



EVERY STUDENT

Dr. Sheronda Witter
U.S. Department of Education



Connecting with and Engaging Students with Disabilities in Afterschool and Summer Learning

March 28, 2024



“

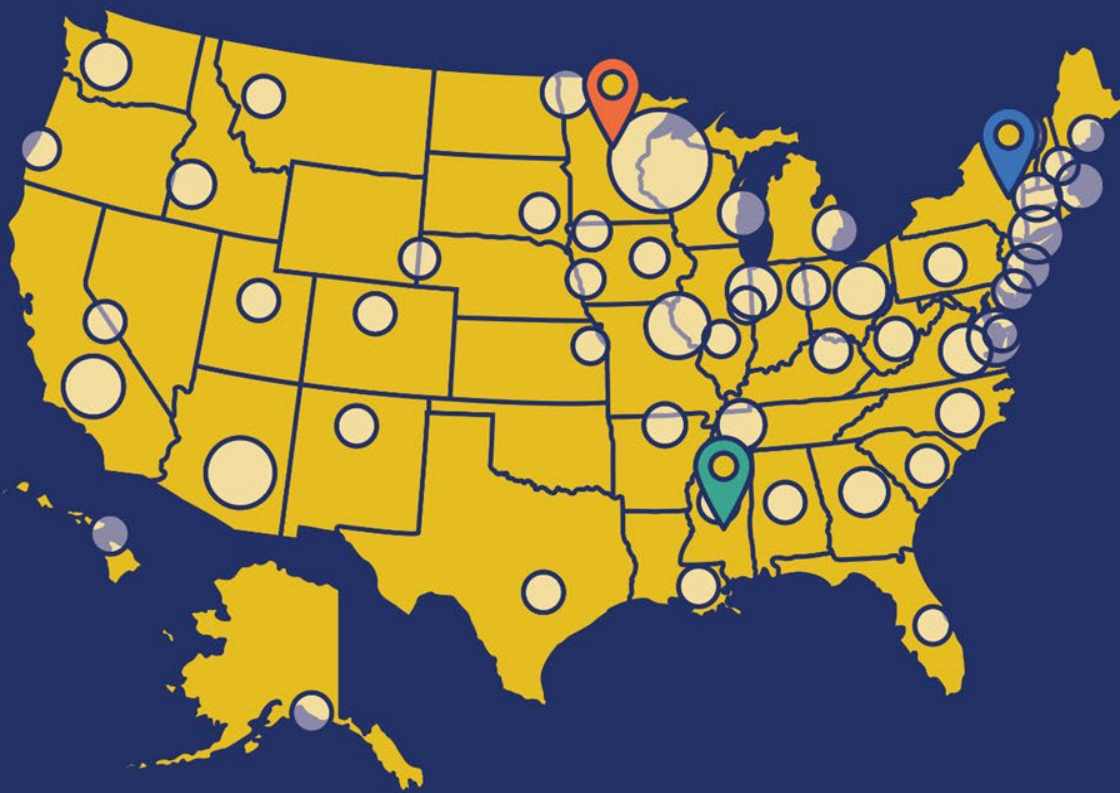
Quality out-of-school time programs have always supported students' **academic, social and emotional growth** – these opportunities have never mattered more.”



DR. MIGUEL CARDONA
U.S. SECRETARY OF EDUCATION



ARP INVESTMENTS IN AFTERSCHOOL AND SUMMER



JACKSON PUBLIC SCHOOLS
\$15M for afterschool and summer programs serving **3,700 students**

NEW YORK CITY
\$68M for afterschool and summer programs serving **3,000 students**

MINNESOTA
\$75M for summer learning and **\$12.5M** for afterschool serving **6250 students**



Recognition Program

APPLICATIONS ARE LIVE!





Become an
ALLY
of Engage Every
Student.

Join Us!



Make a
PLEDGE
to work toward
Afterschool and
Summer for all.

www.engageeverystudent.org



Glenna Wright-Gallo

U.S. Department of Education

Dr. Carlene Reid
U.S. Department of Education



Learning Beyond the Typical School Year: Alignment to IDEA

► Extended School Year Services (ESY)

- [34 C.F.R. § 300.106](#)
- Each public agency must ensure ESY services are available as necessary to provide FAPE
- ESY services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.
- A public agency may not:
 - Limit ESY services to a particular disability category; or
 - Unilaterally limit the type, amount, or duration of those services.

