

The background is a solid green color. On the right side, there are several decorative elements: a large, semi-transparent blue circle with a white outline, and several smaller, semi-transparent green circles of varying sizes. In the bottom right corner, there is a stylized bar chart with four vertical bars of increasing height from left to right, each with a semi-transparent green top section.

Extended School Year Capstone 2024

Presented by Donna Zuber

“If we clearly define the procedures for recommending extended school year services and provide the appropriate data collection tools, ESY will become more streamlined and efficient, as well as relevant for our special education students.”

School Year	# of Identified Students in district	# of Students Recommended for ESY	% of Students Recommended
2017	229	43	18%
2018	245	60	24%
2019	228	56	25%
2020	230	38	17%
2021	221	71	32%
2022	223	55	25%
2023	226	66	29%
2024	241	63	26%



Rationale

When reviewing ESY procedures, we found numerous inconsistencies between buildings and sometimes within the same building. Some staff were utilizing the ESY checklist at PPT meetings and some weren't. In addition, regression and recoupment data was not being collected and/or not documented.

Our procedures for students with significant needs, were being utilized fairly consistently, as though students typically get recommended with the appropriate paperwork yearly. In addition, we know those students need year round support to maintain critical skills.



Determining the Need for ESY

When determining the need for ESY the following should be considered:

Regression Data
Recoupment Data
Critical Time in Learning New Skills
Severity of the Disability & Need to Maintain
Critical Skills

Appropriate data collection and documentation should be occurring



Preparation & Data Collection

Case Managers, Interventionists and Classroom Teachers should be collecting Spring and Fall Data for the following academics/skills to document regression and recoupment:

Reading, Writing, Math, Communication, Social Skills, Behaviors, OT and PT.

Case Managers should also document data for students with significant needs who may require ESY due to the severity of their disability.

The appropriate data collection forms should be utilized to help determine the need for ESY (sample: [Data Collection](#))

The appropriate ESY checklist should be completed when determining the need for ESY services at the student's Annual or Program Review Meeting (sample: [ESY Checklist](#))



Goal Information & Materials List

Case Managers should complete the ESY Area(s) of Focus and Materials Checklist for students who will be attending ESY (samples: [ESY Focus & Materials Checklist](#); [Google Checklist](#))

Materials should be collected and stored in a bin or binder, with the checklist attached.

Materials should include any behavior plans, token boards, manipulatives, reinforcers, etc. that the student(s) need as part of their program (sample: [ESY Direction Sheet](#))

Include the need for paraprofessional support



Timelines/Schedules

Sample [ESY Timeline Calendar](#)

By March 31, case managers should submit a list of students they plan on recommending for ESY services (including the services they will need), so plans for staffing can begin.

During May, lists should be updated to include students who have had ESY documented on their IEP.

By the last day of school, students' bins/binders, Focus and Materials Checklist and all necessary materials are labeled and ready to be delivered to the appropriate location.

Once ESY has been determined, give information letter to the parents (sample: [Parent Info Letter](#))

Questions?

