student’s ongoing educational program can be used by the IEP committee to make the decision for the need for ESY in the spring (i.e., between Jan. 15th and April 15th) prior to the summer

break. Annually, the family member(s) must be given a copy of the *ESY Fact Sheet* (see Appendix A).

If there are extenuating circumstances relative to decision-making about the need for ESYS, the IEP committee will discuss those issues (refer to page 12) to answer the question: *Will a break in instruction 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 examples of extenuating circumstances might be:

- A student enters the school at some point during the year with little or no assessment data or information from the sending school district and the instructional team does not have the time to collect as much data as needed (according to the R-R & CPI criteria) to be able to make the ESYS decision (e.g., they did not have two (2) breaks in instruction).
- A young child (3-5 years old) transitions into school district services with little or no information from early intervention service providers.
- A student makes several moves during the school year and the IEP committee is unable to track down all of the instructional data from the various schools.

In these types of cases the IEP committee [including family member(s)] must use all data they are able to collect, their professional judgment, and their knowledge of the student to make the decision about the need for ESYS.

Note: When the annual IEP meeting is in the spring, the IEP committee reviews all criteria, documentation, and data, and determines whether the student is in need of ESYS. When the annual IEP meeting occurs at other times during the school year, the IEP committee discusses the ESY criteria and types of ongoing data collection necessary to make the ESY decision in the spring (Jan. 15th through April 15th).

2. ONGOING DATA COLLECTION

The student's performance on goals and objectives on the IEP is monitored on an ongoing basis throughout the school year. The assessment data collected should indicate the progress the student makes toward acquisition of his or her goals and objectives and may include, for example:

- Grades
- Class/subject tests
- Performance based assessments
- Portfolio entries
- Student work samples
- State & district accountability tests
- Progress reports
- Behavior checklists
- Task analyses
- Teacher observation logs
- Other?

The data that are collected on an ongoing basis throughout the school year, and used to make instructional decisions for the student, are the basis for making ESYS decisions. These are the data that will be reviewed between Jan. 15th and April 15th to determine if the student is in need of ESYS.

3. DECISION-MAKING: DOES THE STUDENT NEED ESYS TO RECEIVE FAPE?

Between Jan. 15th and April 15th IEP committees make decisions regarding the student's need for ESYS that summer. This may occur at the annual IEP meeting or at an IEP meeting scheduled specifically to make the decision about the need for ESYS.

A. **Determining the need for ESYS based on Regression-Recoupment (R-R) Criterion: Has the student demonstrated a pattern of regression-recoupment problems on IEP skills?**

1. **Student performance data are examined** before and after a minimum of two instructional breaks of at least five (5) consecutive instructional days. The method of data collection will depend on the individual objectives. Examples of data sources are: task analyses, checklists, grades in teacher grade book, teacher observation logs. (Refer to the *Regression-Recoupment Tracking Form* in Appendix B.)

2. **What do the data indicate?**

The IEP committee reviews the instructional data before each break and after each break in order to determine if the student has a regression-recoupment pattern (i.e., does it take the student an unreasonable amount of time to reach the level attained before the break). Following are guidelines to assist in your review of the data.

To determine whether a pattern or regression-recoupment exists,

Before each break, examine –
the average of the student's scores on the last three (3) assessments
or
the last score on the assessment, whichever is higher.

After each break, examine –
the average of the student's scores on the first three (3) assessments
or
the first score on the assessment, whichever is higher.

Compare performance before the break and after the break, if the score is lower after the break, regression has occurred.

When regression occurs, it must be determined whether the student reaches the same average or score as before the break during the recoupment period.

Remember: 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 *Regression-Recoupment Tracking Form* (see Appendix B) may be used for documenting student performance.

IMPORTANT NOTE: Whether or not the *Regression-Recoupment Tracking Form* is used, documentation indicating how the decision was made based on the Regression-Recoupment Criterion must be included in the student's file.

**B. Determining the need for ESYS based on Critical Point of Instruction 1 (CPI-1)
Criterion: Is ESY critical to maintaining the student in his/her LRE?**

1. **Is it possible that ESY could prevent the loss** of time in general education class(es) or the increase in special education service time?

