21st CCLC Programs: Transitioning from NCLB to ESSA

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Topics

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  - Title I changes effecting 21st CCLC
- Changes to 21st CCLC Under ESSA
  - Use of Funds
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Legal Structure of Federal Programs

- Statutes
- Regulations
- OMB Circulars
  - Good Guidance
    - Guidance
ESSA Overview
Every Student Succeeds Act

Signed by President Obama on December 10th, 2015
Passed with wide margin in both House (359-64) and Senate (85-12)
Key ESSA Changes

- **(NEW)** States are now in the driver’s seat
  - Much more authority to make decisions, choose standards and assessments, goals, and means of accountability
  - States also responsible for enforcing many requirements
  - (though subject to ED regulation)
- **(NEW)** The “big acronyms” have been eliminated
  - No more AYP, HQT, or SES
- **(NEW)** Limitations on Secretarial authority
  - Especially around State plans and waivers (very specific and repeated throughout the law)
- **(NEW)** Consolidates/eliminates a number of smaller grant programs
Definition Changes
Sec. 8101 (52)

► (NEW) “core academic subjects” → “well-rounded education”

- English, reading or language arts, writing
- science, technology, engineering, mathematics,
- computer science,
- foreign languages,
- civics and government,
- economics,
- arts, music
- history, geography,
- career and technical education,
- health, physical education, and
- others as designated by State/LEA
(NEW) SBR → Evidenced Based

Means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes
  - Strong evidence from at least 1 well-implemented experiment; or
  - Moderate evidence from at least 1 quasi experience; or
  - Promising evidence from a correlational study with statistical controls for selection bias; or

- Demonstrates high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

- Includes ongoing efforts to examine the effects of the activity.

Mentioned approx. 70 times in ESSA!
Timeline for Implementation

- Formula grants (at federal level) on July 1, 2016
- Competitive grants (at federal level) on October 1, 2016
- ESEA Flex Waivers terminate August 1, 2016

**BUT:**

Omnibus appropriations bill passed December 18th:

Funds provided for non-competitive formula grant programs authorized by the ESEA for use during academic year 2016-2017 shall be administered in accordance with the ESEA as in effect on the day before the date of enactment of the ESSA.

- So….NCLB in effect for another year!
Timeline for Implementation (cont.)

All other changes effective upon enactment (December 10, 2015)

- Program transition standards:
  - Programs not substantively similar to something else in this bill will continue to receive funds until September 30, 2016
  - Programs no longer authorized but substantively similar to programs in the bill may finish out multi-year grants in accordance with grant terms
  - Programs still authorized as in previous law may use funds awarded prior to enactment under those terms, then transition to new requirements
ED’s FAQs
June 29, 2016

Transitioning to the Every Student Succeeds Act (ESSA) Frequently Asked Questions

- ESSA will not be implemented until the 2017-18 school year.
- States need not submit a consolidated application in July to receive FY 2016 formula funds.
- Reiterates that ED is waiving:
  - The requirement to meet new AYP targets under Title I, and new Annual Measurable Achievement Objectives (AMAOs) under Title III
  - Reporting requirements – including reporting on AMAOs, AYP, SES, and HQT requirements
- Offers additional detail on what States must do to continue supporting priority and focus schools.
ED’s FAQs (cont.)
June 29, 2016

ED will not require a State or LEA to comply with the following ESEA requirements, so that a priority or focus school is able to continue to implement appropriate interventions in the 2016-2017 school year:

1. **Section 1003(a)**
   - Requires a State to distribute at least 95% to LEAs for use in Title I schools in improvement, corrective action, or restructuring;

2. **Section 1114(a)(1)**
   - Requires 40% poverty rate to be eligible for SW program;

3. **Section 6123(b)**
   - Limits the amount of funds an LEA may transfer between programs;
Identification of Schools Sec. 1111(c)(4)(D)

► (NEW) Two levels of improvement

1. Targeted Support and Improvement
2. Comprehensive Support and Improvement
Identification of Schools
Sec. 111(c)(4)(D)

- Evaluation of all public schools and subgroups must occur every year.
- System must identify schools for comprehensive and targeted interventions and support at least once every three years.
Targeted Support and Improvement
Sec. 1111(d)(2)

- (NEW) Each SEA must:
  - Notify each LEA of any school in which any subgroup of students is consistently underperforming; and
  - Ensure the LEA provide notification to the school re: subgroup(s) identification.

