**ESY DETERMINATION PROCEDURES & FORMS**

1. **Review the current IEP and critical skills. Assess the appropriateness of current critical skills!!!!**

*(According to Policy 2419, “Critical Skills” are “the cognitive, physical, communication, and/or social/emotional abilities needed for the student to maintain current levels of performance.”)*

Critical skills are the foundation skills needed to maintain present levels. They are chosen because without achieving these prerequisite foundation skills, all subsequent learning is inhibited. They may also be described as prerequisite or fundamental to the scope & sequence of developing skills or the next steps in the continuum of skills needed to progress/meet the annual goal.

For example, a child with severe interfering behaviors or difficulties transitioning between activities, remaining in assigned area, etc. would first need major intervention before academics were a realistic outcome! Obviously the interfering behavior goals would need to be identified as critical skills because the behavior must be addressed to facilitate the academic process.

1. **Set up the *Monongalia County Schools Extended School Year (ESY) Data Collection Form.***
2. Fill out the student’s name, school and current school year at the top of the form.
3. Write the critical skills goal(s) from the current IEP in the appropriate box.
4. Write the projected criteria from the current IEP.
5. Review the last IEP Progress Report and document the student’s June average for the identified critical skill.
6. **Document Baseline #1 (Sept. Avg.).**

This is a great time to compare your current data with the June avg. It gives you an indicator of any regression issues immediately. You might want to make a note of this.

1. **Document Baseline #2 (End of 1st 9 weeks Avg.)**

This is when you compare your current data with Baseline #1 data. This gives you an indicator of recoupment abilities. *Ask yourself…. Did they recoup their skills?* Think about your work with the student and note that the student either regained those skills quickly or they have had great difficulty recouping the level of skill they had in June.

1. **Document the Post Thanksgiving Break average.**

This data is used in comparison to the previous documentation period. This data period includes a break in instruction. *Ask yourself….. Did they lose skills/proficiency over the Thanksgiving Break? Did they maintain the level of skill they had before leaving for break?*

1. **Document the Post Winter Break average.**

This data is used in comparison to the previous documentation period. This data period includes a break in instruction. *Ask yourself….. Did they lose skills/proficiency over the Thanksgiving Break? Did they maintain the level of skill they had before leaving for break?* *How are they doing after the long Christmas break?* *Did they recoup easily?* Really think about the presence of any regression/recoupment issues. At this point there have been two major breaks in instruction.

1. **Document Baseline #3 (March Avg.)**

This is when you compare your current data with Post Winter Break data. This gives you an indicator of recoupment abilities. *Ask yourself…. Did they recoup their skills?* Think about your work with the student and note that the student either regained those skills quickly or they have had great difficulty recouping the level of skill they had in relationship to the Christmas break.

1. **Document the Post Spring Break average.**

This data is used in comparison to the previous documentation period. This data period includes a break in instruction. *Ask yourself….. Did they lose skills/proficiency over the Thanksgiving Break? Did they maintain the level of skill they had before leaving for break?* *How are they doing after the long Christmas break?* *Did they recoup easily?* Really think about the presence of any regression/recoupment issues. At this point there have been three breaks in instruction and you should have relevant data on this form that assists you in determining if this student demonstrates regression/recoupment difficulties. Continue to collect 4th quarter data .

With the above documented data and information you should have enough information about regression/recoupment to make an ESY decision!! ***Do not delay this process!!*** It is important to make a timely and responsible decision!!!!

1. **Review the data and answer the questions at the bottom of the page. Circle Y or N based upon the analysis of the data alone!**

This form alone assists the IEP team in making its determination of a student’s need for ESY by reviewing documentation that illustrates whether the student exhibits, or may exhibit, or does not exhibit: 1) significant regression during an interruption in educational programming; 2) A limited ability to recoup, or relearn skills once programming has resumed; and 3) Regression/Recoupment problems that interfere with the maintenance of identified critical skills as described in the current IEP.

***Missing Data/Blanks?*** Obviously IEPs are held throughout the year. If you have a meeting in December you may think, “I cannot complete this form because I don’t have data for the spring yet!” Actually, you can! Review the previous year’s data sheet and fill in the missing data for this year! Note the month/year the data was documented on previous ESY data collection form. This is the data you need to include on this form! Now you can see trends from a full year of data collection!

