Who’s Who on the Access and Opportunity Team
Access and Opportunity Team

- Alicia Maylone: 4th year as AAPS McKinney-Vento and Foster Care Liaison; 16 years in social work and education working with At-risk families and youth.
- George Brieloff: Spent the last 30 years working as a social worker and child advocate on behalf of the children of Washtenaw and Wayne counties
- Jason Gold: Servant leader advocating for youth, families and education, Retired AA Police officer; 5 years School Resource Officer.
- Terra Webster: 23 years in AAPS (10 years in classroom, 10 years as building Principal, 3 years Access and Opportunity Administrator)

(L-R) Jason Gold, George Brieloff, Terra Webster, Alicia Maylone
Student Engagement & Attendance: Vision & Mission

Every student attending school every day in order to thrive from AAPS programs and instructional experience.

Support each student and their family, by removing barriers and accessing appropriate support through problem solving and advocacy for families and students.
McKinney-Vento Homeless Assistance Act

• The purpose of the McKinney-Vento law is to address challenges that homeless youth face in enrolling, attending, and succeeding in school.

• Every State and Local school district must ensure access to the same free, appropriate public education available to housed students.
Impacts on Achievement

• Data shows each school transition sets a child’s education back by 4-6 months!
• Gaps in enrollment and attendance = missed learning opportunities!
  42% of MV students stop attending school for at least one period of time during their homelessness.
• Overall, transient youth:
  • produce poor test scores 2x as often
  • are 3x more likely to qualify for special education
  • are 4x more likely to drop out of school
  • are 9x more likely to repeat a grade compared to housed peers
District-wide Chronic Absenteeism
2016-2017 data

Total Number of Students With Chronic Absenteeism = 2,215
(13% of total district enrollment)

Chronic Absenteeism: Students who are absent 10% or more of possible school days within one school year
Student Engagement & Attendance: Barriers to Students Attending School Regularly

- Transportation
- Resources
- Student Health Condition
- Mental Health - Student and/or Parent
- Bullying
- Substance Abuse – Student and/or Parent
- Accountability – Student and/or Parental
- Lack of Trust in School System
- School Refusal
What is Section 504?

- Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

- With the passage of the Rehabilitation Act of 1973, Congress required that school districts make their programs and activities accessible and usable to all individuals with disabilities.
Who can refer a child for evaluation under Section 504?

- While anyone (teacher / parent) can refer a child for evaluation under Section 504, “the school district must also have reason to believe that the child is in need of services under Section 504 due to a disability.”
What are the evaluation tools used to determine eligibility under Section 504?

- The 504 Team can look at grades over the past several years, teacher’s reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information. Schools must consider a variety of sources.

  A single source of information (such as a doctor’s report) should not be the only information considered. Schools must be able to assure that all information submitted is documented and considered.
Can my child be placed under Section 504 without my knowledge?

**No.** Parents must always be given notice before their child is evaluated and/or placed under Section 504.

*Note: 504 Plans are reviewed annually and students are re-evaluated every 3 years to re-determine eligibility.*
Are there Differences Between Special Education and Section 504?
<table>
<thead>
<tr>
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<th>Section 504</th>
<th>Special Education</th>
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<tbody>
<tr>
<td>Type</td>
<td>A civil rights act</td>
<td>An education act</td>
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<tr>
<td>Funding</td>
<td>Local funding</td>
<td>State-federal-local funding</td>
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<td>Administration</td>
<td>Section 504 Coordinator</td>
<td>Special Education Director</td>
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<td>Service Tool</td>
<td>Accommodations</td>
<td>Individualized Education Program</td>
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<td>Disabilities</td>
<td>All disabilities, if eligible</td>
<td>13 federal disabilities</td>
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<tr>
<td>Parents</td>
<td>Should be involved in all team meetings</td>
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<td>Procedural Safeguards</td>
<td>Notice of consent of parents is required</td>
<td>Parent consent and notice required for initial evaluation &amp; placement</td>
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<td>Evaluation and Eligibility</td>
<td>An evaluation is necessary before it can be determined whether or not a child is eligible for Section 504 services</td>
<td>An evaluation is necessary before it can be determined whether or not a child is eligible for special education</td>
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Does the District have 504 information on their web page?
Questions
Contact Information

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