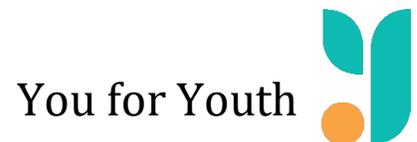




Planning Checklist

Including Students With Disabilities



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Planning Checklist

Use this planning checklist to document how you will develop and implement supports for students with disabilities. It will help you focus on the key areas to address help you have a successful experience.

This implementation checklist includes key strategies to achieving inclusion in your program. Check the box for each section as you complete it.

- Key Strategy 1: Embrace Inclusion as a Core Value**
 - Consider Your Mission, Vision and Value Statements
 - Defining Features of Inclusion
- Key Strategy 2: Know Federal Legislation/Guidelines**
 - Legislation on Inclusion
- Key Strategy 3: Build a Foundation for Including Students With Disabilities**
 - Review Grant/RFP Response
 - Build a Program Team
 - Set or Review Policies and Procedures
 - Hire and Train Staff to Implement Inclusion
- Key Strategy 4: Build Relationships With Families and Students**
 - Marketing
 - Families and Students
- Key Strategy 5: Design an Inclusive Program**
 - Collect Data
 - Creating a Supportive Environment
 - Designing Approaches
- Key Strategy 6: Implement With Fidelity**
 - Measures of Fidelity



Planning Checklist

Key Strategy 1: Embrace Inclusion as a Core Value

Consider Your Mission, Vision and Value Statements

Inclusion comprises these core values:

1. All people should have the opportunity to contribute meaningfully and to participate in all aspects of their community.
2. All people have the right to be included with their peers in age-appropriate activities throughout life.
3. People of all ages and backgrounds — including those with disabilities — feel welcome, safe and valued.

Review your program’s mission, vision and value statements to determine whether they set the stage for embracing inclusion as a core value. Check the ones you need to discuss with your program team and staff.

- Mission
- Vision
- Core Value Statements

Document your core values for including students with disabilities in your 21st CCLC program here. You can also use this to take notes with your program team.

Core Value #1: _____

Core Value #2: _____

Core Value #3: _____

Core Value #4: _____

To learn about developing culture and climate statements, visit the Y4Y **Organizational Culture and Climate** Click & Go.





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Defining Features of Inclusion

To fully embrace inclusion as a core value, it is important to understand these fundamental building blocks for implementation. Your program will *react* to specific students by addressing these fundamentals, but what simple measures can you adopt to *proactively* address them across all program planning? Use this checklist when discussing with your program team.

- Access:** Removal of physical barriers and other obstacles that might keep students with disabilities from attending the program and engaging in all the activities.
- Participation:** Beyond enrollment and attendance, use strategies that promote full engagement, positive relationships and a sense of belonging for all students.
- Supports:** Provide staff development and other systemic and individualized supports to help all students reach their full potential.





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Key Strategy 2: Know Federal Legislation/Guidelines

Legislation on Inclusion

Students with disabilities have the legal right to participate in their school and community, which includes your 21st CCLC program. But what does this mean and how do you know if you are meeting the requirements set out by the relevant federal legislation? Use the legislation snapshots with your program team and discuss how the legislation impacts your program.

<i>American Disabilities Act (ADA) Snapshot</i>	
Direct Link	https://www.ada.gov/index.html
Defines individuals with disabilities as	Any person who has a mental or physical impairment that substantially limits one or more major life activities, has a history of such impairment, or is regarded as having such impairment.
Mandates	<ul style="list-style-type: none"> • Guarantees that individuals with disabilities have equal opportunity to participate and benefit from public entities and places of public accommodation. • Prohibits discrimination on the basis of disability. • Requires public entities and places of public accommodation to make reasonable modifications, including: <ul style="list-style-type: none"> ○ Inclusive admissions 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	A modification that would fundamentally alter the nature of the program or cause an undue burden
Impact on my program	





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Section 504 of the Rehabilitation Act of 1973 (Section 504) Snapshot	
Link	https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf
Defines individuals with disabilities as	A person who has a physical or mental impairment that substantially limits a major life activity, has a record of such an impairment or is regarded as having such an impairment.
Mandates	<ul style="list-style-type: none"> • Organizations that receive federal funding, which includes all 21st CCLC programs, must adhere to Section 504. • Prohibits discrimination on the basis of disability. • The needs of students with disabilities must be met as adequately as the needs of students without disabilities.
Important	Modifications and supports needed for the student to participate in 21 st CCLC <i>can</i> be written into the student’s school 504 plan.
Impact on my program	



