



504 ACCOMMODATIONS POLICY AND PROCEDURES

Section 504

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service...”

Section 504 is a federal civil rights law.

TYPES OF 504 ACCOMMODATIONS

- **Medical Intervention**
 - Dispensing medication (including inhaler, insulin)
- **Physical Accommodation**
 - Wheelchair accessibility
 - Paraprofessional for mobility around the school
- **Learning Disabilities**
 - Time extension

Charter schools, like all other public schools, are responsible for developing and implementing Section 504 plans for students with disabilities attending their schools. CAACS has an obligation to identify children who may be in need of 504 assistance and to evaluate those students for their needs. Students who may be in need of 504 accommodations are evaluated by our 504 Team and, when appropriate and approved by the parent, are provided accommodations according to a written 504 Accommodation Plan (504 Plan) that outlines the accommodations the student will receive. A child "whose physical or mental disability substantially limits one or more major life activities, such as caring for oneself, seeing, breathing, learning, and walking" is eligible for services or accommodations under Section 504. A service can range from dispensing medication to providing a full-time aide to work with the student. An accommodation is any change in the school or classroom structure, schedule or instruction that allows a student to participate in all activities, for example an elevator pass or extra time for tests. Physical disabilities commonly associated with 504 include: asthma, poor eyesight, HIV, allergies/chemical sensitivities and more. Other disabilities covered by Section 504 include: ADHD, dyslexia, depression and more.

CAACS posts our “**CAACS DISSEMINATION OF POLICY Notice of Non-Discrimination for 504**” in a prominent location (website and visitors entrance), where it can be seen by employees, parents and students.

CAACS NOTICE OF NON-DISCRMINATION UNDER 504 POLICY STATEMENT

It is the policy of CAACS that, in accordance with 504 of the Rehabilitation Act of 1973 (504), no other qualified person with a disability shall, solely by reason of his/her disability, be excluded from or otherwise denied participation in, be denied the benefits of, or be subject to discrimination under any program or activity sponsored or provided by Cultural Arts Academy Charter School at Spring Creek. Confidentiality rights of persons with disabilities will be respected.

Inquiries regarding Cultural Arts Academy Charter School at Spring Creek’s compliance with 504 rights or procedures should be directed to:

For Students and Parents:

Laurie B. Midgette, Principal and Information Officer
Cultural Arts Academy Charter School at Spring Creek

1400 Linden Boulevard, Brooklyn, New York 11212

Phone: (718) 683-3300

Fax: (718) 272-1330

Website: culturalartsacademy.org

E-mail: caacs@caa-ny.org

IMPLEMENTATION OF POLICY

A. The 504 Coordinator (Guidance Counselor/SPED Coordinator) facilitates the standard procedures and forms used for Notice of 504 rights, 504 referrals, and evaluations.

B. The CAACS Principal will appoint a 504 Coordinator to oversee implementation of the regulation at the school level. The School-based Coordinator is the CAACS Guidance Counselor. The 504 Team includes the Guidance Counselor, school nurse, parents of the student, a representative familiar with the student’s disability, at least one teacher, and someone to interpret the evaluations. The 504 Coordinator makes sure that the Notice of Non-Discrimination Under 504 is disseminated to the parents of all students, convenes the 504 Team to evaluate requests for accommodations, oversees provision of any accommodations, and maintains data relevant to the school’s implementation of this regulation including which students have current 504 plans in place, the accommodations given, and written records of any incidents related to, or resulting from the student’s 504 plan.

REQUESTS BY STAFF FOR 504 ACCOMMODATIONS

School staff will initiate a request for an evaluation by the 504 Team for any student who is reasonably believed to be disabled and in need of accommodations within the meaning of 504 in order to enable the student to attend and participate in school activities on an equal basis with his or her non-disabled peers. The 504 Coordinator must notify the parent within five (5) school days in writing using the 504-notification form. The parents and the health care provider, as applicable, must complete forms before an assessment can be done. Forms are available from the Guidance Counselor or School Nurse. If the parent does not complete the form to request an accommodation or consent to consideration of the need for an accommodation, the school requires no further action. A record should be made of the failure to consent.

REQUESTS BY PARENTS FOR 504 ACCOMMODATIONS

Parental requests for 504 accommodations must be submitted in writing to the 504 Coordinator, using the 504-notification form and must include supporting documents from the student's physician, if needed. Request forms can be obtained from the Guidance Counselor. The 504 Team will consider all available relevant information, including any reports, evaluations or diagnoses provided by the student's parents as well as student's grades, disciplinary referrals, health information, language surveys, parent information, standardized test scores, and teacher comments.

