

Fall 2019 Section 504 Co and Extracurricular Activities for Case Managers



Outcomes

1. Facilitate and answer the new co- and extracurricular accommodation/services question students.

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 for
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

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>	

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 to be sent
 - c. Review Process Steps handout
2. Overview with teachers/staff (presentation to be sent)
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

Questions

