

NOTICE OF CARMEL CLAY SCHOOLS' DUTIES NOT TO UNLAWFULLY DISCRIMINATE ON THE BASIS OF A STUDENT'S HANDICAP.

Carmel Clay Schools shall not unlawfully discriminate against handicapped students. Pursuant to the Rehabilitation Act of 1973, Carmel Clay Schools has the following duties:

1. annually undertake to identify and locate every qualified handicapped student residing in Carmel Clay School's attendance area who is not receiving a public education;
2. annually take appropriate steps to notify handicapped students and their parents or guardians of Carmel Clay School's duties not to discriminate on the basis of handicap;
3. provide a free appropriate public education ("FAPE") to each qualified handicapped student who has legal settlement in Carmel Clay Schools, regardless of the nature or severity of the person's handicap;
4. provide an appropriate education in the provision of regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped students as adequately as the needs of non-handicapped students are met and (ii) are based upon adherence to procedures that satisfy federal law;
5. provide a free education in the provision of educational and related services without cost to the handicapped student or to his or her parents or guardian, except for those fees that are imposed on non-handicapped students or their parents or guardian;
6. provide adequate transportation to and from the aid, benefits, or services provided at no greater cost than would be incurred by the student or his or her parents or guardian;
7. educate or provide nonacademic and extracurricular services for each qualified handicapped student who has legal settlement with students who are not handicapped to the maximum extent appropriate to the needs of the handicapped student;
8. conduct an evaluation of any student who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the student in regular or special education and any subsequent significant change in placement;
9. establish standards and procedures pursuant to federal law for the evaluation and placement of students who, because of handicap, need or are believed to need special education or related services;
10. in interpreting evaluation data and in making placement decisions:

a. draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior,

b. establish procedures to ensure that information obtained from all such sources is documented and carefully considered,

c. ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and

d. ensure that the placement decision is made in conformity with the student's least restrictive environment;

11. establish procedures for periodic reevaluation of students who have been provided special education and related services;

12. establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of students who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the student to examine relevant records, an impartial hearing with opportunity for participation by the student's parents or guardian and representation by counsel, and a review procedure.

13. provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities;

14. ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities;

15. where preschool education or day care or adult education are provided, do not exclude qualified handicapped students on the basis of handicap and take into account the needs of such students in determining the aid, benefits or services to be provided.

All questions or concerns regarding Carmel Clay Schools' Section 504 duties should be referred to the Director of Special Services for Carmel Clay Schools.