



Including Students With Disabilities

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Facilitators



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Series Objectives



- Describe the application of special education laws and regulations to 21st Century Community Learning Centers.
- Modify program policies and procedures for inclusion of all students.
- Evaluate and modify the accessibility of program spaces for diverse student needs.
- Implement activity accommodations in response to individual student needs.



How have you benefited from specific, targeted support throughout your own education?





Inclusion

Practices and attitudes that support students with disabilities, even significant disabilities, and give all an opportunity to participate in curricular and extracurricular activities.

Access

Participation

Support



YOU FOR YOUTH

INCLUSION





Benefits of Inclusion

- Support for all students
- Everyone is safe, welcomed and valued
- Strong peer relationships
- Diverse perspectives and experiences





Create a Legal Library





Relevant Laws

- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Individuals with Disabilities Education Act (IDEA)
- Every Student Succeeds Act (ESSA)



ADA Snapshot

The ADA is a civil rights law enacted in 1990. It guarantees that an **individual with a disability** has equal opportunity to participate and benefit from **public entities** and **places of public accommodation**.



Section 504 Snapshot

Section 504 of the Rehabilitation Act of 1973 is commonly referred to as “Section 504” or sometimes just “504.” **Some elements of Section 504 align with the ADA, such as prohibiting discrimination on the basis of disability.**

But the scope of Section 504 applies specifically to federally funded programs.



IDEA Snapshot

IDEA requires public schools to provide a **free appropriate public education (FAPE)** in the **least restrictive environment** to eligible students with disabilities.

Each state must provide regulations and guidance for implementing IDEA. Several states have additional regulations beyond the federal requirements.



ESSA Snapshot

ESSA was written to ensure that all disadvantaged students, including those with disabilities, are considered in each state's education planning. Section 4205(a)(5) states that funds may be used “to carry out a broad array of activities that advance student academic achievement and support student success, including services for individuals with disabilities.”

This law, like others, intends that **21st CCLC programs are obligated to serve students with disabilities.**



- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Individuals with Disabilities Education Act (IDEA)
- Every Student Succeeds Act (ESSA)



Requires an Individualized
Education Program (IEP).



Programs aren't required to make modifications that would cause an undue financial burden.



Modification Types

- Inclusive admission policies that do not tend to screen out people with disabilities
- Changes to organizational policies, practices and procedures
- Auxiliary aids and services to ensure communication
- Removal of physical barriers in program facilities



Exceptions to Modifications

**Fundamental
Alteration**

**Undue Financial
Burden**



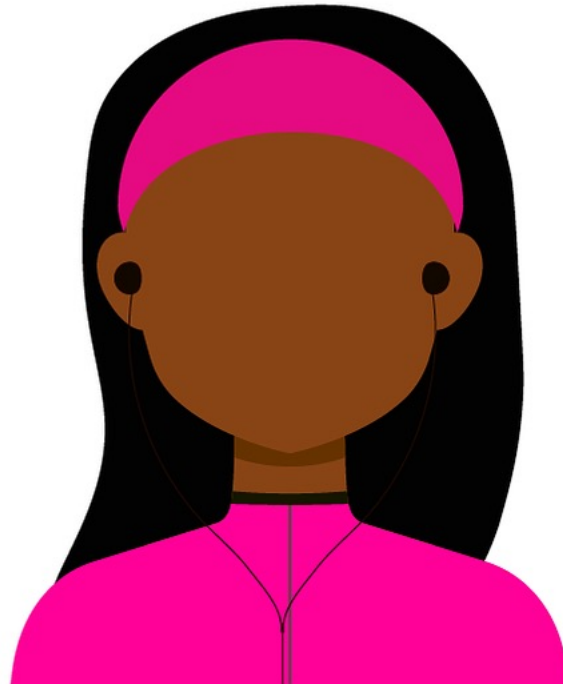
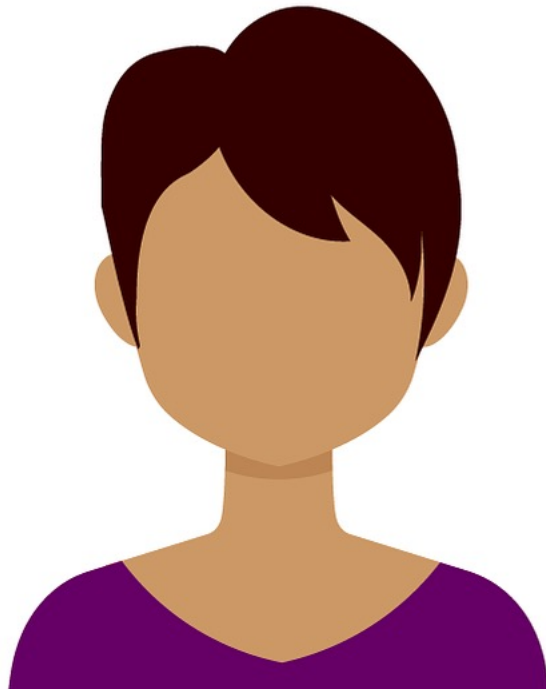
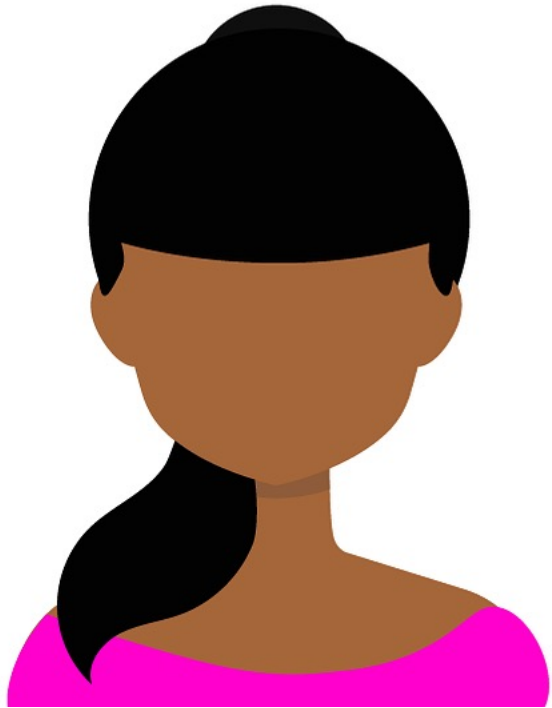
Undue Financial Burden



