

## **Hanley International Academy Child Study Referral Process 2023-2024**

Hanley International Academy provides academic and behavioral diagnostic services to respond to the concerns of families regarding their children's school progress. Concerned families can request assessment of their child's strengths and weaknesses by calling the Special Education Department at (313) 875-8888. This assessment process looks at the following areas:

- Communication and Speech/Language Skills
- Social Interaction
- Thinking and Problem-Solving Skills
- Academic/Cognitive Assessments
- Behavioral Evaluations
- Response to Intervention Referrals

Hanley International Academy partners with parents to address the developmental concerns of families when students need support for success.

**Step 1:** The classroom teacher will identify student(s) that are struggling and in need of additional support. They will communicate their concerns with the MTSS Coordinator. The MTSS Coordinator will give the teacher a copy of the Child Intervention Team (CIT) referral form.

**Step 2:** The MTSS Coordinator will place the student(s) with an MTSS teacher for small group intervention. The classroom teacher will also conduct 4-6 weeks of interventions within the classroom.

**Step 3:** Parents are informed in writing that their child is receiving MTSS services.

**Step 4:** Interventions will be conducted for 4-6 weeks by the MTSS and Classroom teachers and documented.

**Step 5:** If interventions are successful and progress is shown the CIT case is closed. The parents will be notified that interventions were successful and the CIT process is complete and no further action is needed at this time.

**Step 6:** If interventions are not successful and sufficient progress is not shown, the CIT case will be referred to the SPED department for further review. The classroom teacher will be notified by the MTSS Coordinator. Parents will be contacted by the MTSS

Coordinator and they will need to give consent to move forward with the CIT process. If parents do not give consent, the student will continue to receive MTSS support services and the CIT case will be closed. If parents give consent, the SPED department will continue all communication with both the classroom teacher and the parent(s).

## Identify, Locate, and Evaluate

<b>Child Find</b>					
Child Find is the federal requirement, established by the Individuals with Disabilities Education Act (IDEA), to identify, locate and evaluate all children with disabilities, from birth through 21 years of age, who are in need, or may be in need, of special education and related services. In Michigan, the child find obligation extends to all children and students with disabilities from birth through 25 years of age, who are in need, or may be in need, of special education and related services.					
	<b><i>The <a href="#">IDEA</a>, the <a href="#">MARSE</a>, &amp; the <a href="#">Revised School Code</a></i></b>	<b><i>Michigan Department of Education, Office of Special Education <a href="#">(MDE OSE)</a></i></b>	<b><i>US Department of Education, Office of Special Education and Rehabilitative Services &amp; Office of Special Education Programs <a href="#">(OSERS &amp; OSEP)</a></i></b>	<b><i>Wayne RESA, Special Education and Early Intervention Services <a href="#">(WRESA SEEIS)</a></i></b>	<b><i>Other</i></b> <i>(resources from local districts, ISDs, States, Community Partners, and Professional Organizations)</i>
<b>Overviews &amp; Regulatory Requirements</b>	<p style="text-align: center;"><b>IDEA</b> <a href="#">Child Find Requirement</a> 34 CFR § 300.111(a)(1)</p> <p style="text-align: center;"><b>Revised School Code</b> <a href="#">Child Find Requirement</a> §380.1711(1)(a)(f)(j)</p> <p style="text-align: center;"><b>MARSE</b> <a href="#">ISD Plan Content Area Requirements - Child Find</a> R 340.1832(a-b) Rule 132</p>	<a href="#">February 2022 MDE-OSE Child Find Guidance</a> <i>(Entire Document)</i>	<p style="text-align: center;"><a href="#">Return to School Roadmap – Child Find Under <b>Part B</b> of the Individuals with Disabilities Education Act (Aug. 24, 2021)</a> <i>(OSEP QA 21-05, Entire Document)</i></p> <p style="text-align: center;"><a href="#">Part B Return to School Roadmap - Webinar</a> <i>(Oct 21, 2021, Child Find @ 45:50 Mark)</i></p> <p style="text-align: center;"><a href="#">Return to School Roadmap: Child Find Under <b>Part C</b> of the Individuals with Disabilities Education Act (Oct. 29, 2021)</a> <i>(OSEP QA 21-07, Entire Document)</i></p>	<a href="#">Wayne RESA Special Education Plan</a> <i>(Revised Feb. 2017)</i>	
<b>Identifying &amp; Locating</b>	<p style="text-align: center;"><b>MARSE</b> <a href="#">Student with a Disability, Defined</a> R 340.1702 Rule 2</p>	<p><b>Child Find is an affirmative and ongoing process that:</b></p> <p><a href="#">extends to ALL children and students...</a> <i>(p.3, Child Find, Feb 2022)</i></p> <p><a href="#">is a responsibility of local districts AND PSAs</a> <i>(p.3, Child Find, Feb 2022)</i></p> <p><a href="#">requires the ISD to inform students, families, and the community about special education opportunities</a> <i>(p.4, Child Find, Feb 2022)</i></p> <p><a href="#">is supported by Build Up Michigan for ages 3-5</a> <i>(p.6 Child Find, Feb 2022)</i></p> <p><a href="#">handled by districts<sup>1</sup> for school-age children</a> <i>(p.6-7 Child Find, Feb 2022)</i></p>	Need		

