

Questions and Answers

What are Critical Life Skills?

Critical Life Skills are skills that are *essential* for the promotion and maintenance of the student's self-sufficiency. Skills such as toileting and eating are essential for minimal independence; stable relationships, impulse control, and appropriate peer interactions are necessary for community living. Some communication skills and academic skills such as reading may be considered critical life skills for certain students.

What if I disagree with the IEP Team's decision?

Parents are a valued member of the IEP Team and will be asked to participate fully regarding the ESY decision-making process for their son or daughter. If the Team does not identify a need for ESY services, and/or you are in disagreement with the services identified, a Notice of Refusal should be provided to you. Please see your Procedural Safeguards for further details.

If my child qualifies for ESY must he/she attend?

Participation is not mandatory. There are no legal consequences if a student does not attend ESY. However, the School District has procedures that state that the IEP Team will convene after 2 unexcused absences in order to determine continuation of ESY.



It is our belief that all students need a "break" to enjoy recreational and family activities over the summer. The intent of ESY is to provide services to allow for maintenance of progress.



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Harwood Unified Union School District

Parent Information

Extended School Year For Students with Disabilities



Harwood Unified Union School District schools provide extended school year (ESY) services to eligible students, ages 3-21, receiving special education services. These services are provided as part of a free appropriate public education (FAPE) for students and are provided in the summer. This brochure is intended to help you understand ESY.

What is ESY?

ESY refers to services provided beyond the regular school year calendar that are specific goals included in a student's individual education plan (IEP). ESY services will vary in type, intensity, location, and inclusion of related services and length of time depending upon the student's needs. While there is a legal obligation to determine ESY needs for every student with an IEP, not every student will need extended school year services. All children regress and need to regain skills after school breaks. For IEP student who regress and need more time to regain skills than their non-disabled classmates, ESY services may be needed.

Who Makes the ESY Decision?

The IEP committee determines whether there is a need for ESY services. The IEP team includes the student's parent(s), the student (if appropriate), the student's teachers or related services' providers, the Local Educational Agency representative (usually the principal), and others that parents or the school feel can be helpful to the process. The need for ESY services may be determined at the annual review IEP meeting held for the purpose of developing the next IEP if appropriate data has been collected to support the decision.

How is the Need for ESY Determined?

During the IEP meeting, the IEP Team determines whether the student has critical life skills goal(s), behavior goals, and projected regression of the IEP goal(s)/related services in his/her IEP and reviews the student's progress toward these goals. The IEP Team determines the need for ESY services by responding to the following questions:

Do the data and/or documentation show the likelihood:

1. Of significant or substantial regression of IEP goals/related services without extended school year so that it will take a significant amount of time to recoup or regain the lost skills?
2. That emerging critical life skills will be significantly impacted without extended school year services?
3. That previously learned critical life skills/goals will be significantly impacted without extended school year services?

ESY services are provided if the response is "yes" to one or more of these criteria as determined by the IEP Team with the parent as an active member.

How is the Need for ESY Determined?

If your child is in need of ESY services, the IEP Team will identify the specific services on the IEP form. As with all IEP determinations, consideration is given to the delivery of services in the least restrictive environment (LRE) for that child. If the district does not offer programs for general education students during the school break, the district is **not** obligated to create programs as a means of meeting this LRE requirement:

The IEP form will include:

- Specific goal(s) from the IEP that require ESY services.
- The type, amount and duration of special education and related services, including specialized transportation, needed to meet the identified IEP goal(s).

ESY programs will vary in type, intensity, location, and inclusion of related services and length of time depending upon the student's needs. **ESY services may be provided in a variety of locations including typical school campuses, center schools, job sites, and through home packets.** The IEP Team will determine the most appropriate ESY services and type of location for each student. The district will determine specific site locations and notify parents in June.