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<i>Individuals with Disabilities Education Act (IDEA) Snapshot</i>	
Link	https://sites.ed.gov/idea/
Defines individuals with disabilities as	Students who meet the criteria of one of 13 types of disabilities may qualify for special education if the disability adversely affects the student’s educational performance. States can set the criteria for each of the 13 disability types: autism spectrum disorder (ASD), deafness, deaf-blindness, emotional disturbance (ED), hearing impairment, intellectual disability, multiple disabilities (MD), other health impairment (OHI), specific learning disability (SLD), speech or language impairment (SLI), visual impairment, including blindness, orthopedic impairment, and traumatic brain injury (TBI).
Mandates	<ul style="list-style-type: none"> • Public schools must provide a “free appropriate public education” (FAPE) in the “least restrictive environment” to eligible students with disabilities. • Ensures students with an Individualized Education Program (IEP) have equal opportunity to participate in school-sponsored extracurricular activities.
Important	<ul style="list-style-type: none"> • Students receive an IEP that lays out the services and supports an eligible student needs to participate in the education setting. • If participation in a 21st CCLC program is considered important to the student’s development, it can be written into the IEP.
Impact on my program	





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<i>Every Student Succeeds Act (ESSA) Snapshot</i>	
Link	https://www.congress.gov/bill/114th-congress/senate-bill/1177/text
Defines individuals with disabilities as	ESSA follows the definition found under IDEA'04, wherein a student who meets the criteria of one of 13 types of disabilities may qualify for special education if the disability adversely affects the student's educational performance. ESSA also protects other students with barriers to accessing a quality education, such as socio-economic level.
Mandates	<ul style="list-style-type: none"> • States must include students with disabilities in their education planning. • States must provide all children with significant opportunity to receive a fair, equitable and high-quality education and to close achievement gaps.
Important	<ul style="list-style-type: none"> • Because 21st CCLC funding is part of a state's education planning, students with disabilities must be included in a grant recipient's planning. • 21st CCLC funds may be used to support participation of students with disabilities in the 21st CCLC program.
Impact on my program	

Be sure to review your state and local resources and information on specific guidance for implementing the pieces of federal legislation.

Use the following Y4Y tools with your program team and staff to guide your work.

- **Legal Foundations of Inclusion: What You Need to Know**
- **IDEA Categories and General Characteristics**
- **Common Acronyms**
- **Federal Versus State Law**



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Key Strategy 3: Build a Foundation for Including Students With Disabilities

Review Grant/RFP Response

Consider strategies you could incorporate into your proposal to show your commitment to being inclusive. Use the strategies below to begin a checklist with your team. You can add more as you have discussions.

- Plan general inclusive practices and language that celebrate different abilities.
- Review your response to the existing RFP.
- Review available information about your state's application rating system, and look for opportunities to tie your program's inclusive practices to the ratings.
- Review existing policies and procedures with your program team.
- Include a narrative about how you plan to meet ADA and Section 504 requirements in your application.

Build a Program Team

One of a 21st CCLC program's most important components is a diverse program team that can help you assess needs, design an impactful program and assess outcomes. Your team should be representative of your community and include members who have varied expertise that will help you accomplish program goals. To ensure proper support for students with special needs, recruit members with a background in disability inclusion to help ensure you meet the intent of the laws surrounding inclusion, develop modifications, and better understand the general and specific needs of students with disabilities. Consider possible stakeholders to include on your program team.

- | | |
|--|--|
| <input type="checkbox"/> District special education director | <input type="checkbox"/> Person with a disability |
| <input type="checkbox"/> Special education teacher | <input type="checkbox"/> Family member of a person with a disability |
| <input type="checkbox"/> Disability advocate | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Community-based organization representative | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Lawyer specializing in disability law | <input type="checkbox"/> Other _____ |



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Set or Review Policies and Procedures

In addition to your grant/RFP response, gather all documents that outline the program's policies and procedures. With the program team, set or review policies and procedures through the lens of an inclusive philosophy. Use this list of questions as you're reviewing or setting up your program's policies and procedures to ensure they are not exclusionary, they adhere to federal and state laws, and celebrate different abilities.

Does your program...

- Include a statement that communicates the program's commitment to students with disabilities? If so, does it need to be revised?
- Describe the process for enrolling students with disabilities?
- Outline specific steps for when the program learns that a student has a classified or diagnosed disability?
- Address how the program will ensure students with disabilities are included in all proposed program activities?
- Address how the program will coordinate with school-day administrators and teachers to ensure collaboration on behalf of students with disabilities?
- Address how and when training on inclusion will be provided to staff?
- Address how budgetary questions around being an inclusive program will be handled?
- Describe the procedure for modifying policies, practices and procedures to support students with disabilities?
- Address how to determine whether modifications are or are not reasonable?