Example: The student may not be keeping up with work in the general education class and the IEP committee is considering movement to a more restrictive setting.

Example: The student may be exhibiting behavior(s) that interfere with class participation and removing him/her because of the disruptive behaviors is being considered.

2. **What do the data indicate?**

Some examples, the IEP committee may investigate:

Does the student demonstrate adequate performance?

Is the student able to socially function within the grade level?

What is the student's performance in reading related areas?

Is he/she exhibiting behaviors that interfere with class participation?

3. **Does the IEP committee think ESY could or could not prevent this loss** of time in the general education setting?

Example: Could intensive work in specific areas make the difference? (i.e., drill in math, phonics skill building, social skills training, etc.)

Example: The student's continued participation in the general education setting would be facilitated by learning and consistently following generally accepted classroom rules (e.g., raising hand to answer or ask questions, not talking when others are talking, completing homework).

Example: ESY may not make a difference because the student is several years behind and there is a demonstrated lack of interest/motivation/effort.

4. Based on a review of the data and discussion of the student's needs, the IEP committee makes the decision whether the student needs ESYS to maintain his/her LRE.

C. Determining the need for ESYS based on Critical Point of Instruction 2 (CPI-2): Is the student at a critical point of learning?

1. **Are there any objectives on the student's IEP that are critical** to his/her overall and independent functioning? (See *Determination of Critical Skills Form* in Appendix B.)

Some examples may include:

Self-Help Skills (e.g., taking care of self and personal needs)

Community Access (e.g., skills necessary for independent functioning such as crossing streets, buying items at a store, using the telephone for emergency or information)

Communication Skills (e.g., communicating with others for needs/wants)

Employability (e.g., employee responsibilities, job sampling, job training)

Social/Behavioral Skills (e.g., demonstrating acceptable behaviors, controlling unacceptable behaviors such as hitting, screaming, self-injurious behaviors)

Academic Skills (e.g., reading, mathematics, science)

2. **What do the data indicate?**

The IEP committee reviews instructional data to determine if the student is at a critical point of learning in a critical skill area.

3. **Based on the student's past performance, could the student acquire or maintain these critical skills** during the ESY so that skills are not lost over the summer break? **Would ESY make a difference?**

Example: Could continued instruction on communication skills help the student maintain the skill of communicating choices and preferences, wants, and needs?

Example: ESY may make a difference because the student has just begun to respond to a positive behavior support plan and the instructional team has just begun teaching replacement behaviors for persistent inappropriate behaviors.

4. **Based on a review of the data and discussion of the student's needs**, the IEP committee makes the decision whether the student needs ESYS to maintain or acquire these critical skills on his/her IEP.

D. Determining the need for ESY based on the Extenuating Circumstances Criterion: Is the student in need of ESYS in order to ensure he/she receives a free and appropriate education?

1. Refer to page 12 for a description of Extenuating Circumstances.
2. What do the data (if available) indicate in light of the discussion of Regression-Recoupment and Critical Point of Instruction on pages 15-17?
3. Based on a review of the data and discussion of the student's needs, the IEP committee makes the decision whether the student needs ESYS to maintain or acquire critical skills on his/her IEP.

A QUICK REVIEW

1. At the annual IEP meeting, the teacher/IEP Committee should:

Discuss the student's progress and related issues (including ESYS).

Explain and give the parent(s)/legal guardian the *ESY Fact Sheet*.

Discuss the Regression-Recoupment and Critical Point of Instruction criteria, as well as the possibility of Extenuating Circumstances.

Discuss ongoing data collection techniques that will be used to make instructional decisions, including determining the need for ESYS.

2. During the school year, the teacher/IEP committee should:

Collect student performance information/assessment data.

Review the student's progress/lack of progress regularly.

3. Between January 15th and April 15th:

As part of the annual IEP meeting or as a separate IEP meeting specific to ESY, examine the student's instructional data to review performance and progress and determine the need for ESYS.

If the student is determined to need ESYS, the IEP committee can continue the meeting to identify the ESYS that will be provided during the summer months.

If the student is determined not to need ESYS but the parent/guardian disagrees, s/he should be informed of due process rights.

