**REGRESSION-RECOUPMENT DETERMINATION FORM**

**SAMPLE: Student does not demonstrate a pattern of regression-recoupment**

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| **PERSONAL DATA** | | |
| **Child’s Name: Dylan Ramirez** | **MSIS #: 000123456** | **Grade: 9** |
| **District/School: Education Middle** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **BREAK 1 REGRESSION-RECOUPMENT** | | | |
| **Dates: \_11/\_21/\_16\_\_ to \_11/\_25 /\_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\*\*** |
| *According to pre-break and post-break assessments, Dylan did not demonstrate regression on any IEP goals/objectives.* | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
| **BREAK 2 REGRESSION-RECOUPMENT** | | | |
| **Dates: \_03 /\_12 /\_17\_\_ to \_03 /\_16 /\_17\_\_** | | **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\*\*** |
| *According to pre-break and post-break assessments, Dylan did not demonstrate regression on any IEP goals/objectives.* | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
| **ELIGIBILITY FOR ESY SERVICES** | | | |
| **Are the criteria met for ESY services due to a pattern of regression-recoupment?** 🞏 Yes **X** 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**

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| **PERSONAL DATA** | | |
| **Child’s Name:** | **MSIS #:** | **Grade:** |
| **District/School:** | **Teacher:** | **School Year:** |

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| **Objective Considered:** | **Yes** | **No** |
| 1. Is the skill required across a number of environments, settings, or situations? |  |  |
| 1. If the child does not perform the skill, will someone else have to perform the skill for him? |  |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in general education? |  |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in the community? |  |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in employment? |  |  |
| 1. Will maintenance of the skill enhance the child’s participation in other activities with non-disabled peers? |  |  |
| 1. 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? |  |  |
| 1. Will a break in instruction negatively impact behavioral skills learned during the regular school year and result in in a more restrictive placement? |  |  |
| 1. Will a break in instruction negatively impact physical skills attained during the regular school year? |  |  |
| 1. Does the child need ongoing vocational instruction to be able to function in the appropriate vocational environment? |  |  |
| **IEP COMMITTEE DETERMINATION** | | |
| **The IEP Committee has determined that the objective listed above is critical for this child?** 🞏 Yes 🞏 No | | |

**CRITICAL POINT OF INSTRUCTION DETERMINATION FORM**

**SAMPLE**

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| **PERSONAL DATA** | | |
| **Child’s Name: Dylan Ramirez** | **MSIS #: 000987654** | **Grade: 9** |
| **District/School: Education Middle** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **Critical IEP Objectives** | **Justification** | **Data Sources** |
| The IEP committee did not identify any critical objectives to be considered for critical point of instruction.  Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. | Teacher collected data and assessments |
| ***Critical Point of Instruction – 2***   * 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. |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * 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 |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * 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. |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * 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 X 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 Documentation Form**

**SAMPLE**

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| **PERSONAL DATA** | | |
| **Child’s Name: Dylan Ramirez** | **MSIS #: 000321654** | **Grade: 9** |
| **District/School: Education Middle School** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **SPECIAL CIRCUMSTANCES** |
| *Provide a description of the child’s special circumstances:*  Based on teacher collected data and assessments, the IEP committee did not identify any special circumstances that would qualify as extenuating circumstances. |
| **JUSTIFICATION** |
| **Is the child eligible for Extended School Year (ESY) services due to extenuating circumstances?** 🞏 Yes **X** No  *Provide the IEP Committee’s justification for the provision of ESY services and the basis for the decision:* |

**NOTES**

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