Hire and Train Staff to Implement Inclusion

There are many things to consider when hiring and preparing staff for your inclusive environment. Use this checklist with your program team.

- Focus on similarities.** As much as possible, the composition of your staff should reflect the diversity of the students in the program. This can create a sense of safety and belonging for students. Shared cultures and life experiences foster the trusting relationships your program aims for.
- Focus on skill sets.** Before you hire, write a job description that incorporates skills related to including students with disabilities. Here are some requirements you might include:
 - Staff are expected to become familiar with students' strengths and needs, including reasonable modifications or accommodations that support participation.



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- Responsibilities include brainstorming and implementing reasonable modifications for students with disabilities.
- Staff are expected to collaborate with families, school-day personnel and community partners to support all students, including students with disabilities.
- Choose staff who *want* to be inclusive.** While it's always good to have staff who have skill sets, you should look for staff who are
 - Enthusiastic
 - Energetic
 - Warm
 - Patient
 - Compassionate
 - Team Players
 - Flexible
 - Open to feedback
 - Safety aware

Training Staff

When preparing staff, review your training calendar and ensure professional development opportunities around the following areas.

- Policies and procedures around inclusion**
 - Registration
 - Building relationships
 - Asking for information
- Knowledge about**
 - Universal design for learning (UDL)
 - Differentiation
 - Modification and accommodation
 - Creating a positive learning environment
 - Providing health, medical and safety supports
- Skill building in**
 - Setting up students with disabilities for success
 - Responding appropriately to behaviors associated with disabilities
 - Selecting instructional strategies to support various needs
- Observe**
 - Observe staff interactions with the students to monitor implementation
 - Add related expected outcomes to your regular observation checklist
- Debrief**

Use the **Coaching My Staff** section of this course for more information on how to build your staff's knowledge in including students with disabilities.



Planning Checklist

Key Strategy 4: Build Relationships With Families and Students

Families are important partners in serving students with disabilities. Engaging a parent or guardian can help you access important information about the students and make sound decisions about inclusion. Building positive relationships with families benefits everyone! Part of building relationships with families and students is ensuring the right messaging, or how you market your program. Check off the marketing strategies you'd like to use.

Marketing

Inclusive Messaging Strategies

- Make sure the images in your flyers, handouts, social media and newsletters include students with disabilities.
- Highlight your culture of inclusivity on your social media.
- Update your policy and procedure guides, staff handbooks and family handbooks to include inclusive language.
- Highlight staff who go the extra mile to support students with disabilities.
- Prepare recruitment materials that point to inclusive practices in different formats (such as large print, different colors and different languages).

Outreach

- Have a table at the school meet-the-teacher night.
- Provide a demonstration of student activities and products.
- Offer open house dates and show families of children how you're creating space and opportunities for their child to be successful.
- Have a current student with a disability and their family as part of any presentation you provide.
- Provide one-on-one phone calls or home visits to encourage participation.
- Share recruitment materials with school counselors, special education teachers and local organizations.
- List possible accommodations a family may need, and arrange for them. For example, this could include a bilingual staff member holding registration in a physically accessible location.



Planning Checklist

Families and Students

Families

Check off these steps when working to build relationships with families.

- Step 1: Plan for Including Families
- Step 2: Establish a Process for Asking for Information
- Step 3: Plan for Inclusive Family Events

For additional ways to engage and build rapport with families, check out the Y4Y **Family Engagement** course, tools and Learn More Library.

Students

Use these strategies when getting to know your students. Talk about these with your program team and brainstorm additional ideas.

- Ask about student interests and provide a safe environment for them to share with classmates.
- Ask students how you can help them feel safe and then provide that consistently.
- Ask students what they want to do. Giving students a voice is always good, but especially for those who might not be so comfortable.
- Be careful not to call students out if they have any sensory sensitivity or are uncomfortable talking in front of others.
- Develop a special handshake or action to say hello to students. This is fun and can be modified for the specific need.

Use these Y4Y tools to help you build relationships with families and students.

- **Sample Letter for Program IEP Access**
- **Sample Strengths-Based Registration**
- **Building Inclusive Family Engagement Activities Checklist**
- **Common Form Development Processes**
- **Socially Responsible Language**



Planning Checklist

Key Strategy 5: Design an Inclusive Program

Collect Data

Collecting data on your students with disabilities and understanding those data will help you create a framework for inclusive program design. Quantitative data can help you plan more intentionally to serve the needs of your students with disabilities. Begin by researching the general needs in your school or district. Ask these questions during program team and staff meetings. If you already know some answers to these questions, jot them down.