**Field
Trips**

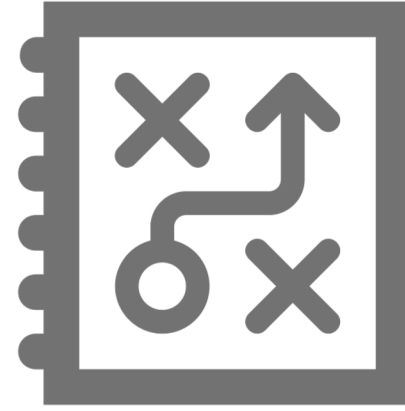


Remember





Determine Your Context





Who is the grant recipient?

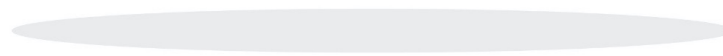
Where is your program located?

How are your staff employed?





Acronyms





- Review the acronym we post on screen.
- Place a star in one of three columns:
 - I know...
 - I think I know...
 - Never heard of...



Acronym: BIP

I know...	I think I know...	Never heard of...



Acronym: HoH

I know...	I think I know...	Never heard of...



Y4Y Resource



Common Acronyms

Be on the lookout for these common acronyms around disabilities. Always be mindful when you are creating documentation that you spell out terms in their first usage in every document. Don't assume the reader has easy access to a resource like this one.

504	Section 504 of the Rehabilitation Act of 1973
AAC	Alternative Augmentative Communication
ABA	Applied Behavioral Analysis
ADD/ADHD	Attention Deficit/Attention-Deficit Hyperactivity Disorder
ADA	Americans with Disabilities Act
AIM	Accessible Instructional Materials
APE	Adaptive Physical Education
ASD	Autism Spectrum Disorders



Paperwork

- 504 Plan
- IEP





504 Plans

- Lay out needs, accommodations and modifications
- For a student who is on target academically but requires accommodations to participate
- 2013 – U.S. Department of Education released further guidance which reinforced participation in programs receiving 21st CCLC funding.



IEPs

- Lay out qualifying status, strengths, needs and specifically designed instruction
- For a student who is generally at least two or more academic years behind his or her peers



Common Individualized Education Program (IEP) Sections

Below are the most common sections found in every Individualized Education Program (IEP), along with an explanation of each.

Common IEP Sections

Section Title	Section Content
Evaluation Summary	An overview of findings from the student evaluation. The evaluation is the basis for determining whether or not a student is eligible to receive support.
Results of Tests/Assessments	A summary of all assessments given to the student by either a school psychologist or a teacher. This section provides a reference for how the student's skills, academic performance, behavior and emotional control compare to those of their peers.
Present Levels	Quantifies the academic level at which the student currently performs. For example, this section is likely to include reading and math grade-level mastery.
Strengths	Skills and abilities that the student demonstrates and may be able to use to support growth.
Needs	The specific lists of skill gaps or needs that will be addressed in the IEP.
Accommodations	Changes to <i>how</i> the student learns grade-level material (e.g., providing large print for students with visual impairment or giving an oral exam rather than a written exam to a student with dyslexia), often termed "specially designed instruction" in IEPs.
Modifications	Changes to <i>what</i> the student learns to meet the student at his or her learning level (e.g., shortening the amount of text a student is required to read or providing fewer answer options on multiple-choice tests).

Learn a student has a 504 plan or IEP

Request Paperwork Access

504 plans

IEPs

Review Paperwork

Talk with Family

Decide if
Accommodation Plan is
necessary

Observe & Review
Decide if
Accommodation Plan is
necessary



Decision Tree



Accessing Paperwork

- Request permission for access.
- Plan may include the out-of-school time program.
- Remember the OST program is a different space.





Sample Letter for Program IEP Access

Sample Letter for Family Members

[Month, Day and Year]

[SCHOOL ADMINISTRATOR NAME, TITLE]

[SCHOOL NAME]

[SCHOOL STREET ADDRESS]

[CITY, STATE ZIP CODE]

[EMAIL]

[TELEPHONE]

Dear [SCHOOL ADMINISTRATOR],

I am the parent/guardian of [STUDENT FULL NAME], who is currently enrolled at [SCHOOL NAME] in the [GRADE LEVEL] grade. I am granting my permission for [AFTERSCHOOL STAFF MEMBER FULL NAME] to review [STUDENT FIRST NAME]'s Individual Education Program. [STUDENT FIRST NAME] will be attending the [AFTERSCHOOL PROGRAM] and I would like the program to provide appropriate modifications and accommodations.

Please contact me with any questions at [PARENT/GUARDIAN PHONE NUMBER].

Sincerely,



Tool



Lack-of-
Access





- **I used to think...**
- **Now I think...**





Contact

Visit y4y.ed.gov

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