Every effort must be made to gain parent(s)/legal guardian participation in the ESY decision making process. If the parent(s)/guardian cannot attend the IEP meeting, the teacher should follow the same procedures used for a review IEP meeting.

4. The teacher must complete the *ESY Recommendation Form* (see Appendix A) and submit it to the appropriate district supervisor. Any other documentation requested or required by the district is to be submitted.

SECTION II

SECTION II: ESY PROGRAM PLANNING GUIDELINES

COMPONENT TWO: PLANNING

- STANDARD 1:** Local education agencies shall ensure that the ESY program of each student is individually designed, reflects high priority needs, and includes services necessary to conduct the program.
- STANDARD 2:** Parents shall be given an opportunity as members of the IEP committee to be involved actively in the design and implementation of the ESY.
- STANDARD 3:** Local education agencies shall ensure that there is ongoing communication between regular school year staff and ESY staff sufficient to ensure program continuity.

The ESY Planning Guidelines section of the handbook provides assistance to IEP committees in the development of an individualized ESY program. Included in this section are instructions for completing the IEP form and guidelines for the IEP committee to follow in making decisions regarding the 1) selection of goals and/or objectives for the ESY, 2) services, duration, and setting for ESY, and 3) personnel needed to implement the identified services.

ESY is the provision of special education and related services to students with disabilities in accordance with their IEP beyond the normal school year of the local district and at no cost to the parents of the student. The need for an ESY program must be considered for all students

- ages 3 – 20 years old (per current state law)
- with current eligibility and
- with a current IEP.

ESYS **is not** designed to ensure students pass a class or to remediate all deficits noted during the school year.

PLANNING – Individually Designed ESY Program and Parent Involvement

For the student who needs ESY, the IEP committee must develop the IEP for ESY. Participants at the IEP meeting must include at least one of the student's special education teachers, parent(s), the local education agency representative, at least one regular education teacher of the child, and the student if appropriate. Others who have insight into the student's needs (e.g., SLP, OT, PT or counselor) may also attend the meeting. If possible, it would be a good idea for the teacher who will be teaching the ESY to attend the IEP meeting.

The IEP committee is responsible for designing the ESY program for the student. In developing an ESY program, the IEP committee must consider the student's educational needs according to the criterion/criteria by which that student was determined to need ESY. Throughout the planning phase, the IEP committee is involved in a very individualized decision-making process based on the student's specific needs identified throughout the regular school year data collection.

PLANNING – Ongoing Communication

Local education agencies must support ongoing communications between regular school year staff and ESY staff to provide continuity to the student's educational program. Cooperative, coordinated efforts are important to effectively plan ESY that support and extend those of the regular school year.

Ongoing communication may be accomplished in a number of ways. One might be to have both the regular school year and ESY instructional teams at the IEP meeting for ESY. Another would be to schedule a conference between the regular school year staff and ESY staff to discuss effective ways of maintaining the continuity of the student's program. Also, written communications from the regular school year instructional team to the ESY instructional team outlining learning styles, effective types of materials, and/or data collection methods can be used.

Extended School Year Individualized Education Program (IEP)

Form and Instructions for Development of the ESYS page of the IEP:

1. Write the student's name.
2. Use this section to document who participated in the development of the ESYS page of the IEP. Signatures are not required.
3. When the IEP committee decides the student is in need of ESYS, a check mark is placed on this line.
4. The criterion by which the student was determined in need is checked. For students in need of ESYS, item 5 is blank.
5. When the IEP committee decides the student is not in need of ESYS, a check mark is placed on this line and items 3 and 4 are blank.
6. Using the guidelines on pages 23, 24, or 25, the IEP committee decides on the goals and/or objectives to be addressed during ESYS.
7. Based on the goals and/or objectives, the IEP committee decides the educational services needed for the student; this includes the number of weeks, the number of days per week, and amount of time daily.
8. Based on the goals and/or objectives, the IEP committee decides the related services needed for the student – related services can include transportation; for each related service, the number of weeks, the number of days per week, and the amount of time daily are to be indicated.
9. The frequency of progress reporting is indicated here. At a minimum, ESY progress must be reported at the end of the student's ESY.
10. If an objective is a transition activity (T.A.) put a check mark in the T.A. box next to the objective (this is for students ages 14 – 20).
11. For students ages 16-20 only, designate the agency responsible for assistance with implementation of the objective if a check mark is placed in the T.A. (item 10) box.
12. Use the codes under **Method of Measurement** at the bottom of the ESYS page to indicate the method that will be used for each objective.
13. Indicate the location of service (e.g., home, school, community).
14. Use the codes under **Report of Progress** at the bottom of the ESYS page to indicate the student's progress on each objective; this may be recorded during ESY, but **must** be recorded at the end of ESY.
15. Write the date a copy of the ESYS page is given to the parent.