1. *What percentage of students receive specialized support within the feeder school or district?*
2. *What disability categories are most present?*
3. *What percentage of families would want their child to participate and, of those who want to, what disabilities will we need to prepare for?*

Don't forget to collect school-level data and student-level data.

- School-level data** are high-level data that provide a big-picture view, and it's important to know about.
- Student-level data** are specific, quantifiable data on the students you serve.

Use the Y4Y **Family Survey: Strengths-Based Registration Form** to help you capture data about your families and students.



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Creating a Supportive Environment

Your goal is to ensure that everyone feels safe and supported so they can enjoy and successfully participate in your activities. For children with disabilities, this is especially important because they may fear taking risks. Some might never have had some of the opportunities they'll have in your program. Consider the following three areas as you build your environment. Check off the ones you already use and circle the ones you'd like to consider.

Physical Environment

- Ensure your site is accessible to all students.
- Set up your environment for students who have sensory sensitivities.
- Provide a quiet place for students who become overstimulated. Consider lighting, noise level and possible distractions.
- Procure space for diverse student grouping. You can create different spaces in a single room if space is limited.
- Provide opportunities for student and family orientation to your program space.

Positive Social and Emotional Environment

- Maintain an organized environment to limit distractions.
- Create opportunities to build relationships for all students.
- Greet students at the door. A unique greeting for each student makes it even more special.
- Let students get to know you by sharing interesting facts about yourself.
- Provide opportunities for experiential learning.
- Post visual schedules.
- Begin reviewing any changes to the schedule or special events several days in advance.

Communication

- Honor the preference of the person and family in how they talk about the disability.
- Use clear, concrete language.
- Reduce the number of steps needed to complete an activity and simplify instructions.
- Use visuals or verbal cues for routines, transitions or getting a group's attention.



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Designing Approaches

When considering how you'll support students in your program, there are several different approaches you can use. They include universal design, differentiation, accommodation/modification and intensive support. Review these design approaches and consider how each might be employed in your program. Use this list with your program team.

- Universal Design:** Spaces, materials, or activities designed proactively so ALL students, non-disabled and disabled, have full access and can participate fully. Its key features are (1) a variety of presentation methods; (2) multiple means of engaging, challenging and motivating students; and (3) flexible ways for students with differing abilities to demonstrate their learning.
- Differentiated:** Differentiated support is intentionally adjusting an activity or environment based on the diversity and preferences of your diverse student population and ensuring that students can demonstrate learning.
- Accommodation:** Spaces, materials or activities are altered to the specific needs of a student with a disability. There is no difference in *what* the student is learning or experiencing in the activity, only *how*.
- Modification:** Spaces, materials or activities are altered to the specific needs of a student with a disability to accommodate a different ability from peers. An instructor will identify the same target skills to develop and make alterations to *what* the student is learning or experiencing in order to best support that student by offering full access and engagement.
- Intensive Support:** Space, materials or activities are taught in a one-on-one approach. Other important items like assistive devices may be needed in order for students to participate.

Use these Y4Y tools to train staff and intentionally design your activities.

- **Including Students with Disabilities Activity Planner**
- **Expanding Activities Examples**
- **Webinars and Implementation Guides on Including Students With Disabilities**



Planning Checklist

Key Strategy 6: Implement With Fidelity

Measure Adherence, Dosage, Delivery and Engagement

Standard metrics may not tell the whole story when you try to measure your effectiveness at including students with disabilities. These students have faced many obstacles to full engagement, so think carefully — and individually — about how to measure success as you adopt the philosophy of inclusion.

That said, *all* measures of effectiveness are interrelated and should be given thoughtful attention.

Use this checklist to document your use of the four measures of fidelity when reviewing your activities.

Measures of Fidelity

- Adherence:** This measure focuses on how well you stick to the activity plan. Ask yourself this: “Are we implementing as we intended?”
- Dosage:** This measure focuses on how long and how often a student engages in an activity designed to have an impact. Look at the frequency or the number of times students attend and how long they participate in each session.
- Engagement:** This measure focuses on students actively participating, asking questions, using critical thinking skills, getting positive feedback from facilitators and solving problems in group discussions.
- Delivery:** This measure focuses on how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, differentiating the learning and generally supporting student engagement?

For assistance with this process, see the Y4Y **Environment Checklist, Implementing With Fidelity Guide** and **Continuous Improvement Planner**.