- Applies to all public schools, not only Title I schools
Targeted Support and Improvement Plan
Sec. 111(d)(2)(B)

(NEW) Upon notice that a school has been identified, the school must (in partnership with stakeholders) develop and implement a targeted support and improvement plan for each identified school.

The plan must:

- Include information on student performance against all indicators;
- Include evidence based interventions;
- Be approved by the LEA prior to implementation; and
- Identify resource inequities to be addressed through implementation if a subgroup, on its own, would lead to identification.

The LEA must monitor and implement additional action if there is unsuccessful implementation.
Targeted Support and Improvement (cont.)
Sec. 1111(d)(2)

- All schools are eligible to be identified for Targeted Support and Improvement.
  - Any school in which any subgroup of students is consistently underperforming.

- But only Title I schools (who would have been previously identified for targeted support) in which any subgroup, on its own, would be identified as lowest-performing 5% and has not improved in a number of years (as defined by the State) would then be identified for comprehensive support and improvement.
Comprehensive Support and Improvement 1111(c)(4)(D)

(NEW) States must establish a methodology for identifying schools for comprehensive support that must include:

1. At least the lowest performing 5% Title I schools;
2. All public high schools in the State failing to graduate 1/3 or more of their students; and
   - At SEA discretion this may include an extended year adjusted graduation rate
     - One or more additional years after 4;
     - Summer sessions; or
     - 1% receiving alternate diplomas.
3. Title I schools in which any subgroup, on its own, would be identified as lowest-performing 5% and has not improved in a number of years (as defined by the State).
Comprehensive Support and Improvement (cont.)
1111(c)(4)(D)

- State may add additional state-wide categories

- **(NEW)** The State must use that methodology to conduct an annual evaluation on the performance of LEAs, schools and subgroups
  - Applies to all public schools
Comprehensive Support and Improvement (cont.) 1111(c)(4)(D)

- (NEW) Beginning 2017-2018, must identify schools for comprehensive support and improvement at least once every 3 years
  - States must use meaningful differentiation for this determination

- Does the omnibus delay the effective date? ????
Comprehensive Support and Improvement Plan
Sec. 1111(d)

- **(NEW)** Upon notice that a school has been identified, the LEA must (in partnership with stakeholders) develop and implement a comprehensive support and improvement plan for each identified school.

  - The plan must:
    - Include information on student performance against all indicators;
    - Include evidence based interventions;
    - Be based on school-level needs assessment;
    - Identify resource inequities to be addressed through implementation; and
    - Be approved by the school, LEA and SEA.
Continued Support and Improvement Sec. 111(d)(3)

- **(NEW)** The State **must**:  
  - Establish statewide exit criteria;  
    - For schools identified for comprehensive support:  
      - If exit criteria is not satisfied after a number of years (not to exceed 4 years) the State **must** apply more rigorous interventions;  
      - such as the implementation of interventions (which may include addressing school-level operations);
Continued Support and Improvement
Sec. 111(d)(3)

- **(NEW)** The State must (cont.):
  - Establish statewide exit criteria;
    - For schools identified for targeted support:
      - Title I schools: If the exit criteria is not satisfied after a number of years (determined by the State) shall result in the identification of the school for comprehensive support.
      - Non-Title I schools: ??
        - State discretion

- The State must also periodically review resource allocation and provide technical assistance to LEAs serving significant identified schools.
21stC C LC Changes
What is the Purpose?

- Sec. 4201: To establish or expand community learning centers that provide students with:
  - Academic enrichment opportunities along with activities designed to complement the students’ regular academic program (helping to meet challenging State academic standard).
  - Must also offer families of eligible students literacy and related educational development.
Additional services, programs, and activities include...

- Youth development activities
- Service learning
- Nutrition and health education
- Drug and violence prevention programs
- Counseling programs,
- Arts & Music
- Physical fitness and wellness programs
- Technology education programs
- Environmental literacy programs
- Mathematics and Science
- Career and technical programs
- Internship or apprenticeship programs,
- Other ties to an in-demand industry sector or occupation for high school students
What is a Community Learning Center?