STUDENT NAME:

1

EXTENDED SCHOOL YEAR SERVICE

COMMITTEE MEMBERS PRESENT

(Does not require signatures; this section is utilized only to document individuals present at the meeting)

Name: _____ Special Education Teacher
 Name: _____ Regular Education Teacher
 Name: _____ Agency Representative
 Name: _____ Parent(s)
 Name: _____ Student, If Applicable
 Name: 2 _____ Other
 Name: _____ Other
 Name: _____ Other

DOCUMENTATION OF ESY DECISION

This student 3 MEETS criteria for ESY services due to:

4 _____ REGRESSION -RECOUPMENT
 _____ CRITICAL POINT OF INSTRUCTION
 _____ EXTENUATING CIRCUMSTANCES

This student _____ DOES NOT meet criteria for ESY services.

COMMENTS: 5

Educational Services	Number of Weeks	Number of Days/Week	Amount of Time/Days	Related Services	Number of Weeks	Number of Days/Week	Amount of Time/Days
			7				8
				Transportation			

Date of Meeting:

The REPORT OF STUDENT PROGRESS will be given to parents every _____ weeks or _____ at the end of the student's ESY. 9

BENCHMARK/SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)
(Codes or key phrases may be used)

T.A* AGENCY RESPONSIBLE METHOD(S) LOCATION OF SERVICES REPORT OF PROGRESS**

6		10	11	12	13
					14

EXPLANATION OF CODING SYSTEM

METHOD(S) OF MEASUREMENT

- | | |
|------------------------------|------------------------------|
| 1. Written Observation | 5. Time Sample |
| 2. Written Performance | 6. Demonstration/Performance |
| 3. Oral Performance | 7. Other (Specify) _____ |
| 4. Criterion-Referenced Test | |

REPORT OF PROGRESS

- | | |
|--|---|
| 1. Not applicable during this grading period | 4. Progress made; Objective not yet met |
| 2. No progress made | 5. Objective met |
| 3. Little progress made | 6. Objective maintained. |

* Check if objective is a transition activity. (students ages 14 – 20)

** Designate agency responsible for assistance with implementation of objective. (students ages 16 - 20)

Date Copy of IEP given to parent/guardian: 15

Selection of Goal(s) and/or Objective(s) for Students Identified According to the Regression-Recoupment Criterion

The IEP committee must remember that the intent of regression-recoupment criterion is to provide instruction to students who regress to a lower skill level because of the interruption in the education program and for whom the reacquisition of these lost skills is slow. In identifying objectives for ESY instruction for students who meet the criterion, the IEP committee must keep in mind that the focus of this criterion is on the maintenance and/or reacquisition of skills.

The IEP committee should follow this sequence to select objectives for ESY instruction:

1. Look at the objectives on which the student showed a regression-recoupment pattern. If the student has **not** mastered or maintained these objectives, the IEP committee must determine whether instruction on these objectives should be continued during ESY.
2. Look at other objectives on the regular school year IEP which the student has not mastered and which require instruction for the student to continue his/her educational program without the loss of critical skills. The IEP committee should carefully review the student's pattern of regression-recoupment problems and determine which of these objectives need to be addressed during the ESY. For example, did the student regress in a particular curricular area (e.g., communication, self-help, motor)? The IEP committee may decide to identify other critical objectives in that area.
3. If the student has mastered **all** objectives on his/her regular school year IEP by the time the ESY determination is made, and if the IEP committee feels that ESY instruction is necessary because of a pattern of regression-recoupment problems, an objective(s) that focuses on **maintenance** of essential skills during the ESY must be written.

