



## **Great Oaks Career Campuses**

### **SY 21-22 Special Populations Processes and Services**

Great Oaks Career Campuses  
110 Great Oaks Dr.  
Cincinnati, OH 45241  
513.771.8840

Diamond Oaks Career Campus  
6375 Harrison Ave.  
Cincinnati, OH 45257  
Phone: 513.574.1300

Live Oaks Career Campus  
5956 Buckwheat Road  
Milford, Ohio 45150  
Phone: 513.575.1900

Laurel Oaks Career Campus  
300 Oak Drive  
Wilmington, Ohio 45177  
Phone: 800.752.5480

Scarlet Oaks Career Campus  
300 Scarlet Oaks Drive  
Cincinnati, Ohio 45241  
Phone: 513.771.8810

*The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, or military status.*

*This communications plan supplements and further explains the Board adopted and Ohio Department of Education, Office for Exceptional Children approved Special Education Policies and Procedures for Great Oaks Career Campuses.*

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### **Great Oaks District Office**

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### **Laurel Oaks Career Campus**

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Phone: 800.752.5480

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## Great Oaks Satellites

300 Scarlet Oaks Drive  
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### Administration:

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Shannon Whittie - Assistant Dean	<a href="mailto:WhittieS@greatoaks.com">WhittieS@greatoaks.com</a>	513.612.3662

### Awareness Opportunities for Students Prior to Application

- Career exploration visitations – 8<sup>th</sup> grade opportunities available to all Affiliated School districts
- Sophomore career day visitations – offered to students during 10<sup>th</sup> grade
- Shadow days for individual program visits
- Campus open houses

### Resources Available to Assist with the Application Process

- Frequently asked questions for future students, [Great Oaks Career Campuses FAQs](#)
- Applying for Great Oaks programs, [Apply at Great Oaks](#)
- Essential skills for each program – Each program has been analyzed to determine the academic skills and functional ability needed to be successful in the program. [Essential Skills for Programs at Great Oaks](#)
- Detailed program descriptions – Each program has a detailed description of the outcomes of the program and the type of activities. [Great Oaks Career Programs](#)
- Project SEARCH information, [Project SEARCH at Great Oaks](#)
- Individual counseling and program visitations – call or email the campus Career Specialist
  - Diamond Oaks, Laura Domet [dometl@greatoaks.com](mailto:dometl@greatoaks.com), 513.575.1900
  - Laurel Oaks, William Davis [davisw@greatoaks.com](mailto:davisw@greatoaks.com), 800.752.5480 or 937.382.1411
  - Live Oaks, Terri Rothfuss [rothfust@greatoaks.com](mailto:rothfust@greatoaks.com), 513.575.1900
  - Scarlet Oaks, Molly Maundrell [maundrem@greatoaks.com](mailto:maundrem@greatoaks.com), 513.771.8810

## **Preparation for Application**

All students are provided equal access to career- technical programs. In order to provide a successful experience for SWD, it is vitally important to develop a plan that will provide students with the best opportunity to find gainful employment and/or college admission after graduation. For this to happen, the following steps are recommended for the IEP team in direct collaboration with the Great Oaks Career Campuses:

1. Prior to applying to Great Oaks, the Individualized Education Program (IEP) team should familiarize itself with programs available at Great Oaks and understand the competencies and essential skills that are taught and assessed in the program.
2. Students or affiliate school staff may request that a Great Oaks representative be present at transition meetings or to discuss program options (highly recommended).
3. SWD students will submit their applications at the same time as all students.
4. Appropriate student placement and expectations for graduation are of primary importance.

*Due the nature of a career-technical program and the time a student spends in a lab, it is not recommended for students to change labs after the first few weeks of school.*

## **High School Program Acceptance Procedures 2021-22 School Year**

### **I. Affiliated School Students**

The following criteria are for students in a Great Oaks Affiliated School district who apply for admission to Great Oaks Career Campuses high school programs. Affiliated School students are those who meet one of the following criteria:

- Enrolled in and resident of affiliated district;
- Enrolled in a community school assigned to the Career-Tech Planning District;
- Home-schooled resident of an Affiliated District;
- Resident of an affiliated district attending a community school (including e-school) or non-public chartered school
- Non-resident who is open enrolled into an Affiliated School district

**On Track Applicants:** Applicants on track to graduate with present Sophomore Class.

Applicants must be on track to earn at least the following minimum core academic credits by the end of their sophomore year.