<sup>1</sup> districts refers to both local school districts and public service academies

<p><b>Identifying &amp; Locating</b> <b>(con't)</b></p>		<p><u><a href="#">applies to homeschool and private school students</a></u> (p.7 Child Find, Feb 2022)</p> <p><u><a href="#">includes adult learners under 26 years of age</a></u> (p.8, Child Find, Feb 2022)</p> <p><u><a href="#">triggered when a district has reason to “suspect”</a></u> (p.8, Child Find, Feb 2022)</p>			<p>Check</p>
<p><b>Evaluating</b></p>	<p><b>MARSE</b> <u><a href="#">Responding to a Request for an Evaluation – Timeline</a></u> Rule 21b</p>	<p><b>When the Child Find obligation results in parental consent for an initial evaluation, a timeline is established that:</b></p> <p><u><a href="#">cannot be delayed due to MTSS or RTI processes</a></u> (p.10, Child Find, Feb 2022)</p> <p><u><a href="#">creates federal reporting requirements for SPP B11</a></u> (p.11, Child Find, Feb 2022)</p> <p>Add</p>	<p>ADD</p> <p>Letter to Sharpless (Nov. 2022) Verbal requests that can be “reasonably understood” as a request for in initial evaluation must be “properly addressed.”</p>	<p>REED</p>	<p>Family Matters Fact Sheet <u><a href="#">Initial Evaluation for Special Education</a></u> <u><a href="#">English</a></u>      <u><a href="#">Arabic</a></u>      <u><a href="#">Spanish</a></u></p>
<p><b>Discipline Considerations</b></p>		<p><u><a href="#">affords students facing discipline IDEA’s protections</a></u> (p.9, Child Find, Feb 2022)</p>	<p>Add</p>	<p>Append</p>	
<p><b>Multi-Tiered Systems of Support (MTSS) Considerations</b></p>				<p>MTSS</p>	<p>Add</p>

<p><i>Early Childhood &amp; Preschool Child Find Considerations</i></p>			<p><u><i>Dear Colleague Letter on IDEA Services in Head Start (Oct. 2022)</i></u></p>		
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Book	Administrative Guidelines
Section	2000 AG - Program
Title	SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE
Code	2260.01A AG
Status	From NCSI
Prior Revised Dates	Spring 2010; Fall 2010; Fall 2011, Spring 2014

## **SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE**

The Principal establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the School.

Building principals shall serve as Building Section 504/ADA Compliance Officers ("Building Compliance Officers").

A person with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities;
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological;
2. musculoskeletal;
3. special sense organs;
4. respiratory, including speech organs;
5. cardiovascular;
6. reproductive;
7. digestive;
8. genito-urinary;
9. hemic and lymphatic;
10. skin; and
11. endocrine; or

B. any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

Individual with a disability does not include the following (i.e., Section 504 specifically excludes):

A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use

B. an individual on the basis of homosexuality or bisexuality

C. an individual on the basis of:

1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;
2. compulsive gambling, kleptomania, or pyromania; or
3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities, providing educational services, the School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The School will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The School further will provide a free appropriate public education ("FAPE") to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities). Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their peers without disabilities to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular, services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such, services, and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the School's non-academic and extra-curricular service and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Principal or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Principal or his/her designee determines that an undue burden would result, the School will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the School's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the School's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the School (see AG 2260.01B).

Alternatively, the parent may file an internal complaint. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if s/he first opts to try to resolve his/her dispute through the internal complaint process.

#### **Procedures Applicable to Section 504 Referrals/Evaluations/Plans**

Annually the School will undertake to identify and locate every qualified person with a disability residing in the School who is not receiving a public education, and notify the person and their parents or guardians of the School's duties and responsibilities under Section 504.

#### **Referral**

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form (Form 2260.01A F4) and submitted to the Building Compliance Officer. Referrals may be made at any time. Parents may request a referral form by contacting the Building Compliance Officer or a School Compliance Officer.

Generally, a staff member should refer a student for an evaluation under Section 504 if s/he suspects that the student not only has a mental or physical impairment but also suspects an impairment substantially limits one or more major life activities. Examples:

- A. A teacher knows only that a student has asthma, without any other information. Refer? No.
- B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.
- C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in gym. Refer? Yes.