1. **Regression/Recoupment is only one aspect of the ESY determination process. You must consider other factors in determining the need for ESY services, such as predictive data; degree of progress; emerging skills and breakthrough opportunities; interfering behaviors; nature and/or severity of the disability; and special circumstances.**

I suggest using the ***Monongalia County Schools ESY Decision Making Form***as a guide for

ESYdeterminations (see attached). THIS FORM IS NOT REQUIRED!

*Disclaimer : (The lack of clear evidence of such factors may not be used to deny a student ESY services, if the IEP Team determines the need for such services and includes ESY in the IEP.)*

1. **After reviewing all of the information the IEP team determined that the student :**
2. **DOES NOT need ESY services…… Document this determination under Part III A. Move on to Part IV.**
3. **NEEDS ESY services……. Check (√) Yes and complete Part III B of the IEP.**

**THE STUDENT QUALIFIES FOR ESY! NOW WHAT????**

**FOR A STUDENT THAT QUALIFIES FOR ESY YOU MUST COMPLETE THE FOLLOWING:**

1. **You must submit the, (revised 7/26/17), Monongalia County Schools Extended School Year Form to the Special Education Department in Central Office for any child needing ESY services. This form should be completed after the student’s meeting making certain that you have accurately copied the ESY services from the IEP!**

**ALL FORMS SHOULD BE SUBMITTED BY THE END OF THE 1ST WEEK OF APRIL!**

* + ALL information requested on this form is **VITAL** to scheduling services. Please do not skip any section!
  + Check that all identifying personal information is **accurate** and **up-to-date**! Check with the parents/guardians to ensure address and phone numbers are current! Include cell phone or additional contact numbers if appropriate!
  + TOR information is vital and a contact number allows us to track down missing information or materials if needed when ESY begins!
  + Include **ONLY the critical skills** that the student has demonstrated a need for ESY services. DO NOT SEND ALL CRITICAL SKILLS IF THE STUDENT DOES NOT DEMONSTRATE THE NEED FOR ESY in those areas!
  + Services are determined by reviewing the specific critical skill in need of maintenance and recommending how many minutes per week are needed to maintain the skill. THIS AMOUNT OF TIME SHOULD NOT EXCEED THE AMOUNT OF TIME YOU SPEND ON THIS GOAL PER WEEK!!!!
  + Times are recommended based on what you think will be needed to maintain a skill. Time needed should be directly related to the amount of time you spend working on the particular critical skill during the week and what you think is necessary to MAINTAIN the skill. It is not based on a goal area per se. For example, if your student has 5 goals under Reading Skills but only one critical skill in that area, you consider only the amount of time for the critical skill not what you write for all 5 goals on the services page of the IEP (Part IX). You do not decide 180, 360, 540 or 720 mpw! You decide the amount of time that is needed to maintain the specific goal(s) only. The chart at the end of this document is for information purposes only. ***Call me if you have questions!!***
  + **ONLY** the Speech Therapist determines if a student needs speech during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form. *(\*If the student is Speech Only, they are the TOR and must use the Monongalia County Schools Extended School Year Form!)*
  + **ONLY** a Physical Therapist determines if a student needs PT during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form.
  + **ONLY** an Occupational Therapist determines if a student needs OT during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form.
  + **ONLY** the Speech Therapist determines if a student needs speech during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form. *(\*If the student is Speech Only, you are the TOR and must use the Monongalia County Schools Extended School Year Form!)*
  + **ONLY** the Teacher of the Visually Impaired (VI) determines if a student needs VI services during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form. *(\*If the student is VI Only, they are the TOR and must use the Monongalia County Schools Extended School Year Form!)*
  + **ONLY** the Teacher of the Hearing Impaired determines if a student needs HI services during ESY. They will complete the ***Monongalia County Schools RELATED SERVICES Extended School Year Form*** that you will collect and attach to the ESY Form. *(\*If the student is HI Only, they are the TOR and must use the Monongalia County Schools Extended School Year Form!)*
  + Related services (OT, PT, Speech, HI, VI) are per the provider’s recommendation and the teacher of record cannot qualify a student for related services for ESY. This information and paperwork should be included with the ESY form. As TOR you are responsible for ensuring you have all of the necessary paperwork to be sent to me in one complete document!
  + Transportation is provided to all ESY students. We must know whether a parent will be bringing a student to and from ESY. **Attach the special transportation plan form** if a student receives special transportation during the regular school year.
  + **Attach a copy of the ESY services page from the IEP.**
  + **Attach a copy of the ESY Data Collection Form.**
  + **Attach a copy of the Health Care Plan, if applicable.**
  + **Attach a copy of the BIP, Crisis Plan, Flight Risk Plan, if applicable.**