Participants on the 504 Team may participate in a meeting either in person or through alternative means such as teleconferencing. Each participant must be provided with documents necessary to make an informed assessment. The 504 Team may meet and decide issues relating to the referral, evaluation, and identification of accommodations without the attendance or participation of the student's parent as long as the school has provided the parent with reasonable notice of the meeting and the parent either does not attend or declines to attend. The 504 Coordinator must maintain a record of the notice sent to the parent and the attempts to arrange for the parent's participation at a mutually agreeable time and place. At least two (2) such attempts should be documented before a meeting is held without the parent. The 504 Coordinator will schedule the 504 assessment meeting within thirty (30) school days of receipt of an initial written parent request for 504 Accommodations or a written request for a change to a student's 504 plan.



NOTICE OF NON-DISCRIMINATION UNDER THE 504 POLICY STATEMENT

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**REQUEST FOR ACCOMMODATIONS UNDER SECTION 504 of the REHABILITATION ACT of 1973
2012-2013 SCHOOL YEAR**

Student's Name: Last: _____ First: _____ Middle: _____

Male: _____ Female: _____ D.O.B: _____ I.D. #: _____

Borough: _____ District: _____ School: _____ Grade: _____ Class: _____

School Address: _____ Zip Code: _____

Physician's Statement for Requested 504 Accommodations (if applicable):

1. Describe the nature of the concern: _____

2. Medical Diagnosis/Disability/ICD-9 code: _____

3. Describe how the disability affects the student's educational performance: _____

4. List/describe the educational service(s) that are being requested: _____

Physician's Name (Print) _____

Physician's Signature _____

Date Signed _____

Physician/Clinic's Address _____

NYS Registration No. _____

Zip Code _____

NPI No. _____

Medicaid No. _____

Physician/Clinic's Telephone No. _____ Physician/Clinic's Fax No. _____

Parent's Statement for Requested 504 Accommodations:

1. Describe the nature of the concern: _____

2. Describe how the disability affects the student's educational performance: _____

3. List/describe the 504 accommodations that are being requested: _____

To determine whether 504 accommodations are necessary, a 504 team will convene to review your request. If a 504 Accommodation Plan is necessary it will be completed by the school with your input. This plan must be reviewed annually.

By submitting this Request for 504 Accommodations, I am requesting that my child be provided with specific educational accommodation(s) by the New York City Department of Education (the "Department"). I have provided the full and complete information regarding this request for educational accommodation(s) in this form. I understand that the Department, its agents, and its employees involved in the provision of the above-requested accommodation(s) are relying on the accuracy of the information that I have provided in this form to determine whether and to what extent my child will be provided with accommodations under Section 504.

Please Print Parent/Guardian's Name & Address Below:

Parent/Guardian's Signature _____

Date Signed _____

Daytime Telephone No. _____

REQUEST FOR ACCOMMODATIONS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973
2012- 2013

DO NOT WRITE BELOW
(FOR NYC DEPARTMENT OF EDUCATION USE ONLY)

| | | | |
|---|---------------------|--|-------------|
| Student's Name: _____ | | OSIS No: _____ | |
| Reviewed by: _____ | | _____ | |
| Name (Please Print) | | Title | Date |
| Request for Educational Service(s) | | | |
| Approved _____ | Denied _____ | Referred for Further Review _____ | |
| Reason Request Approved or Denied: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Referred to CSE _____ | | Sent to School 504 Coordinator | |
| _____ | | _____ | |
| Date of Referral _____ | | Date of 504 Team Mtg. _____ | |
| _____ | | _____ | |
| Signature _____ | | Date _____ | |



NOTICE OF ELIGIBILITY DETERMINATION

Date: _____

Dear _____:

The CAACS §504 Assessment Team has determined that:

- € Your child is a qualified individual with a disability pursuant to §504
- € Your child is not a qualified individual with a disability pursuant to §504
- € Your child is eligible for accommodations pursuant to §504 and two (2) copies of the §504 Team's proposed §504 Accommodation Plan is enclosed with this letter
- € Your child is not eligible for accommodations pursuant to §504

You may challenge any matter relating to the decisions reached by the CAACS §504 Assessment Team regarding your child. You may:

1. File a complaint of discrimination with the Office of Equal Opportunity (OEO) according to the procedures stated in Chancellor's Regulation A-830; or
2. Seek a review of the §504 procedures followed by the school in the following manner:

1st: Seek Initial Review. You must seek review within ten (10) days of your receipt of this letter. You must send a written request for this review to the Network Health Liaison:

_____ at the following address:
_____. The Health Liaison will reach a decision within fifteen (15) days of your request. You will receive written notification of this decision.

2nd: Seek Impartial Hearing. You may challenge the Network Health Liaison review by requesting an impartial hearing, in writing, within ten (10) days of the date you receive the Health Liaison decision by writing to the Impartial Hearing Office, New York City Department of Education, 131 Livingston Street, Brooklyn, NY 11201.

Please contact the School §504 Coordinator, _____ at (____) _____ if you have any questions about the §504 Team's decision.

Sincerely, _____



"Where Children And Success Are Synonymous."