### **Assessment/Evaluation**

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) sent to the parents.

The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the School does not suspect that a student has a mental or physical impairment that substantially limits one or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice (Form 2260.01A F18) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student has a disability under Section 504. Parents will be afforded the opportunity to meaningfully participate and provide input into the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/ mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager is responsible for verifying that:

- A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
- B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and
- C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

### **Re-evaluations**

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice (Form 2260.01A F18) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

### **Eligibility Determination**

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene an Intervention Assistance Team ("IAT") Conference. The student's parents will be sent a letter inviting them to attend and participate in the IAT conference (Form 2260.01A F9). The letter to the parents should be sent at least seven (7) calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The IAT shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager, and the parents. The IAT may also include general education teacher(s), student, guidance counselor, school psychologist, the School's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability that makes him/her eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the impairment/condition and determine whether it substantially limits one or more major life activities), and, if so, determines whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the School's programs and activities on an equal basis to students without disabilities.

The Building Compliance Officer will serve as the Chairperson of the IAT Conference. The Chairperson has the following responsibilities:

- A. at each IAT Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3)
- B. gather information
- C. organize the presentation of the data
- D. coordinate the deliberation of Section 504 eligibility (see Form 2260.01A F11):
  - 1. Does the student have a physical or mental impairment?
  - 2. Does that impairment "substantially limit one or more major life activities"?
  - 3. Does the team have the data to justify a disability determination?
  - 4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the IAT Conference, the IAT will determine needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

- A. adjusting testing procedures;
- B. individualize classroom assignments, homework;
- C. provide staff interventions;
- D. utilize computer or other assistive technology;
- E. provide a buddy to take notes;
- F. provide an interpreter (for students or adults);
- G. modify materials, adjust the reading level;
- H. modify the organization of the student's day;
- I. facilitate or modify parents/student/teacher/staff communication;
- J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal).
- K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.

The accommodations/modifications/interventions will be individualized to meet the needs of the student.

In interpreting data and making placement decisions, the School will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

### **Possible Outcomes of the IAT Meeting**

- A. Student is eligible for a Section 504 Plan (Form 2260.01A F13). The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01 F10). Section 504 Plan is developed by the IAT. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).
- B. Student is ineligible for a Section 504 Plan. The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F10). Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).
  - 1. The IAT determines if the student needs interventions pursuant to the RtI Plan. If RtI is determined to be appropriate, the IAT will develop strategies to provide necessary interventions. The interventions should be documented on RtI paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the School Compliance Officer.
  - 2. Student will be served appropriately in the regular education program without written interventions.
- C. The IAT determines that it needs to collect more information before making an eligibility determination; or

The Summary Evaluation Report (Form 2260.01A F10) shall reflect the determination on the issue of whether the student has been identified as having a qualified disability under Section 504. This document should be reviewed periodically.

### **Section 504 Plan**

If a student is identified as having a disability pursuant to Section 504, and the IAT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the School's programs and activities on an equal basis to students without disabilities, the IAT will develop and complete the Section 504 Plan (Form 2260.01A F13). Aside from the description of the student's disability and the special education or related aides and services needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of students without disabilities. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the IAT, including the parents. A copy of the Plan will be sent to the School's Compliance Officer and the Building Compliance Officer as soon as possible. A copy of the Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the School. If the parents do not attend the meeting to develop a Section 504 Plan, the School will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the initial Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the School may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) that explains their right to challenge the School's actions. Regardless of whether it is an initial or subsequent plan, a copy of the Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:

- A. informing staff that the Section 504 Plan is a legal document;
- B. writing and distributing the Section 504 Plan;
- C. encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;
- D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to the School Compliance Officer.

Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

### **Additional Procedures Applicable to Students with Section 504 Plans**

- A. Prior to the beginning of each school year:
  - 1. The Building Compliance Officer or his/her designee is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.

2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.

B. Within the first two (2) months of the school year:

1. The Building Compliance Officer must notify the student's parents that the IAT needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.
2. The Building Compliance Officer must schedule an IAT meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form (Form 2260.01A F17) must be completed at the meeting. The IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.
3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the School Compliance Officer by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.
4. Updated copies of the student's Section 504 Plan will be distributed to all of the students' teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the IAT at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of a IAT meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

**Parents' Options If They Disagree with the School's Identification, Evaluation and/or Placement of Their Child**

The parents may challenge the actions of the IAT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the School. See AG 2260.01B - Section 504/ADA parents' procedural rights, including Due Process Hearing A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try and resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the School's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the School complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

**Facilities**

With regard to accessibility of facilities, the School will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will serve persons with disabilities in the most integrated setting appropriate.