ESY Services are special education and related services that are provided to a child with a disability, beyond the normal school year, in accordance with the child's IEP, and at no cost to the parents of the child; and meet the standards of the SEA.

Nonacademic & Extracurricular Activities

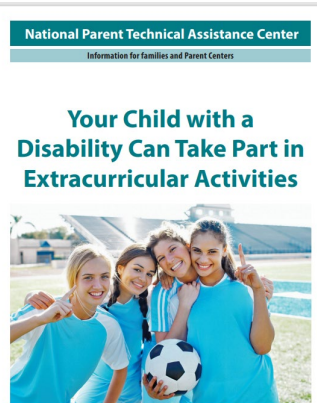
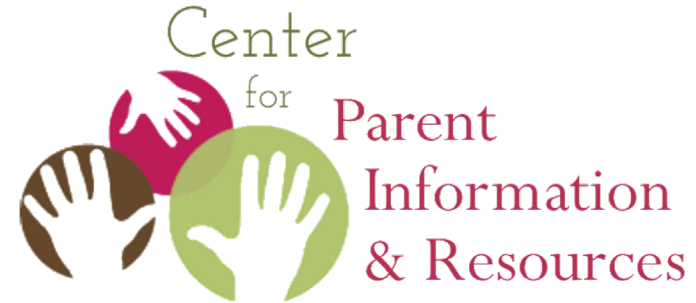
- ▶ Nonacademic services [34 C.F.R. § 300.107](#)
- ▶ The State must ensure the following:
 - Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to **afford children with disabilities an equal opportunity for participation** in those services and activities.

Nonacademic and extracurricular services and activities may include:

- counseling services,
- athletics,
- transportation,
- health services,
- recreational activities,
- special interest groups or clubs sponsored by the public agency,
- referrals to agencies that provide assistance to individuals with disabilities, and
- employment of students, including both employment by the public agency and assistance in making outside employment available.

Additional Resources

- ▶ [U.S. Department Office of Civil Rights](#)
 - [Disability Discrimination \(ed.gov\)](#)
- ▶ OSEP Funded Center for Parent Information & Resources:
www.parentcenterhub.org
- ▶ Questions? Email idea@ed.gov





Meeta Sharma-Holt

Sharma-Holt Consulting

How Many?

1 in 5 (19%)

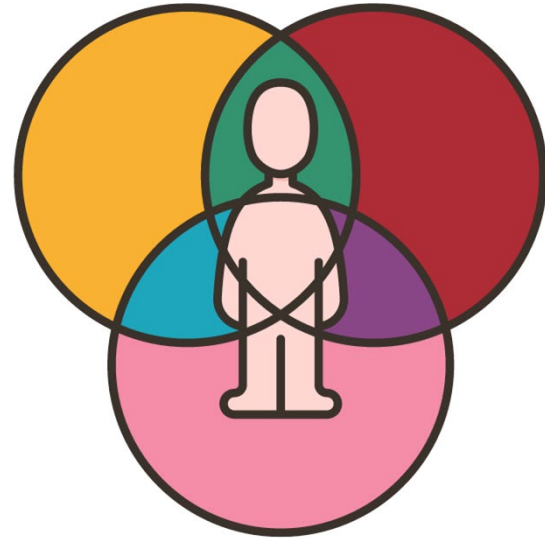
Children in afterschool programs are diagnosed with a disability

32%

Diagnosed with learning differences (i.e. Dyslexia, Dysgraphia, Exec. Functioning)



- **30-50% combined** with another neurodivergences
- **ACE's** - The effects of trauma and poverty on a neurodiverse child
- **Gender** - Females are often underdiagnosed



Superpowers



Attention to Detail

- Thoroughness
- Accuracy



Deep Focus

- Concentration
- Freedom from distraction



Absorb & Retain Facts

- Excellent long term memory and recall



Expertise

- In-depth knowledge
- High level of skills



Integrity

- Honesty, loyalty
- Commitment



Creativity

- Distinctive imagination
- Expression of ideas

Why is This Important?

