

ESY

DEFINITION OF ESY

ESY is a data driven decision that reviews the student's progress/data every school year. The purpose of ESY services is to work on one or more IEP goals that cannot be maintained without ESY services.

There are 4 ways students can qualify for ESY Services:

- Regression/Recoupment- Data Driven need
- Severity of Student's Disability – Provide a statement of student levels with collected data
- Critical Growth/Emergent Skills – Need data to show a spike in knowledge and then a drop
- Rate of Progress – Need Data to show no progress despite variations on SDI delivery

REGRESSION/RECOUPMENT

The question to ask is: *Will the student likely lose skills and fail to regain those skills within a reasonable time frame upon returning to school for instruction.*

To qualify under this option, school teams need to have documented data using the approved ESY data collection form.

Here is the Process:

- Collect Baseline data on goals immediately before the school break and document it in the ESY Data form.
- When school resumes, immediately collect baseline data to see if the student regressed in the skill and note the data on the same ESY collection form.
- Then you are to teach/instruct on the goals for 2 times the length of the school break. If the school break is 7 days (including a weekend), then you are to give goal instruction for 14 days. After 14 days of instruction, you are to collect baseline data again.
- This data is then compared to the baseline data you collected BEFORE the school break.
- If the student is not at the same ability level before the break, you have the data need to qualify for ESY.

See the example below

Skill/IEP Goal	Correct	Date
Identifying numbers 1-20	6	December 15 th , 2025 Pre Break Baseline
	2	January 5 th , 2026 Post Break Baseline
	4	January 21 st , 2026 achievement 1 st probe
	5	February 5 th achievement 2 nd probe

Student will not likely qualify for ESY because the intervention period was too short. For a 14 day break over the holiday, there needs to be a 28 school day intervention period.

SEVERITY OF STUDENT DISABILITY

This only applies to a very small number of special education students. These are students that because of severe physical, behavioral, or medical requirements, ESY is needed. Please send an email to IEPSummerServices@seattleschools.org with a statement noting the student's severe disability and outline the need for ESY. Be sure to include your Program Specialist on this email.

CRITICAL GROWTH/EMERGENT SKILLS

The question to ask: *Is the student just on the verge of developing break through critical skills. Examples can be toileting needs, using their communication device, just showing skills with letters and numbers, or sitting for longer times to complete work.*

This area of qualification requires the same data sheet that regression/recoupment requires. **It also must be noted that for preschool students this is a natural time for both critical growth and emerging skills due to the age of the student.** This natural growth and emerging skill alone do not qualify a student for ESY services.

Data needed to qualify under this category should be flatlined for a long period of time with a sudden growth (spike) in skill level that continues to increase over time. See example:

Identifying number 1-10	Correct	Date
	2	March 17 th 2024
	2	March 31 st 2024
	2	April 4 th 2024
Baseline data before break	4	April 8 th 2024
Baseline data after break	2	April 18 th 2024
	1	April 19 th 2024
	1	April 25 th 2024
	2	May 2 nd 2024
	2	May 7 th 2024

Data Statement: Per the data listed above, the student was slow in demonstrating growth. We got a spike in skills one day and then break hit. We have yet to get back to that level. They need ESY for consistency to work on this skill.

If you have questions on this data process, connect with your Program Specialist and please add them to your ESY email when submitting the forms and the data sheets.

RATE OF PROGRESS

The question to ask is: *Despite changes in delivery and materials used for SDI, the student displayed limited growth on goals.*

This area of qualification requires a similar data sheet that regression/recoupment requires. Along with the data sheet, an **explanation of all the different ways/changes/materials used in the delivery of the SDI over a 6 week intervention period** and the data that despite these changes, the student has not progressed on the goal.

Example below:

Identifying numbers 1-10	Correct	Date	
Via flashcards	0	March 18 th 2024	
Via flashcards	0	March 22 nd 2024	
Via # video & Flashcards	0	April 4 th 2024	1 st intervention in addition to above
Via # Video & Flashcards	1	April 6 th 2024	1 st intervention in addition to above
Via flashcards	0	April 18 th 2024	
Flashcards and video	0	APRIL 22 ND 2024	
Using building blocks and Touch Math #'s	1	April 25 th 2024	2 nd intervention in addition to above
Using building blocks and Touch Math #'s	2	April 28 th 2024	2 nd intervention in addition to above
Video and manipulatives & touch math	0	May 2 nd 2024	3 rd intervention in addition to above
Video and manipulatives & touch math	1	May 5 th 2024	3 rd intervention in addition to above

Strategies/Changes:

- Student worked in a small group
- Student worked 1:1 with the teacher/IA
- Student given field of 5 to identify correct number
- Gave student Touch Math Cards to count dots
- Student given field of 3 to correctly identify the correct number
- Gave student sensory sandpaper #'s
- Student matched then traced the correct number

You can also note days you checked in with your Program Specialist, to review different ways to serve the SDI to try and get some student progress.

GOOD DATES TO COLLECT ESY DATA ARE

- **December – January Winter Break (Use this for regression recoupment)**
- Mid-Winter Break
- Spring Break **(please utilize winter and midwinter break, ESY deadline is April 5th, 2025. Students will be accepted on a case-by-case basis after April 5th but program availability will be limited.)**
- OR when the student is absent from school for a set period.

YOU HAVE DATA WHAT IS THE NEXT STEP? DEADLINE FOR FORMS IS APRIL 5, 2024

Completed the following forms and upload them to the ESY consideration FORMs document.

- ESY Consideration Form
- Medical Health Form
- Data collection forms
- Parent Contact Forms

Next step will be to develop an ESY IEP

- You are only to select the Goal areas on the ESY IEP that you submitted data for.
- Any Related Service SDI areas for ESY MUST come through or be approved by the ESA provider. You must check with your SLP/OT/PT provider before adding any of their goal areas to the IEP.
- ESY IEP's can only be created IF ESY is selected/checked on the student IEP.
- If this is NOT checked, you will need to amend the IEP, select ESY, which is on the Service Matrix Page on the IEP. Then you can proceed with developing the ESY IEP.

If you completed an ESY IEP at your annual IEP meeting and now your student does not qualify for ESY OR the family no longer wants ESY services, you will need to write a PWN noting the reason why you are not moving FWD with the ESY IEP. If you have questions on this, please email:

IEPSummerServices@seattleschools.org

Sending ESY Teachers do have specific responsibilities and please locate this information on the SPS website at:

<https://mysps.seattleschools.org/department/special-education/esy-forms-and-documents/>

ADDITIONAL ESY INFORMATION OR FAQ'S

Dates for ESY: July 7th – July 30th 2025

Is Transportation Provided: Yes we do transport students to ESY.

Location of ESY: The sites often change each year. You will be notified of the location your student will attend as well as the name of the ESY teacher.

ESY Materials: As the sending Teacher you are responsible for preparing the Material to be used at ESY. Please log your materials and take pictures of the materials you will be sending.