Selection of Goal(s) and/or Objective(s) for Students Identified According to the Critical Point of Instruction Criterion

For students who need ESY according to the Critical Point of Instruction Criterion, the IEP committee must examine the specific component area in order to determine which objective(s) to identify. They should follow the process specified under each component.

CRITICAL POINT OF INSTRUCTION-1

During the review process, the IEP committee identifies the skill(s) the student must have to prevent a loss of time in general education or an increase in special education instructional time.

1. If the IEP committee determines that the skill(s) needed to prevent a decrease in general education time or the increase in special education instructional time is included in the objectives on the student's regular school year IEP, the IEP committee identifies those objectives for ESY instruction.
2. There may be instances in which the IEP committee reviews the regular school year IEP and determines that the skill(s) needed to prevent the student's loss of general education time or to prevent the increase in special education instructional time is **not** on the IEP. **It is only** in these instances that the IEP committee may write a new goal(s) and objective(s) related to the skills necessary to prevent a loss in general education time or increase in special education service time. The goal(s) and objective(s) are for the duration of the ESY program only.

CRITICAL POINT OF INSTRUCTION-2

During the review process, the IEP committee identifies the **critical** skill(s) that need to be mastered or maintained during the ESY.

1. The IEP committee identifies the critical skill(s) needed to prevent a loss of significant progress made toward acquisition and/or maintenance from the regular school year IEP.
2. There may be instances in which the IEP committee determines there is another skill(s) the student needs to master or to maintain in order for him/her to master the critical skill(s) identified for the ESY instruction. **It is only** in these instances that the IEP committee may write a new goal(s) and objective(s) to address this skill. The goal(s) and objective(s) are for the duration of the ESY program only.

Example: A student is addressing training in use of the public transportation system. However, the student is exhibiting challenging behaviors that are not addressed on the regular school year IEP. The team writes a new goal and objective(s) to be completed during the ESY, specific to the challenging behavior(s) exhibited on the city bus system.

In these instances, the IEP committee should carefully consider inclusion of a similar goal(s) and objective(s) on the regular school year IEP.

Selection of Goal(s) and Objective(s) for Students Identified Because of Extenuating Circumstances

The IEP committee has reviewed the student's performance; s/he did not qualify according to the Regression-Recoupment criterion or Critical Point of Instruction criterion. The IEP committee reviews the data/instructional performance information or circumstances and agrees that the student is in need of ESYS.

The IEP committee should have determined the student needs ESY to maintain or acquire critical skills necessary to continue to benefit from his/her educational program. The IEP committee is to follow the process for selecting goal(s) and objective(s) that most closely fits the circumstance [i.e., Regression-Recoupment (p. 24), Critical Point of Instruction-1 or Critical Point of Instruction-2 (p. 25)].

SECTION III

SECTION III: IMPLEMENTATION AND EVALUATION OF ESY

COMPONENT THREE: IMPLEMENTATION

- Standard 1:** Local education agencies shall continue to address LRE factors, including integration with non-disabled persons, in the implementation of the ESY program.
- Standard 2:** Local education agencies shall ensure that the services listed on the IEP are provided.
- Standard 3:** Local education agencies shall ensure that instructional activities conducted during ESY are documented.

Once a student's ESY program has been planned through the IEP process, the program must be implemented. Provision of ESY during the summer months requires consideration of individual student needs and administrative concerns. During the regular school year, local education agencies operate all schools within their district, while in the summer months only a limited number of schools are in full operation, the number of full-time staff is reduced, and other factors are in effect.

Although summer may present certain challenges, LEAs must provide all services to students as described in the IEP. To the maximum extent possible, students must receive instruction in the LRE. The services necessary to meet the goals and objectives of the IEP are to be provided.

Records must be kept in order to evaluate the student's performance and progress toward completion of ESY goals and objectives. Accurate records of the student's performance will assist the IEP committee in the upcoming year to continue the educational program with minimal disruption.

