

Fall 2019 Section 504 Administrative Building Coordinators



Outcomes

1. Facilitate and prepare your Section 504 Team to answer the new co- and extracurricular accommodation/services question,
2. Respond to requests to change meeting notes,
3. Know how to obtain support from central office,
4. Run TIENET reports to ensure compliance, and
5. Establish 504 team implementation plan for year, including ensuring required trainings are completed by all staff.

Co- and Extracurricular Activities Implications

Legal Standard

- **Equal Opportunity** - School systems must provide students with access to nonacademic services and extracurricular activities in a manner that affords them an equal opportunity for participation as their nondisabled peers. 71 Fed. Reg. 46,583 (2006)
- **Nondiscrimination** - May not directly or through contract on the basis of disability deny a person with a disability the opportunity to participate in or benefit from any program or activity receiving Federal financial assistance. 34 CFR 104.4(b)(1)(i)
- **Least Restrictive Environment** - School systems must ensure that students with disabilities participate with nondisabled peers to the maximum extent appropriate to the needs of each child. 34 CFR 300.117

Co- and Extracurricular Activities Implications

Programs and Activities

- **Co-curricular**
 - Events such as field trips, nature hikes, walking excursions, etc.
- **Extra-curricular**
 - School Sponsored and District Sponsored Events - An activity, event, or meeting developed or organized by the HCPSS, with the knowledge and approval of the associated school principal, that is under the direction and control of an authorized HCPSS employee working within the scope of one's duties, where the HCPSS assumes full responsibility and liability for the program, event, or action.
 - Clubs, Honor societies, Dances, Picnics, Day camps, Summer programs, Athletics

Process Steps: Co- and Extracurricular Activities

Co-Curricular

Teacher notifies parent about activity

ABC, ITL, Teacher, OR case manager plan for accommodations

Notification to Health Services-Two weeks prior to ensure coverage

If plan can't be implemented due to an emergency, parent is contacted.

Extracurricular

Parent notifies school of participation OR student attends activity

Case manager notifies administration of the need for accommodations

Case manager provides the flash to be shared with activity sponsor

If plan can't be implemented due to an emergency, parent is contacted.

Parents/guardians or school team can request a meeting to consider additional accommodations or revisions at any time

**What MIGHT a student
with a disability need fo
co- or extracurricular
activities?**



What a student with a disability MIGHT need for co- or extracurricular activities

| CONCERN | EXAMPLES | TOOLS/SOLUTIONS |
|-------------------------|---|-----------------|
| Sensory | Light, noise, visual, tactile, oral, temperature | |
| Mobility | Use of power or manual wheelchair, walker, cane, crutches | |
| Emotional Behavioral | Anxiety, depression, supervision need, off task behavior, behavioral triggers, elopement concerns | |

What a student with a disability MIGHT need for co- and extracurricular activities

| CONCERN | EXAMPLES | TOOLS/SOLUTIONS |
|---------------------|---|-----------------|
| Physical | Gross/Fine motor skill needs, use of wheelchair, crutches, sensory tools (compression, weighted items, message balls, etc.) | |
| Communication | Student needs help communicating, social communication needed, staff may need to communicate to student | |
| Other medical needs | Diabetes, allergies, seizure disorder | |

What a student with a disability MIGHT need for co- or extracurricular activities

| CONCERN | EXAMPLES | TOOLS/SOLUTIONS |
|--------------------|---|--|
| Sensory | Light, noise,, visual, tactile, oral, temperature | Sensory tools/equipment, response to crowds, weighted blanket/vest/lap pad, food (crunchy, etc. for sensory needs), coping mechanisms, headphones, “chewy”, consider temperature that student will be exposed to |
| Mobility | Use of power or manual wheelchair, walker, cane, crutches | Time required to move from one location to another, type of transfer, device in use |
| Emotional Behavior | Anxiety, depression, off task behavior, behavioral triggers, elopement concerns | Verbal prompts, a provider who knows the student, resources indicated in BIP (chart), fidgets, visual schedule/chart, preparation/notice, supervision plan. |

What a student with a disability MIGHT need for co and extracurricular activities

| CONCERN | EXAMPLES | TOOLS/SOLUTIONS |
|---------------------|---|--|
| Physical | Gross/fine motor needs, use of wheelchair, crutches, sensory tools (compression, weighted items, message balls, etc.) | Consider activities and accommodations for motor skills, individuals know how to use devices for crisis event, |
| Communication | Student needs help communicating, social communication needed, staff may need to communicate to student | use visual supports, prompts to stay on task, simplify directions, use of sign language |
| Other medical needs | Diabetes, allergies, seizure disorder | Daily and emergency medications (as needed ie. inhaler, etc.), access to snacks/water, health services |

R.I.S.E. Criteria for Accommodations

- **RELATED** to the disability
- **INDIVIDUAL** to the student
- **SPECIFIC**
- Based on **EVIDENCE** of need.



Where in TIENET?

Does the student require co or extracurricular accommodations? Text box will only appear if yes is selected.

| ACCOMMODATIONS | Location (e.g. specific class, all classes, cafeteria) |
|---|---|
| <div>+</div> <p>Does the student require accommodations for co- or extra-curricular activities? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, document which activities the accommodations/modifications are needed and manner of implementation.</p> <p>Extra curricular accommodations will be available in a reasonable amount of time after notice of your child's participation.</p> <div></div> <p>Please the student section on accommodations at 2017-2018</p> | |

Where in TIENET?