SECTION 504 ACCOMMODATION PLAN

Child's Name:

DOB:

School:

Grade:

Conference Date:

Review Date:

This student has been found to be Section 504 eligible and requires the following accommodations based on evaluation information from a variety of sources that is documented on the Notice of Eligibility.

Area of Concern:

Accommodation:

Modifications:

Date:

Area of Concern:

Accomodation:

Modifications:

Date:

Area of Concern:

Accomodation:

Modifications:

Date:

Student Name:

School:

| Team Signatures | Date | Position |
|-----------------|------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |

Parent Notice

I participated in the development of this 504 plan and have received a copy of the Parent's Notice of Section 504 Rights.

Parent Signature

Date

Copies: Parent, Teachers, Guidance Counselor



THE CAACS PERSPECTIVE ON MODIFICATIONS AND ACCOMMODATIONS FOR CHILDREN RECEIVING SPECIAL EDUCATION SERVICES

The purpose of modifying a test for a student is not to make the test easier. **The purpose is to give the student the support they need so that they have the same potential as every other student who does not have a disability.** Modifications refer to changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the students' level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP. Modifications are about the difficulty level and /or the quantity of material to be learned.

One student's test may be modified completely differently than another student's test. A test should be modified for that particular student based on their individual needs. For example, one student might be a slow processor and need extra time. Another student might need to be able to write answers on the test because they cannot transfer answers correctly to an answer document. Another might need reading assistance for a math test.

Presentation materials -- Are changes needed in

- Reading level of difficulty?
- Providing alternative reading material?
- Format: Visual, auditory, multi-sensory?
- Print size?
- Page layout -- is there excess visual clutter?
- An overload of text or problems?
- Lack of highlighting, emphasis on key information?

Presentation -- Does the child require

- Advance organizers to benefit from instruction?
- Multi-sensory and/or multi-media presentations?
- Manipulatives for hands on activities?
- Frequent breaks especially for ADD students?
- Pre-teaching of key ideas, vocabulary for poor readers, lower ability,

ESL?

- Small group, or one-on-one situation?

Student Response -- For the child to demonstrate learning mastery, does he need

Advance practice when asked to do an oral reading selection?

Alternatives to written or oral responses?

Alternatives to writing?

More support such as a word bank (list of answer words) or shorter responses?

Reduced workload?

Extra time?

Adapted workbooks (enlarged text, braille, highlighting key material)?

Math computations support: grids to write answers, fact charts, calculators?

Increased frequency of review?

Assessment -- For the child to demonstrate learning mastery, does he require

Oral testing instead of written testing?

Alternative projects?

Adaptive technology?

Adaptations to the written test: e.g. size of print, multiple choice vs. essay, fewer choices in total items, division of test sections with highlighters?

Accommodations do not change the content of the test at all; nor should they change expectations to the curriculum grade levels. They are just extra supports to level the playing field with other students who do not have that disability. Accommodations might include a quieter setting to take the test in, a place where they can use a PVC phone to talk their way through the test without disturbing others, reading assistance for a test that is not specifically testing reading ability, or even extra time to take the test.

Another student might need to use a calculator on a science test.

Accommodations are supports you provide that do not alter the test content. If a student's area of disability impacts their fine motor skills, they could benefit from an accommodation that includes a writing device or a scribe to do the writing for them. The following are examples of accommodations:

- taped books
- math charts
- additional time
- oral test
- oral reports
- preferred seating
- study carrel

- amplified system
- braille writer
- adapted keyboard
- specialized software

Presentation -- how material is presented to the child. Examples include:

How the test looks -- is the layout clear and uncluttered?,
 Increase of the size of type font,
 Repetition of directions,
 Braille, and
 Use of taped books instead of print copy.

Other accommodations may include enlarging worksheets, highlighting key vocabulary terms, or drawing boxes around individual math problems to prevent difficulty with visual tracking.

Responses -- how the child demonstrates knowledge. Examples include:

Allowing the child to mark answers in a book instead of a separate sheet of paper,
 Oral testing vs. written work,
 Short answers instead of essay, and
 Giving non-verbal answers such as pointing to the correct answer choice.

Setting -- when and where the student works. Examples include:

The use of a study carrel,
 Providing a quiet environment,
 Special lighting,
 Background music, or
 Separate room.

Timing / schedules -- extended time, frequent breaks, time of day.

Pacing -- the rate at which new content is presented and the frequency of review. Slower students require more time spent per lesson while gifted students advance more easily and rapidly.

The test could also be modified to reduce the number of problems or questions that require writing, not the number of choices or content in the question, i.e., multiple choice questions. A student with a learning disability in math might have a science test altered to not require them to make math computations on it. A student with an autism spectrum disorder or with a language deficit might have a test modified by rewording the questions in very concrete literal language. These are just a few of the ways a test might be modified to a particular student's needs.