- Many more students in our afterschool and summer camps have cognitive differences than we think.
- Learning spaces should be equitable, inclusive, and intentional about serving all types of learners.
- OST is uniquely qualified. It is simpler to support neurodiverse children than we think

Panel



**Dr. Mary
Miller-Baker**
Edgewood ISD



Dr. Carlene Reid
U.S. Department of
Education



Dr. Ashlyn Smith
Special Olympics
Unified Champion
Schools



Stacie Strotman
Covington Partners

SPECIAL OLYMPICS UNIFIED CHAMPION SCHOOLS®: Inclusion as the Norm



SPECIAL OLYMPICS UNIFIED CHAMPION SCHOOLS®



In the 50+ years since Eunice Kennedy Shriver founded Special Olympics, the movement has been built on the premise that lasting **change must start with young people**.

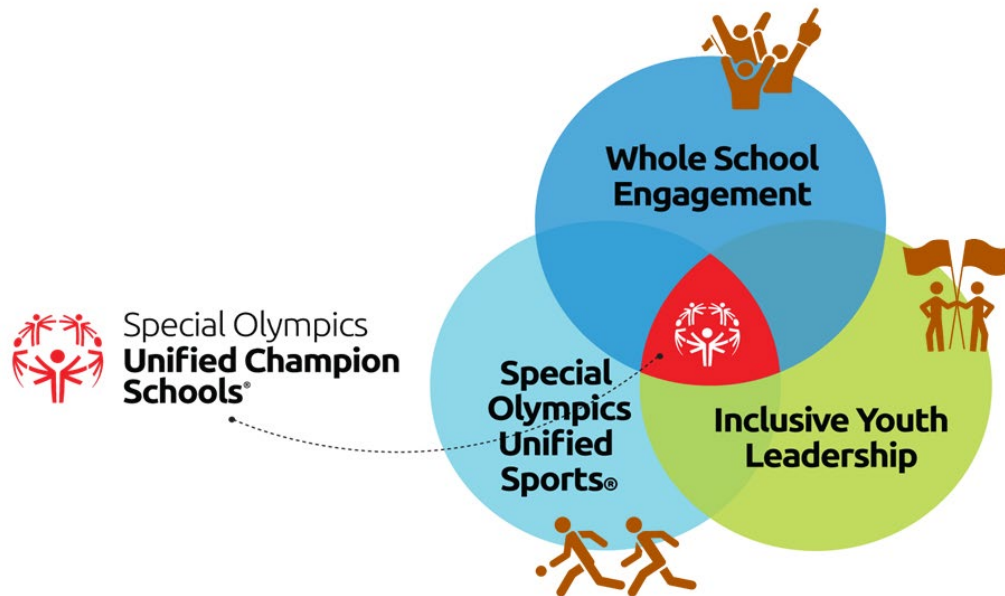
The Unified Champion Schools strategy is about unifying **all** students— with and without disabilities—using **sports and inclusive leadership opportunities within schools** as a catalyst for social inclusion and attitude and behavioral change.

It is a strategy to:

