



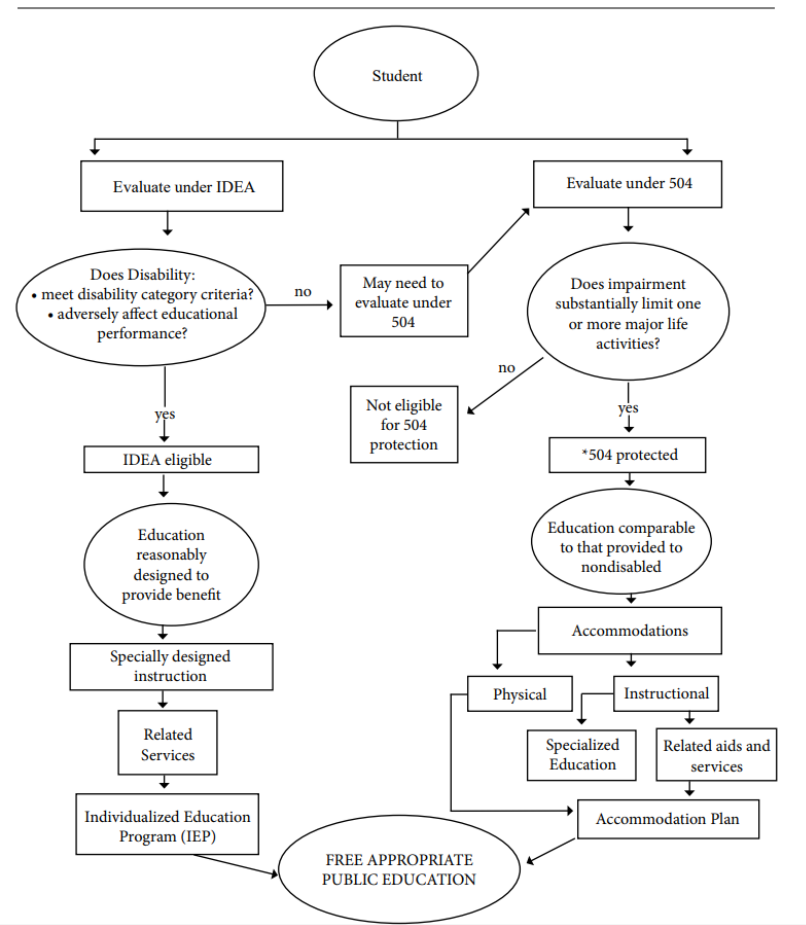
Case Management and Coordination of Care

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Issue	Section 504	Special Education
Purpose	A Civil Rights Act that gives individuals with disabilities the opportunity to fully participate with their peers to the greatest extent possible.	An Education Act, that provides a Free Appropriate Public Education (FAPE) to children who qualify under one or more of the 14 broad categories
Responsibility	General Education	Special Education
Funding	Provides no additional funding	Provides additional federal funding to states and school districts
Covers	All persons with disabilities	Ages 3-21
Administration	Section 504 Coordinator	Special Education Director
Service Plan	Accommodation Plan	Individualized Education Program
Disabilities	Any disability, if eligible	14 qualifying categories
Parents	Should be involved in all team meetings	Must be involved in all team meetings
Procedural Safeguards	Notice of consent of parents is required	Parent consent and notice required for initial evaluation, placement, and reevaluation
Evaluation and Eligibility	An evaluation is necessary before it can be determined if a child is eligible under Section 504. Documentation can be gathered from a variety of sources instead of completing a formal school evaluation.	Evaluation draws on information from a variety sources in the area of concern. A group decision (including parents) is made with persons knowledgeable about the student, evaluation data and placement options. Written parental consent is not required to evaluate, however prior notice must be provided.
Requirements for Delivering Services	Does not require a written plan but does require written documentation that services were provided. Requires the school to provide reasonable accommodations, supports and auxiliary aides. Defines “Appropriate Education” as comparable to the one provided to general education students.	Requires a written Individualized Education Program (IEP). Defines “Appropriate Education” as a program reasonably calculated to provide “educational benefit” to the student.

(Insourse)





(Pacer Center)



How to be evaluated

- Parents should ask for a formal evaluation in writing
- After school receives the letter they have 10 school days to inform parents if they will or will not do an evaluation
- If doing an evaluation, parents must sign consent
- School has 50 school days from time parents sign consent to complete the evaluation and case conference



Resources

- **Indiana Resource Center for Families with Special Needs (IN*SOURCE)** - Provides Indiana families and service providers the information and training needed to assure effective educational programs and appropriate services for children and young adults with disabilities.
 - o Phone: 574.234.7101 or 800.332.4433
 - o Web: www.insource.org
- **ARC of Indiana** - Committed to helping all people with intellectual and developmental disabilities reach their goals of living, learning, working and fully participating in the community.
 - o Phone: 317.977.2375 or 800.382.9100
 - o Web: www.arcind.org
- **Indiana Institute on Disability and Community** - Six different centers throughout Indiana that provide support for a person with disabilities throughout their life.
 - o Phone: 812.855.6508
 - o Web: www.iidc.indiana.edu
- **Indiana Disability Rights** - Provide support for children with disabilities and their families.
 - o Phone: 317.722.5555 or 800.622.4845
 - o Web: www.in.gov/idr



How can I help as a provider?

1. Educate families
2. Write a letter for the school recommending a 504 or IEP
3. Provide helpful accommodations
4. Some schools will request a copy of your evaluation



Sample Letter

To Whom it May Concern:

XX is a patient of mine at the Riley Hospital Psychiatry Clinic. XX is diagnosed with Generalized Anxiety Disorder and ADHD. Given these diagnoses, XX would highly benefit from a 504 or IEP. The following are accommodations I would recommend:

-XXXX

-XXXX



Connecting with the school

1. Have parents sign a release
2. Assist with behavioral plans as needed
3. Implement a DRC
4. Teachers and schools are generally very open to talking with providers especially if the child is disrupting the classroom



What happens if the school doesn't comply?

1. Empower parents to advocate for their children
2. Refer families to the resources previously listed



How do I connect with all the other providers?

1. Helpful for therapists and physicians to communicate about treatment
2. Have families sign a release so you can talk to their other provider



What happens if the child is not in the home?

1. Do PMT with the parents or caregivers only
2. Work with the foster family
3. If child is in residential this is a great time to teach parents techniques. Parents can practice during outings and visits.