In text box, document which activities that accommodations or modifications to policy, practice, or procedure is needed

- Consider sensory, mobility, physical needs, communication, medical needs, supervision, behavioral, and social emotional needs
- Document discussion of needs
- Document the manner of implementation
- Note any **requests** of the parent **not to have** accommodations should this occur
- Note to parent that extra curricular accommodations will be available in a **reasonable amount of time after notice** of your child's participation.

Let's Practice

Parents of students with disabilities were told that they were required to accompany their children on a field trip in order for their children to participate in a day-long field trip to Jamestown.

What legal standards apply?

What would you do in this case?

Applied Examples

Practice examples:

Review the scenario at your table with your group.

- What legal standards apply?
- What additional information do you need?
- What would you do in this case?

Co- and Extracurricular Roll Out

1. Training

- a. Student Services Communication (August 2019)
- b. Section 504 ABCs (September 2019)
- c. Special Education Department Full Staff (September 2019)
- d. Special Education ITLs (October 2019)
- e. 504 Team Training by ABCs (End October 2019)
- f. Activity Supervisor Training (October 2019)

2. TIENET for 504-Question added after ABCs train 504 teams (anticipated early November)

3. TIENET for IEP-LRE Discussions occurring

4. Question on Field Trip Request Form to be added in November

Next Steps: Co Extra Curricular Activities

1. 504 Administrative Building Coordinator will train your school 504 team by the end of October
 - a. All Case Managers
 - b. [Presentation link here](#)
 - c. Review Process Steps handout
2. [Overview with teachers/staff \(optional\)](#)
3. Update plans as annual review dates come up following November launch of question.
4. ABC will coordinate with classroom teacher to ensure any nurse services are arranged prior to submitting field trip request or at a minimum of two weeks prior to the field trip



Requests to Amend Meeting Notes

- 504 Teams have sent draft notes home and asked for parents if they have any edits.
 - This creates a problem when there is a disagreement about what is said at the meeting.
- This was a concern in IEP world a few years ago and seems to be a carryover.
- 504 Teams are confused about what to put in the meeting notes

What to Do?

- What do you need to document in meeting notes?
 - Considered part of “Prior Written Notice”
 - Discussion/Explanation of Any Proposed Action
 - Basis for the Proposed Action (data, assessments, etc.)
 - Options Considered
 - Reasons for Rejection or Selection of Option
 - Any Other Factors Relevant to the Proposal
 - Any Dissenting Opinions
 - ***It is not a transcript of the meeting***

What to Do?

What to do when the request comes in?

1. Not a practice to send “draft” home for parents to add.
2. If the error is legitimate, do an amendment (see QRC).
3. If the error is not legitimate, direct the parent to use Policy 9050 to amend the student record.
 - a. Do not add “parent statements” to record outside of Policy 9050.
4. If the item is outside of the 504 process, direct the parent to appropriate process or resource (ie. request a grade change, implementation concerns, etc.).
5. If the information is new and needs to be heard by 504 Team, then convene another 504 meeting to consider the new information.

Next Steps: Meeting Notes and 9050

- Talk with case managers and find out what practices they have been using for amending meeting notes.
- Update team members on the expectations for meeting notes and how to respond to requests to change meeting notes.

504 Central Office Support Team

Area 1

- ▶ Andrea
- ▶ Cindi
- ▶ Consuela
- ▶ Lisa
- ▶ Shannon

Area 2

- ▶ Becky
- ▶ Kami
- ▶ Nicola
- ▶ Restia
- ▶ Sally

Area 3

- ▶ Caroline
- ▶ Ivan
- ▶ Kelly
- ▶ Kerrie
- ▶ Mo

Supports

- ▶ Team Support
- ▶ Required Training
- ▶ TIENET Reports
- ▶ Problem Solving
- ▶ Meeting Support

TIENET Reports

- Projected Annual Due Date
 - Beginning of the year
 - Quarterly
- Projected Reevaluation Due Date
 - Beginning of the year
 - Quarterly

TINET Reports

- Documents in draft past meeting date
 - Unknown what happened at the meeting
 - No Protection Fields
- Case Manager lists
 - Beginning of the year
 - Mid year
- Bulk Printing
 - Beginning of the year

Next Steps: Beginning-of-the Year Implementation Plan

- Run reports prior to meeting with team
- Convene the School 504 Team to:
 - Assess your team's functioning (Strengths, Areas for Improvement, Training needs)
 - Identify goal areas
 - Distribution of cases
 - Team roles
 - Meeting roles
 - Administrative support and scheduling
 - Meeting plan for the year (cases and whole team)

Next Steps: Beginning-of-the Year Implementation Plan

- Develop a plan to ensure teachers sign off that they have a copy, read, and know the case manager
 - google form on Canvas page in support documents
- Develop a plan to ensure substitute teachers know accommodations
 - Copy with substitute plans

Next Steps: First Half-of Year Implementation

- Online Training
 - Eligibility
 - Plan
- Face to Face Training
 - Procedural Safeguards - all new staff or new ABCs
- Testing Accommodation professional learning
 - Partner with STC

Next Steps: Mid-Year Implementation Plan

- Meeting to assess progress on goals
 - Distribution of cases
 - Team roles
 - Meeting roles
 - Administrative support and scheduling
 - Meeting plan for the year (individual cases and whole team)
- Run TIENET Reports
 - Projected Annual
 - Projected Reevaluation
 - Documents in Draft past Meeting Date

Next Steps: End-of-the-Year Implementation Plan

- Meeting to assess progress on goals
 - Distribution of cases
 - Team roles
 - Meeting roles
 - Administrative support and scheduling
 - Meeting plan for the year (individual cases and whole team)
- What worked?
- What did not?
- Goals for next year

Questions