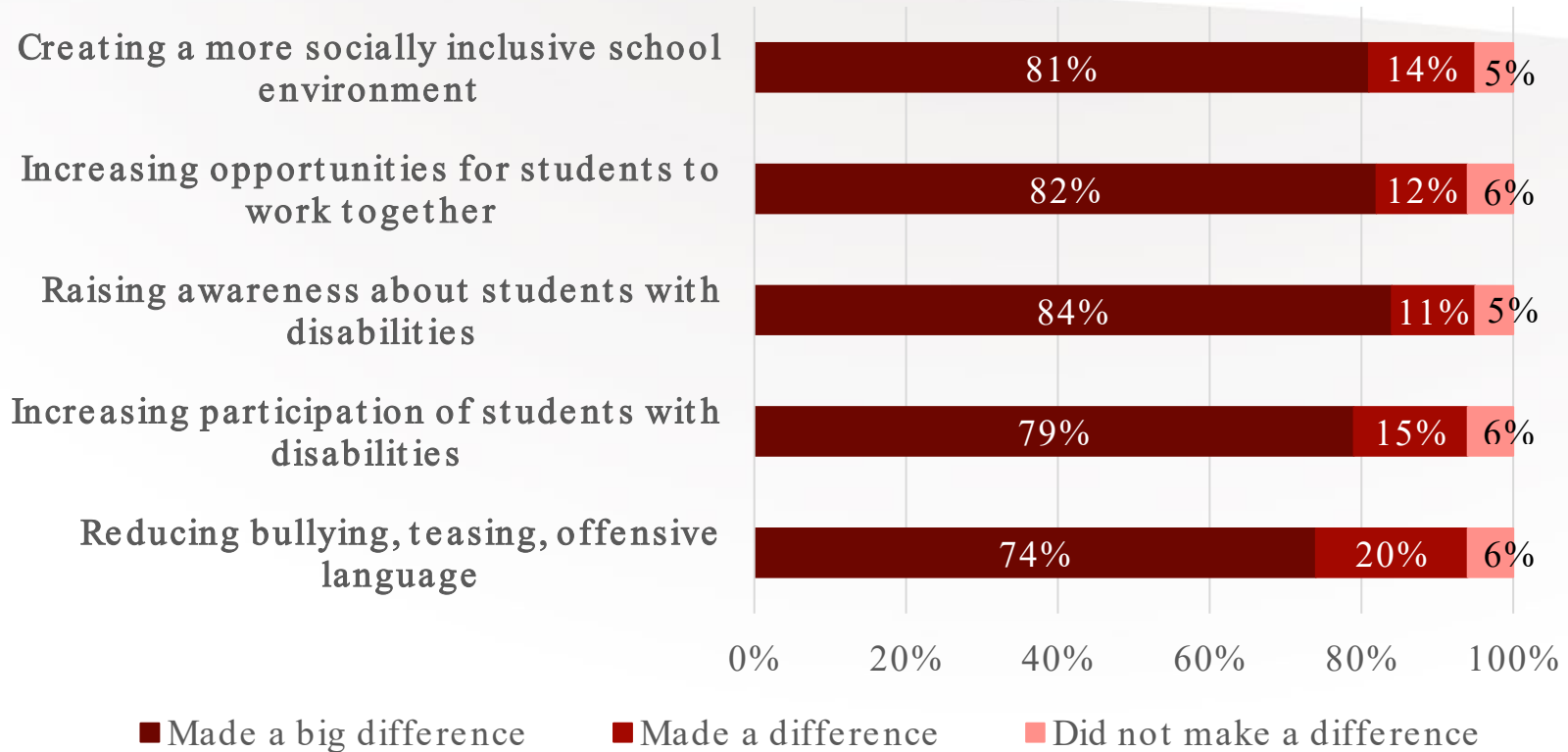
- **activate** youth,
- **engage** educators, and
- **promote** school communities of acceptance and inclusion.