- Sec. 4201(b)(1): Provides activities that
  - Reinforce and complement the regular academic programs of the schools attended by the students served; and
  - Are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and
- Offers families of students served by such center opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.
New Definitions

- **External Organizations (Sec. 4201(b)(4)):**
  - a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or
  - in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described above to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.
Rigorous Peer-Review Process (Sec. 4201(b)(5)):

- A process by which employees of a SEA who are familiar with the 21st CCLC review all applications that the State receives for completeness and applicant eligibility;

- The SEA selects peer reviewers for their expertise
  - Cannot include any applicant, or representative of an applicant, for the current application period.

- The peer reviewers review and rate the applications to determine the extent to which the applications meet the program requirements.
State use of Funds Sec. 4202 (c)

- Funds allocated to State based on the State’s Title I allocation
  - 93% must be awarded to eligible entities (was 95%)
  - 2% for State administration
  - 5% for State activities (was 3%)
State Activities
Sec. 4202(c)(3)

- Same as NCLB:
  - Monitoring and evaluating programs.
  - Providing capacity building, training, and technical assistance.
  - Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities.
  - Providing training and technical assistance.
State Activities
Sec. 4202(c)(3)

New Under ESSA:

- Ensuring that any eligible entity that receives an award aligns the activities with the challenging State academic standards.

- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
State Activities
Sec. 4202(c)(3)

- New Under ESSA (cont.)
  - Coordinating funds received under this part with other federal and State funds to implement high-quality programs.
  - Providing a list of prescreened external organizations.
  - Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs.
SEA will make awards to eligible entities that serve—

- Students who primarily attend schools implementing comprehensive or targeted support and improvement activities and
- Student attending other schools determined by the LEA to be in need of intervention and support; and
- The families of such students

Under NCLB: Focus was on school poverty
State Application
Sec. 4203

- Describe the steps the SEA will take to ensure that programs implement effective strategies, including:
  - Providing ongoing technical assistance and training
  - Evaluation
  - Dissemination of promising practices
  - Coordination of professional development for staff in specific content areas and youth development (NEW)
External Organizations
Sec. 4203(a)(11)

NEW: SEAs must:

- Prescreen external organizations that could provide assistance in carrying out the activities under this part; and

- Develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process.
State Assurance: Consultation

- Sec. 4203(a)(12): Application must developed in consultation with:
  - Appropriate State Officials
    - Chief State School Officer
    - Other State agencies administering before/after school programs
    - Heads of State health and mental health agencies
  - Statewide afterschool networks
  - LEAs
  - Community-based Organizations
State Assurance: Consultation

- Describe any other representative:
  - Teachers
  - Parents
  - Students
  - Business Community

- Requirement under NCLB, Optional Under ESSA?
SEA Application: Performance Indicators

- Sec. 4303(a)(14):
  - Describe the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students (New)
  - How will data be used (New)
SEA Application: Performance Indicators

- Performance indicators and measures that—
  - Are able to track student success and improvement over time;
  - Include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and
  - For high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities.
ED Limitations

Sec. 4303(g)

- **CANNOT** give priority or a preference for applicants seeking to use funds made available to extend the regular school day

- Wait....WHAT?!?
Expanded Learning Program (4204(a)(2))

- State may use subawards to support “those enrichment and engaging academic activities” that:
  - Are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
  - Supplement but do not supplant regular school day requirements; and
  - Are carried out by entities that meet the “Priority” requirements.
Priority Applicants
Sec. 4204(i)(1)

- Proposing to target Students/Families who primarily attend:
  - Comprehensive or Targeted Support Schools
  - Schools with students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

- Submitted jointly by eligible entities; and

- Demonstrate that the activities proposed in the application:
  - Are not currently accessible to students who would be served; or
  - Would expand accessibility to high-quality services that may be available in the community.
Can the SEA Add Priorities?

- **2003 Non-Regulatory Guidance (F-5):**
  - The SEA is authorized to include additional priorities in the local competition so long as they are aligned with the statute’s requirements and priorities.
    - For example, the State may give priority to novice grantees.
  - However, States cannot establish priorities that would curtail eligibility under this program.

- Is this still good guidance?
SEA Limitation

Sec. 4204(i)(3): SEAs also may not give a priority to subrecipients that seek to use funds to extend the regular school day.
Local Application Requirements (4204(b)(2))

- A description of how such activities are expected to improve student academic achievement as well as overall student success;

- A demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources; (NCLB just asked for identification)
Local Application: Collaboration

- Sec. 4204(b)(2)(D) - An assurance that the proposed program was developed and will be carried out—
  - In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
  - In alignment with the challenging State academic standards and any local academic standards
LEA Application – Targeted Schools

- Sec. 4204(b)(2)(F)
  - An assurance that the program will target students who primarily attend schools eligible for schoolwide programs...and the families of such students.