**PLEASE SEND COMPLETED ESY FORMS THROUGH SCHOOL MAIL OR HAND DELIVER TO ME! DO NOT FAX OR EMAIL WITHOUT ALSO SENDING A HARD COPY TO ME!**

1. **You must collect and send all necessary materials (i.e., worksheets, books, vocabulary, equipment, sensory items, BIP, etc….) which are needed to deliver the necessary ESY services. Make sure you include an inventory of items sent to ensure we return the proper items to you. Keep a copy of the inventory for your records. Label your box/materials with the enclosed label to facilitate accuracy of delivery. I have PROVIDED THE LABEL for use in sending ESY materials. Request a work order or hand deliver your materials to the ESY site. If we do not receive materials, we will be contacting you to provide what your student needs for the ESY session!**
2. **In Monongalia County, ESY is provided during a 4 week period. The program runs from 9 – 12 Monday through Thursday. It generally begins the first week of July and ends the last week of July. \*\*There are times when a different time frame is recommended but these situations must include consultation with the Director of Special Education and the IEP Compliance Specialist.**

**HOW ARE STUDENTS SCHEDULED FOR ESY SERVICES?**

**Students are scheduled for the site-based program according to the total minutes per week (this includes related services) recommended for ESY by the IEP team. I add up the minutes indicated on the ESY form and then schedule students accordingly. This is how it works:**

**Students with 1-180 mpw = 1 day of ESY**

**Students with 181-360 mpw = 2 days of ESY**

**Students with 361-540 mpw = 3 days of ESY**

**Students with 541-720 mpw = 4 days of ESY**

**\*ESY services should not exceed services received during the regular school year.**

**ESY SUMMARY TIPS**

* **ESY forms must be completed entirely when a child is determined eligible for ESY services. *(Make sure personal info is current…, address, phone number, etc.!)***
* **DO NOT TELL PARENTS HOW MANY DAYS THEIR CHILD WILL ATTEND OR WHAT DAYS THEY WILL ATTEND! *Please indicate if they are attending another program in addition to ESY! You should also consider if they are attending another program if this program will possibly maintain their critical skills.***
* **Only 1 ESY packet should be submitted per student.**
* **All services should be written in minutes per week! (Not hrs/day, Not days/week, Not hrs/week)**
* **No regression, No emerging skills, No extenuating circumstances = NO ESY!!!**
* **All recommendations/projections for ESY services require consultation with your IEP Specialist before the IEP meeting.**
* **Check to see that all forms agree!**
* **All students attending ESY must have a box of instructional materials! Please include your contact information in case we need additional information.**
* **All decisions regarding ESY should be determined and sent by the first week of April to allow for the posting and hiring of positions.**

**At the conclusion of ESY all materials are returned to the homeschool/teacher of record including the ESY Summary Report. The ESY Summary Report should be reviewed and placed into the student’s confidential file at the homeschool.**

**I am happy to discuss all aspects involved in the ESY process at any time you need assistance. Feel free to give me a call or email me!**

**My contact information: Sandy Davis, Coordinator of Special Education**

**Alternative Learning Center Program Director**

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**REFER TO POWERPOINT FOR ADDITIONAL IMPORTANT ESY INFORMATION.**

**ESY FORMS**

1. Monongalia County Schools Extended School Year (ESY) Data Collection Form

2. Monongalia County Schools ESY Decision Making Form (Optional)

3. Monongalia County Schools Extended School Year Form

4. Monongalia County Schools RELATED SERVICES (Speech, PT, OT) Extended School Year Form

5. Monongalia County Schools HI/VI RELATED SERVICES Extended School Year Form

6. Teacher of Record (TOR) – ESY List of Students

7. Delivery Label