



## Henry Ford Academy - Section 504 Process & Procedures

*HFA follows definitions, policies, and procedures related to Section 504 as outlined in the WRESA 504 Toolkit (attached); the following are specific to HFA*

**504 Coordinator:** School Social Worker, Sheila Vander

**Personnel Involved:** The 504 Coordinator is the point person for Section 504 processes and procedures. This person works in conjunction with the Special Services Team (Special Education, School Psychologist, Occupational Therapist, etc), Administrative Team (Principal, Counselors, Assistant Principal), and Instructional and Support Staff.

**Initiation of 504 Inquiry:** A 504 is either supplied from a feeder district, a parent, or is the result of a parent or staff request/inquiry. 504 Coordinator reviews existing 504s and meets with parents to update, revise, and implement. Requests or inquiries can be from parents, staff, or student or part of the Child Find process. Grade level teams follow an MTSS format in meetings and attempt to identify students who need Level 1, 2, or 3 interventions or who are not responding to interventions. An initial meeting or REED is called and a team from Special Services, Instructional Staff, and Administration will meet with parents and students (refer to WRESA 504 Toolkit for more info on identification) to discuss and determine identification.

**Determination:** 504 eligibility is dependent on the following factors: **1.) student must have a mental or physical impairment 2.) which must substantially limit 3.) one or more major life activities.** All three criteria must be met for 504 eligibility.

At Henry Ford Academy, 504 eligible students are offered a **Free and Appropriate Public Education (FAPE).**

**Initial and Annual Meetings:** Special Services teams members provide parents and students with all required documentation, including Procedural Safeguards (see WRESA 504 Toolkit). Meetings are scheduled regularly with parents, staff, and students to update and review 504

plans, implementation, and progress with parents. Progress and implementation are reviewed in regular meetings.

**Implementation:** 504 coordinator communicates student specific 504 Plan to administration, staff, and families. Teachers implement accommodations as required and keep updated 504 info in their “blue binders” and add to the administrative team drive. These binders contain information needed for 504 implementation, including classroom interventions and procedures. Any specific medical procedures are reviewed with the WRESA nurse (contracted). Parents must follow up with specific forms related to Asthma, Allergies, Diabetes, and Seizures. Staff also have completed training on these emergency procedures, including in-person training and Safe-Schools on-line training. A binder is kept of all staff training and hand-outs. At the change of trimester, 504 Coordinator updates staff to 504 students in their classrooms. Families and doctors must complete Self-Administration Form for Medication, Medication Administration, or Generic Medical Form.

***See WRESA 504 Toolkit for all procedures, definitions, and processes.***