- This is the same language as under NCLB

- But what about the change in State Application?
  - Targeted schools shifted from poverty to performance
Local Application
Additional changes

- A demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

- Under NCLB, applicant had to demonstrate that it had “experience, or promise of success.”
Local Application
Use of Volunteers

- If the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.

- Under NCLB, the application had to describe how qualified “seniors” would be encouraged to serve.

- No information on why the change was made.
Renewability of Awards
Sec. 4204(j)

- SEA may renew a subgrant to an eligible entity, based on the eligible entity’s performance during the preceding subgrant period.
  - Does this mean a grant can be renewed beyond the 5-year maximum grant period?

OR

- Does this only refer to renewing a 3 or 4 year grant again up to a total of 5 years?

- Brustein & Manasevit, PLLC submitted this question to ED in February, but has yet to receive a response.
Can SEA Award Funds for Planning Purposes?

- Guidance (F-14) says no
  - Funds under this program must be used to provide services and cannot exclusively support planning.
  - Local applicants should plan for implementation prior to applying for the grant.
  - However, grantees may use funds for ongoing planning throughout the grant period to strengthen the program based on evaluation results.
- SEA 5% set aside for State activities can include training and capacity building for both applicants and recipients of grants.
Local Activities
Sec. 4205

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
  - The challenging State academic standards and any local academic standards; and
  - Local curricula that are designed to improve student academic achievement
Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

Literacy education programs, including financial literacy programs and environmental literacy programs;

Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
Local Activities
Sec. 4205

- Services for individuals with disabilities;
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy;
Local Activities
Sec. 4205

- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

- Drug and violence prevention programs and counseling programs;

- Programs that build STEM skills, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
Local Activities
Sec. 4205

- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).
Measures of Effectiveness
Sec. 4205(b)

- As under NCLB, programs must:
  - Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
  - Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
  - If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
Measures of Effectiveness
Sec. 4205(b) (b)

- New under ESSA
  - Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in State application; and
  - Collect the data necessary for those measures of student success.
Periodic Evaluation
Sec. 4205(b)(2)

- The program or activity shall undergo a periodic evaluation, in conjunction with the SEA’s overall evaluation, to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

- The results of evaluations shall be:
  - Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
  - Made available to the public upon request, with public notice of such availability provided; and
  - Used by the State to determine whether a subgrant is eligible to be renewed
Denying a Local Application

- Sec. 8452(b)(1): An application submitted by an LEA shall not be finally disapproved except after giving the LEA notice and opportunity for a hearing.

- Does this mean an SEA must give an LEA a hearing before disapproving a 21st CCLC application even though it is a competitive award?
  
  - Under EDGAR, there is a long-standing history of a hearing in formula grants (34 CFR 76.401)

- ED has said it believes this is a drafting error...so what?
21stCCLC Fiscal Rules: Supplement Not Supplant

- 21stCCLC funds can be used to supplement, but in no case supplant, Federal, State, local funds or other non-federal funds.
Presumption Rebutted!

- If demonstrate would not have provided services if the federal funds were not available

- NO non-federal resources available this year!
Indirect Costs

- If you have an approved rate that can distinguish costs for each program
- Restricted Indirect Cost Rate!

Pre-award Costs (if have written approval)

- If charge after award notice but before the effective date, costs may be charged to the extent they would have been allowable if incurred after the award date.
  - If, prior to receiving notice of the grant, the local organization incurring financial obligations is doing so at its own risk.
Charge a Fee?

