



Extended Year Services

Planning for Summer Programs

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Why Consider Extended Year Services?

- ❖ Studies have shown that most students are likely to see some regression during the summer.
- ❖ Regression typically means a loss of skills gained during the regular school year.
- ❖ For the average student, this loss amounts to at least a month's worth of learning.
- ❖ At the very least, a student is at risk of regression, as well as not continuing to make progress towards their individual goals.

Who Decides?

- ❖ This is a decision for your IEP TEAM. Each year your TEAM should discuss whether extended year services (EYS) are essential for this student.
- ❖ The parent (and the student at age 14 in Massachusetts) are full members of the TEAM and should be part of the process.
- ❖ Very typically, this decision would occur during the annual IEP review.
- ❖ Does not usually require professional evaluations, but depends on the school district.

ESY Decision Factors

- ❖ In general, the child's unique needs require extended year services to make meaningful progress in school
- ❖ Demonstrated regression or likely to demonstrate regression
- ❖ Difficulty or length of time to re-learn the skills
- ❖ Degree of impairment
- ❖ Behaviors or physical needs that require consistency
- ❖ Typical rate of progress for this child
- ❖ Are there any alternatives available, including the child's home

What ESY is NOT

- ❖ Schools cannot refuse to offer ESY services because they do not offer summer services to all students or they do not have an internal program set up for summer

BUT :

- ❖ ESY is different from summer school or the regular school year.
 - ❖ May include some ancillary services but not in the same amount or frequency
 - ❖ May not include a one-to-one even if there is one during the school year
 - ❖ Nursing and specialized transportation are typically offered in the same frequency as during the school year

NOTE:

- ❖ This is an area where many parents cobble together a program
- ❖ Summer camp is not the same as a summer program most of the time
- ❖ Parents do a lot of negotiating in this area and may also cost share with a district to make something unique happen for their child

Let's look at an IEP

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

No Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5) 550: "... removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

Schedule Modification

Shorter: Does this student require a shorter school day or shorter school year?

No Yes — shorter day Yes — shorter year If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?

No Yes — longer day Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

Transportation Services

Does the student require transportation as a result of the disability(ies)?

No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

Yes Special transportation will be provided in the following manner:

on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

After the team makes a transportation decision and after a placement decision has been made, a parent may choose to provide transportation and may be eligible for reimbursement under certain circumstances. Any parent who plans to transport their child to school should notify the school district contact person.

Before You Decide on a Summer Program

- ❖ Review your child's Individualized Health Care Plan
 - ❖ If you don't have an IHP, you need to devise one
 - ❖ Is it up to date?
- ❖ Tour the proposed program and see if there are any obstacles for your child
 - ❖ If your child has mobility issues, are there impediments to their participation, i.e. can they get down to the lake and is there a lift system to allow them to swim.
 - ❖ Is there medicine or special food that needs to be refrigerated?
 - ❖ What are the emergency procedures for your child in case of fire or other emergency crisis?

Things to Consider About the Proposed Program

❖ Staffing:

- ❖ Does your child need a one-to-one?
- ❖ Will it be a familiar person or a new person?
- ❖ Any special medical expertise required?
- ❖ Can you participate in the hiring process?
- ❖ Will there be onsite medical personnel?

❖ Location:

- ❖ Inside or outside?
- ❖ Familiar building or new location?
- ❖ Will you (and your child) have an opportunity to tour the location before the program is decided upon?
- ❖ Sometimes you need doctor's orders for things like air conditioning!

❖ Transportation

Don't Forget to Share Information

- ❖ **How did things go this year in school?**
 - ❖ Share teacher or medical staff progress notes
 - ❖ Any healthcare difficulties?
 - ❖ Any behavioral issues?
 - ❖ Anything go particularly well that you can integrate into the camp or summer program setting?
- ❖ **Meet with the program or camp nurse and director. The more comfortable they are with your child's medical issues the less conflict you are likely to have throughout the program.**
 - ❖ It can sometimes feel uncomfortable to share and be open with information, particularly given the natural conflict that can arise with school districts.
 - ❖ How accessible is the nurse and what is he or she allowed to do for your child? G-tube feedings, blood sugar checks, issue medications, seizure issues (Diastat), or Epipen
 - ❖ Do you have a private nurse or aide that needs to be introduced?
 - ❖ Some programs require a contract for liability with the home healthcare provider – make sure this is in order.
 - ❖ Set up a notebook or other form to report back and forth on healthcare issues between home and program.

TEAM Meeting

- ❖ If all else fails, call a TEAM Meeting.
- ❖ Some School Districts will delay meeting with you and run out the clock.
- ❖ Some will leave it up to you to find a program and figure out all the details.
- ❖ Some just do not understand the complexity of planning for a kid with Mito.

- ❖ **START EARLY!**

Have Questions? Ask!

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