IMPLEMENTATION – LRE

1. Whenever possible, ESYS must be offered in the same site(s) as age appropriate regular summer school programs.
2. The IEP committee must consider traditional and non-traditional approaches to achieve LRE.

If the student is on a regular school campus with students without disabilities, there may be activities that would accommodate the need for LRE (e.g., breakfast, recess, reading class).

The mere presence of students with and without disabilities on the same campus does not ensure LRE. If including the student on a regular school campus is not possible, the IEP committee must be creative and find opportunities/activities necessary to meet the objectives. Some examples may be as follows:

- use of the local library and summer activities,
- providing services at the day care center the student regularly attends,
- including neighbors/friends in instructional sessions,
- use of the local gym/park/recreation facilities, etc.
- cross district collaboration,
- providing support or other services at community recreational settings, such as the YMCA

IMPLEMENTATION – Provision of Services

1. Local education agencies must provide the service(s) needed to implement each student's IEP during the ESY.

Service provision to students during the ESY is documented on the student's IEP. Examples include classroom instruction, OT, PT, speech/language therapy, counseling, etc.

The IEP committee will decide when, where, and how the services will be provided.

Should changes in the IEP be necessary, the same procedures used for a review IEP meeting are to be followed.

2. Local education agencies must employ sufficient staff to meet the IEP requirements for each student.

IMPLEMENTATION – Instructional Activities

1. Local education agencies must support instructional teams in working cooperatively to plan instructional activities for each student during the ESY.

Cooperation and coordination efforts among IEP committee members are to be supported so that each student will benefit from consistent instruction and have an increased likelihood of success.

The coordination of instructional team efforts may be accomplished by jointly writing instructional plans. Specific activities may also be taught as a joint endeavor with the data collected cooperatively. In this manner, the instructional activities planned for the student will be consistent and continuous. The cooperative efforts of instructional team members may be documented in one of the following ways: in lesson plans/activity plans, joint data collection forms, conference records, team meeting notes, etc.

2. Local education agencies must require that the instructional team maintain accurate records of ESY instructional activities.

As during the regular school year, it is necessary to update records and collect instructional data regularly to indicate whether the student is making progress in acquiring, maintaining, and/or mastering skills outlined in his/her goals and objectives. It is equally important to record information when the student has not made projected progress, since instructional strategies may need to be reexamined. Accurate records are important for reference by the IEP committee in the subsequent school year.

The ESY teacher may find it helpful to use the same data collection forms and strategies as used by the regular school year teacher. This practice would also facilitate the transfer of information back to the regular school year teacher.

EVALUATION

COMPONENT FOUR: EVALUATION

Standard 1: Local education agencies shall ensure that instructional personnel measure and report student outcomes.

Progress reports must be disseminated to parents at the intervals specified on the IEP.

Documentation of progress must be entered on the ESYS page of the student's IEP. This page must be maintained in the student's educational/IEP file along with the usual/normal ongoing data collection.

Program operations must be examined to determine the effectiveness of ESY.

- Effectiveness should be reflected in the match between the needs of the student and the program services provided.
- Local education agencies should examine the overall effectiveness of the program provided to all students in order to assist the agency in future planning.

Program effectiveness is evaluated from the individual student perspective, as well as system wide.

APPENDIX A REQUIRED FORMS

EXTENDED SCHOOL YEAR (ESY) FACT SHEET

WHAT IS ESY? Extended school year (ESY) is special education and related services for children with disabilities during the summer months and at no cost to the parents of the child.	
WHO SHOULD BE CONSIDERED FOR extended school year services (ESYS)? Children with disabilities ages 3 through 20.	
HOW IS THE NEED FOR ESY DETERMINED? The IEP committee decides if the child needs ESYS.	
EXTENDED SCHOOL YEAR	
IS	IS NOT
A program where ALL children with disabilities must be considered. It does not matter what kind of disability.	A program just for children with more severe disabilities.
School during the summer months for your child who needs special education and related services.	A year round school program.
A decision made every year by the IEP committee.	A decision made without contacting you.
To help your child keep or gain critical skills from his or her school program.	To begin new skills or finish ones started during the school year unless your child has a problem with losing skills.
Based on the need of your child.	Decided based on money.
A program to ensure a free appropriate public education (FAPE) in the least restrictive environment (LRE).	For your child to pass a class or correct all problems noted during the school year.
<p>HOW CAN I FIND OUT MORE ABOUT EXTENDED SCHOOL YEAR? If you have questions or want a copy of the Mississippi Extended School Year Handbook, call the Mississippi Department of Education, Office of Special Education, at 601-359-3498 or 1-877-544-0408 or visit the web site: http://www.mde.k12.ms.us/special_education/index.html</p>	