- Must offer a sliding scale of fees and scholarships for those who cannot afford the program.
- Income collected from fees must be used to fund program activities specified in the grant application.
21st Century Community Learning Center (CCLC) Carryover

- **SEA has discretion**
  - If grantee making substantial progress:
    - SEA may not redistribute 21st CCLC funds that remain unobligated if doing so would reduce the total amount of funds available to the grantee from a given fiscal year’s appropriation below $50,000.
  - If grantee NOT making substantial progress:
    - SEA decides not to award a second or third year 21st CCLC grant continuation,
    - SEA may redistribute any unobligated funds, even if doing so would reduce the funds available below $50,000.
Equitable Services to Private School Students
Equitable Services

- 21stCCLC participants receiving funds must provide equitable services to private schools (§ 8501)

- The education agency must provide “timely and meaningful” consultation

  - Timely
    - Before LEA makes any decisions

  - Meaningful
    - Genuine opportunity for parties to express their views
    - Views seriously considered
Consultation must include:

- How private school’s students’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve services
- The size and scope of services
- How and when the agency will make decisions about the delivery of services
Amount of Funding

- Expenditures for private schools must be equal to the expenditures for public schools, taking into account the number and educational needs of the children to be served
  - Relative enrollments
  - Can include other factors, e.g., poverty
- Administration off the top
  - Cannot use program funds to pay for administrative costs
Equitable Services

Guidance (F-16):

- A public school or other public or private organization must provide equitable services to private school students, and their families.

- Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.

- Services and benefits provided to private school students must be secular, neutral, and non-ideological.
Sec. 1117 requires States to appoint “Ombudsman” to ensure equitable participation
Serving Students with Disabilities
Serving Children with Disabilities in 21st CCLC Programs

1. Americans with Disabilities Act of 1990
2. Section 504 of the Rehabilitation Act of 1973
3. Individuals with Disabilities Education Act
Legal Background

Section 504 and the ADA both require that programs make "reasonable accommodations" to enable persons with handicaps to participate effectively.

- Title II of the Americans with Disabilities Act of 1990 (ADA) would apply to public entities, but not private entities, that provide educational services.

- Section 504 and Title II of the ADA prohibit the discriminatory assignment of disabled students to segregated classes or facilities.
Legal Background (cont.)

- Under Title III of the ADA,
  - Private providers that operate places of public accommodation (except for religious entities) must make **reasonable modifications** to their policies, practices, and procedures to ensure nondiscrimination on the basis of disability, unless to do so would fundamentally alter the nature of the program.

- ADA Enforced by the U.S. Department of Justice
- Section 504 Enforced by Office of Civil Rights
Section 504 Protections

Nonacademic Services and Activities

- Students may not be excluded on the basis of disability from participating in extracurricular activities and nonacademic services.
- These may include:
  - counseling services,
  - physical education and recreational athletics,
  - transportation,
  - health services,
  - recreational activities,
  - special interest groups or clubs sponsored by the school,
  - referrals to agencies that provide assistance to disabled persons, and
  - student employment.
Section 504 FAPE Requirements

34 C.F.R. Section 104.33

- A recipient that operates a public elementary or secondary education program or activity shall provide a free appropriate public education (FAPE) to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.

- If eligible – create Section 504 Plan!
504 Accommodations Plan

- No specific requirements
- An accommodation plan usually addresses the following:
  - Nature of the disability and major life activity it limits
  - Basis for determining the disability
  - Educational impact of the disability
  - Necessary accommodations
    - Size of program;
    - Budget compared to potential cost of an accommodation;
    - Potential disruption of program’s central services that might be caused by the requested accommodation; etc.
- Placement in the least restrictive environment (LRE)
- Must make efforts to accommodate!
Section 504 Accommodations

Examples

- Modifications made by staff to enable students to benefit from their educational program
  - Repeat/simplify instructions
  - Supplement verbal instructions with visuals ones
  - Behavior management techniques
  - Adjust class schedules
  - Modified assignment, textbooks, aides, note takers
  - Tutoring
  - Positive reinforcements
  - Supplementary Materials
  - Change seating, instruction methods and materials
Section 504 Accommodations
Examples (cont.)

- Providers must take those steps necessary to ensure that students with disabilities are not denied services or excluded because of the absence of auxiliary aids and services

- **UNLESS** taking those steps would fundamentally alter the nature of services or would result in an undue burden

  - Undue Burden = significant difficulty or expense

*See Supplemental Educational Services Non-Regulatory Guidance (June 13, 2005)
The Individuals With Disability Education Act (IDEA)

All LEAs must provide a free and appropriate public education (FAPE) to each child with a disability, ages three to twenty-two, who resides in, or is a ward of the LEA.

- Every child determined eligible for special education services must have an appropriate IEP.
- If after-school program is included in the IEP, then the LEA would be responsible to provide any accommodations required under the IEP.
QUESTIONS?
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