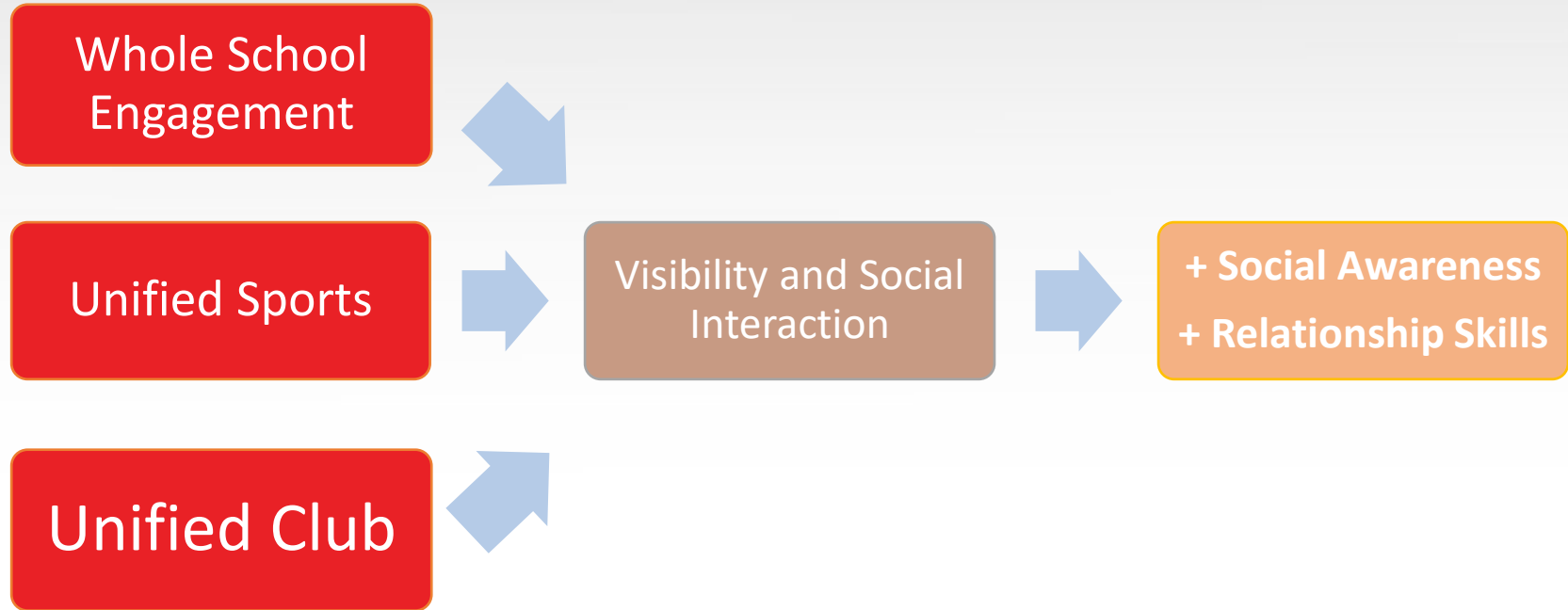
3 COMPONENT MODEL



School-level Impact of UCS



IMPACT ON STUDENTS WITHOUT ID: Attitudes, Perceptions, and Social and Emotional Learning





IMPACT ON STUDENTS WITH ID

- Sense of belonging
 - *Develop friendships*
 - *Become part of a team/peer group*
 - *Have a more typical school experience*
- Personal growth and development
 - *Learn a variety of new skills*
 - *Become more confident in abilities on and off the playing field*

"I've gotten a bit more respect around school. And last year when we started volleyball, there were some seniors I met for the first time there, and then I started getting even a little bit more respect."
-high school student

"We're just capable of doing anything, because we're special education coming together with students not in special education."
-middle school student

UCS implementation outside of school



- Boys and Girls Clubs of America
- National Head Start Association
 - + National American Indian/Alaska Native Head Start Collaboration Office
- YMCA
- National Recreation & Parks Association
- NFL Foundation & NFL Flag
- NCAA – Division III
- NAIA (National Association of Intercollegiate Athletics)
- NIRSA

Boys & Girls Clubs of America



Official partnership memorandum: August 2022

Top Objective: Support the creation and growth of **local partnerships** between Boys & Girls Clubs and Special Olympics Programs that will collaborate to provide **inclusive programming in Clubs** for young people with and without intellectual disabilities during out-of-school time.

Partnership Outcomes

- Boys & Girls Clubs (BGC) become even more inclusive through the incorporation of Special Olympics Unified Sports®, youth leadership and healthy lifestyles.
- Special Olympics athletes become fully integrated Club members.
- Communities become more inclusive and accepting through the influence of Special Olympics athletes.



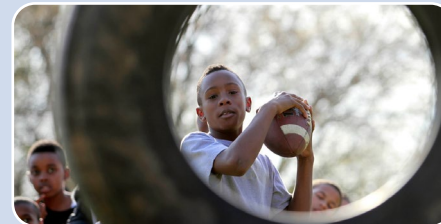
Example Partnership Approaches



BGC & SO partner
to implement
Unified
programming in
clubs (aligned with
UCS model)



SO athletes become
Club members to
engage in Unified
and Club
programming



BGC members
participate in
Unified
programming with
local SO programs



Head Start and AIAN Partnership



Official partnership memorandum: 2018

Top Objective: Support the growth and expansion of **Special Olympics Young Athletes** within Head Start centers providing children from low-income families, including children with IDD, with access to early intervention and preschool programs

In 2022, we began a partnership with National American Indian and Alaskan Native Head Start Collaboration Office

- Indigenizing Young Athletes activities to capture tribal games, stories, language, and foods.
- Piloting in Alaska, Minnesota, and Washington.