Things you should not be told about ESY:

1. We do not have any staff who want to work this summer.
2. We do not ever contract with physical therapists, occupational therapists and speech/language pathologists in the summer.
3. We did not keep any data to see if your child needs ESY.
4. We will have to wait and see if there is any money for it.
5. The state does not approve that.
6. None of our students need it.
7. I have made the decision we are not having ESY.
8. We only have a set number of weeks for ESYS.
9. Your child has not met any goals.
10. We have never had any students get ESY.

ESY RECOMMENDATION FORM

Teacher's Name _____ School _____

Write the names of the students in your class who have been determined to need ESYS according to the Mississippi Department of Education guidelines. Place a check (✓) in the applicable column to indicate the criterion used in determining eligibility.

Students' Names	Regression-Recoupment	Critical Point of Instruction	Extenuating Circumstances

Submit this form to the Supervisor of Special Education by _____.

APPENDIX B OPTIONAL FORMS

Determination of Critical Skills

Student's Name _____ Teacher's Name _____

Use this form as a guide in determining which objectives are critical to the student's overall functioning and well-being. A rating of 1 (one) on any question indicates an area of questionable value to the student. A rating of 5 (five) indicates an area of high value. Skills that receive the highest numerical rating should be considered when determining those critical to the student's education.

Remember – in determining critical skills,

Identify those that are most important – critical – to the student reaching his/her long term educational goal and

NOTE: Questions are not ordered by priority, therefore, the IEP committee must determine which questions are of greatest importance in identifying critical skills for the **individual** student.

	None	Few	Many		
1. Is the skill required across a number of current environments?	1	2	3	4	5
2. Is the skill required across a number of future environments?	1	2	3	4	5
3. If the student does not perform the skill, will someone else have to do it for him/her?	1	2	3	4	5
4. Will acquisition of the skill facilitate the student's movement to a less restrictive environment or help prevent movement to a more restrictive environment?	1	2	3	4	5
5. Will the acquisition of the skill allow the student to function more independently and enhance success in integrated environments (e.g., general education, community, employment)?	1	2	3	4	5
6. Will acquisition of the skill enhance the student's participation in activities deemed important by family members, care givers, or peers?	1	2	3	4	5
7. Will acquisition of the skill enhance the student's participation in activities deemed important by other service providers?	1	2	3	4	5
8. Is the skill important to the student's integration with peers who are not disabled?	1	2	3	4	5

Regression-Recoupment Tracking Form

Student's Name _____ Teacher's Name _____

BREAK 1 DATES: ____/____/____ TO ____/____/____

Regression: Did the student lose skills after a break in instruction? ___yes ___no

IF yes, on which objectives? (Write codes below.)

Recoupment: On any of the objectives above, did the student fail to regain the level of skill documented prior to the break? ___yes ___no

IF yes, did it take longer than the break in instruction to recoup* to the pre-break level? ___yes ___no

IF yes, on which objectives? (Write codes below.)

BREAK 2 DATES: ____/____/____ TO ____/____/____

Regression: Did the student lose skills after a break in instruction? ___yes ___no

IF yes, on which objectives? (Write codes below.)

Recoupment: On any of the objectives above, did the student fail to regain the level of skill documented prior to the break? ___yes ___no

IF yes, did it take longer than the break in instruction to recoup* to the pre-break level? ___yes ___no

IF yes, on which objectives? (Write codes below.)

To properly assess the student's need, additional breaks may be needed; if this is the case, additional copies of the form should be used.

Did the student demonstrate a regression-recoupment pattern? ___yes ___no

Regression-Recoupment Pattern: 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 period.

*The maximum recoupment period is four (4) weeks.