



HAVASUPAI ELEMENTARY SCHOOL'S SECTION 504 IDENTIFICATION, EVALUATION, AND ELIGIBILITY

I. Identification of Students with Disabilities

Havasupai Elementary School (HES) will undertake numerous efforts to identify students with Section 504 eligible disabilities enrolled in the school. In order to identify these students, HES will take the following steps, each school year:

- Issue notices to all parents and legal guardians regarding Section 504 eligibility;
- Provide public awareness to inform community members of educational opportunities available to individuals with disabilities and maintain documentation of such activities;
- Distribute information regarding availability of services;
- Determine which individuals are currently receiving special education and related services and which individuals are not receiving needed services;
- List the HES Section 504 Coordinator's name and contact information in all school or parent handbooks; and
- Conduct screenings.

If HES staff suspects a student may be an individual with a disability, the school will seek the parent or guardian's written consent to evaluate the student to determine if they are a student with a disability and any of their educational needs. Some examples of when school personnel may make such a referral for evaluation include observations of student work or behavior in or out of the classroom, instances of increased failure to attend in-person instruction, or changes in a student's conduct or performance. Additionally, a parent or guardian may request that a student be evaluated for Section 504 eligibility or for special education services.

HES will also utilize a Multi-Tiered System of Support (MTSS) and Student Assistance Team (SAT) to help determine which students may need additional supports or referrals for Section 504 or IDEA evaluations. HES will use its adopted MTSS Policy for this process.

II. Evaluation

When HES suspects a student may have a disability, they must evaluate the student for Section 504 eligibility, after receiving written parent or guardian consent to begin the evaluation process. An evaluation for Section 504 purposes, is more than one test or assessment. It is a cumulative review of a student's overall performance and individual disability related needs in the school environment, based on a variety of sources and observations.

For each student's Section 504 evaluation, HES will create a student specific team ("Section 504 Team") to assess each student's needs and make a determination as to whether the student is a student with a disability, and if so, the nature and extent of the student's need for accommodations that are necessary for the student to equitably access the educational program an offerings of HES. This may include the need for auxiliary aids and services for both academic environments and/or extracurricular activities.

The Section 504 Team should include, at a minimum, the following individuals:

- A parent or guardian;
- The student (if appropriate for participation, based on age and ability level);
- At least one of the student's current teachers;
- A person knowledgeable about the evaluation data;
- The HES Section 504 Coordinator;
- A school administrator.

Individuals may serve more than one role on a student's team if they are qualified to do so. HES will appoint one individual who is responsible for leading the Section 504 Team, who can ensure that the school can provide necessary services and accommodations to the student. This will normally be the school's Section 504 Coordinator.

HES must provide parents or guardians with the choice of participating in Section 504 Team meetings in-person or remotely by video, phone, or teleconference (to the extent that such technology is available).

HES will make reasonable efforts to gain a parent or guardian's participation in Section 504 Team meetings. However, if after numerous attempts to contact the parent are made and documented, but a parent or guardian is not available to meet or discuss the Section 504 evaluation with the school, then the Section 504 Team may meet without the parent or guardian present and must send the parent or guardian written notification of the meeting's outcome within two school days of the meeting.

The Section 504 Team is responsible for developing an Evaluation Plan to determine if the student is a student with a disability under Section 504 and if so, the nature and extent of the student's needs for accommodations including auxiliary aids and services. To this end, the Section 504 Team may consider information from a variety of sources. The review may include examining any existing medical or educational records, review of any privately conducted or

outside evaluations, relevant physical information, and additional information or evaluations that the Section 504 Team determines is needed. The Section 504 Team may request relevant supplemental medical or other information from parents or guardians. All information that is provided by parents or guardians must be documented and carefully considered by the Section 504 Team. HES will provide all evaluations noted in the Evaluation Plan at no cost to the parent, guardian, or student. Formal evaluations must be nondiscriminatory and conducted in a student's primary language or mode of communication. Evaluation tools will be professionally validated by experts for their intended purpose and administered by trained personnel in conformance with the instructions provided by the entity that publishes the evaluation

The Section 504 Team will document all necessary information and note what information is to be collected and reviewed in the student's Section 504 Evaluation Plan. The Section 504 Team may use the BIE's sample Identification Summary Form for its Evaluation Plan,

III. Eligibility

After the Section 504 Team carefully considers all of the information determined necessary in the student's Section 504 Evaluation Plan, the Section 504 Team must make the following determinations:

1. Does the student have a physical or mental impairment?
2. Does the impairment substantially limit a major life activity?
3. Does the student have a record of such a disability, or is the student regarded as having a disability?

A student is eligible for an Individualized Accommodation Plan ("IAP") if the student's Section 504 Team answers questions (1) and (2) above, in the affirmative.

Students who have a record of a disability or who are regarded as having a disability are eligible for protections against discrimination under Section 504, however, these students will not qualify for an IAP, without a current disability and related need for supports or services.

The Section 504 Team must tailor the IAP to the individual needs of the student, with the goal of providing the student an opportunity equal to that of their peers, to gain the same benefits of an education in an appropriate setting, and in the least restrictive environment. Implementation of most IAPs will therefore occur within a general education classroom, however, a student's needs may require pullout services or education or services in other placements, so long as they are not unduly burdensome to HES or do not alter the school's program in a fundamental way. Any determination regarding an accommodation that is unduly burdensome or that poses a potential alteration to HES' program shall be made in consultation with the Bureau of Indian Education's Section 504 Coordinator.

In providing for academic, nonacademic, and extracurricular services and activities, including meals, recess, field trips, and other applicable events on or off campus, the student with a disability shall participate with nondisabled peers to the maximum extent appropriate in the least

restrictive environment. The student's overall package of services and educational supports is their "placement" for Section 504 purposes.

The Individual Accommodation Plan ("IAP")

The Section 504 Team will develop an IAP for the student, which must contain 5 required components:

1. The nature of the student's disability and the major life activity that it limits;
2. The basis for determining the disability;
3. The impact on the education of the student with the disability;
4. Necessary accommodations; and,
5. Placement.

HES' Section 504 Coordinator will review the student's progress under the IAP and ensure that the student's teachers and other relevant HES staff are implementing the IAP.

The student's Section 504 Team will meet to review and update as needed the student's IAP and determine if any sort of reevaluation is necessary for the student. The student's Section 504 Team will meet at least once annually. The student's Section 504 Team may also meet prior to any significant change in placement, or if any student specific changes would indicate that a meeting would be in the student's best interest, or whenever a Section 504 Team meeting would be necessary for the student to equitably access to the school's programs and activities.