The attitudes of teachers toward their students, especially those students with special education needs, have a significant impact on the challenges that administrators experience when implementing inclusion. Ensuring that faculty and staff agree with the mission and purpose of the school's culture is one of the major responsibilities that an administrator has in implementing a collaborative, inclusive culture. Hudgins (1998, p. 391) highlights the importance of comprehensive training in this area. Despite the lack of experience and knowledge, 75% of principals have exclusive Students being considered for Section 504 services must be referred, evaluated, and provided services in accordance with Section 504 regulations. The permanent exclusion of a student with a disability, the exclusion of a student for an indefinite period, or the exclusion of a student for more than 10 consecutive school days, constitutes a significant change in placement under Section 504. Consults with Special Education Manager as needed: o Establishes school 504 Team(s); o Guides 504 referral, evaluation, and service delivery process; o Reviews 504 evaluation information if proposed accommodations require resources. Students who have impairments are not automatically eligible for a Section 504 Plan; eligibility is determined on a case by case basis. If a student is functioning at the average or above average level compared to peers, eligibility determination should be carefully considered. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. (See definitions in question #1.) If the team needs more information, they will request the parent's consent to evaluate the student.

Administrating Discipline, Grading, and 504 Plans for Students with Special Needs

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Abstract
Although less than 1% of violent student deaths take place in schools, incidents such as the shootings that took place at Columbine High School in 1999 have fueled a general impression that schools are unsafe (Hall & Marsh, 2003; Osher & Quinn, 2003). Media reports about bomb threats, bullying episodes, and disruptive classroom behaviors have further contributed to a widespread belief that schools are not as safe as they should be (Osher & Quinn, 2003; Chicago Tribune Online Edition, 2006).

Citation

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