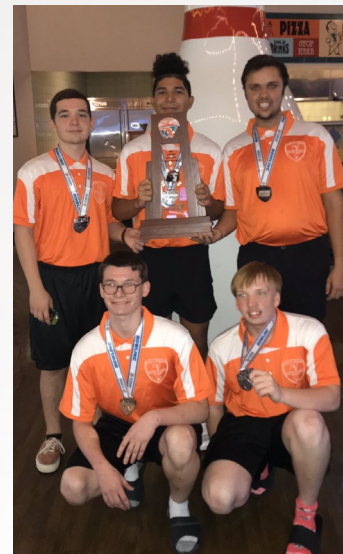
National Federation of State High School Associations (NFHS)



Official partnership memorandum: 2017

Partnership Objectives:

1. Increase **participation** of students with disabilities through interscholastic Unified Sports and other inclusive school programs.
2. Support official **partnerships** between NFHS member state associations and/or local schools and Special Olympics State Programs.
3. Increase the **quality** of inclusion programs in schools nationwide by serving as a resource for NFHS state associations and SONA State Programs.



Special Olympics
**Unified Champion
Schools**

NFSH Current State-level Partnership Status



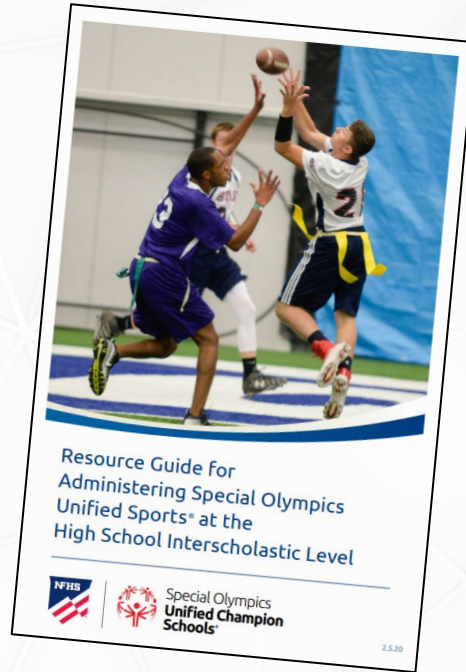
Partnerships: (34 States) a state-level partnership has been established between the Special Olympics Program and NFHS state association, and there are schools participating in interscholastic-style Unified Sports

Emerging Relationships: (12 states) a collaborative state-level relationship exists between the Special Olympics Program and the state association

A state-level relationship has not been established yet (6 States)



Top Resources





THANK

YOU

Ashlyn Smith:

asmith@specialolympics.org

For questions or resources about how to implement UCS in your state, contact the local UCS coordinator in your State Special Olympics Program





**For Every Child,
Success In Life.**
Edgewood Proud!

Dr. Eduardo Hernandez, Superintendent
Dr. Mary Miller-Baker, Senior Director of
Accelerated Learning

Edgewood ISD Demographics

- 8,165 Students
- 20 Campuses
 - 93.00 % Economically Disadvantaged
 - 24.83% Emergent Bilingual
 - 14.82% Special Education
 - 78.11% At-Risk
- 1,314 Staff
- \$96,063,315 Operating Budget
- Full Day Pre-K Program
- Out-of-School Time: Afterschool Programs at 11 campuses and Summer School for Pre-K through High School



Creating an Inclusive Summer Program

Philosophy

Methods

Staffing

Professional
Development

Content

Resources

It starts with our belief in inclusivity and a commitment to operate in an inclusive manner. Our students are Edgewood students first and then participants in supporting programs. For every child, success.

Inclusive programs need to be staffed to allow the support needed for success. (Regular Ed teachers, support teachers, paraprofessionals, etc.)

Summer program is designed ½ academic-½ enrichment. Students will have strengths in different areas, and each will have a chance to demonstrate success.

Philosophy

Methods

Staffing

**Professional
Development**

Content

Resources

Philosophy

Methods

How we teach must be considerate of inclusive practices. Are hands on approaches used? Does differentiation occur? Do we allow students to work together?

Staffing

Professional Development

We prepare teachers for the task at hand. Clear expectations and strong preparation. Our PD reflects a typical summer day ½ /½, hands-on and engaged with others.

Content

Resources

Guaranteed 15:1 ratio. Materials provided to give teachers and students the tools they need. The money must support the expectations.



Dr. Mary Miller-Baker, Senior Director of
Accelerated Learning
mmiller@eisd.net

Closing Remarks



Aaron Dworkin

National Summer Learning Association





Recognition Program

APPLICATIONS ARE LIVE!



Thank you for attending today's
Engage Every Student Webinar.
Help us continue to refine future engagement
opportunities by completing our short
evaluation using the link in the chat.