2 English credits

2 Math credits

1-2 Science credit(s) *Minimum Science Credit(s) is determined by Affiliated School graduation requirement*

1-2 Social Studies credit(s) *Minimum Social Studies Credit(s) is determined by Affiliated School graduation requirement*

Applications from students that meet the credit requirements above by the Priority Application Deadline (February 9, 2022) will receive acceptance letters in early March 2022.

*If more applications are received for a program than space is available, a rubric is used to determine which students are accepted and which students will be in the wait pool.*

Applications from students that meet the credit requirements above after the Priority Application Deadline (February 9, 2022) will be accepted in the order they are received and based on space availability.

If a student is determined to have an IEP after acceptance, an IEP meeting will be held prior to enrollment and the IEP team will determine if the program is an appropriate placement.

Accepted students who do not complete the school year on track to graduate (those who fail a class or do not receive planned credit) may be withdrawn from Great Oaks or required to submit a credit recovery plan for approval from Great Oaks Campus administration to maintain accepted status.

**Credit Deficient Applicants:** Applicants that do not meet the credit requirements above. Credit deficient applicants must submit **The Great Oaks Credit Recovery Plan** to be considered for acceptance. The plan must include how the student will make up the credit deficiencies. The parent, student, and Affiliated School counselor must sign the plan. The plan will be submitted to the Great Oaks Campus administration for approval. Credit deficient students with an approved plan will be considered for acceptance after March 31, 2022. Great Oaks staff will monitor the plan and may deny acceptance for failure to complete the plan and/or require modifications to the plan.

**If an IEP student has a credit recovery plan the incoming IEP meeting will not be held until after successful completion of the plan.**

## II. Open Enrolled Students -out of district students

Out of district students, those who don't meet the criteria for Affiliated School students, may apply for open enrollment under certain conditions. Open enrolled student applications will not be considered until June 1 each year.

1. Must be an Ohio resident enrolled in and resident of an Ohio public school district.
2. Must meet all the criteria for **on track applicants** (section 6).
3. Student must provide their own transportation.
4. Must have a signed "District of Origin Sign Off" from current district.
5. Student must submit discipline record and not been suspended or expelled by any school district for ten (10) consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought.
6. Must have all required school records and documentation submitted before application will be considered.

***Great Oaks Career Campuses will not be required to enroll out-of-district students if such enrollment will require the employment of any additional staff.***

***Great Oaks Career Campuses will not be required to provide any services or adapt facilities not already provided by the District to meet the needs of an out-of-district students.***

***Applications from out-of-district students may be rejected if the racial balance of the participating district or Great Oaks Career Campuses would be negatively impacted.***

## **Great Oaks Intervention Specialist Home School Contact**

For the application process, a Great Oaks Intervention Specialist is assigned to each of our Affiliated Schools. This person serves as the contact for incoming students IEP meetings.

<b>Home School</b>	<b>Intervention Specialist Contact</b>	<b>Campus</b>
Anderson	Amy Kocsis	Live
Batavia	Amanda Watson	Live
Blanchester	Jack Wessel	Laurel
Clinton Massie	Kara Hollingsworth	Laurel
CNE	Heather Barrett	Live
Deer Park	Liz Jernigan	Scarlet
East Clinton	Josh Wulff	Laurel
Fairfield Local	Debbi Frantz	Laurel
Finneytown	Jennifer Kroell	Diamond
Goshen	Angie Watson	Live
Harrison	Rebeca Lowry	Diamond
Hillsboro	Jack Wessel	Laurel
Indian Hill	Dave Elam	Live
Lockland	Liz Jernigan	Scarlet
Loveland	Amanda Watson	Live
Lynchburg	Dustin Eads	Laurel
Madeira	Dave Elam	Live
Mariemont	Dave Elam	Live
Mason	Abby Flaherty	Scarlet
McClain Greenfield	Ren Lawwell	Laurel
Miami Trace	Josh Wulff	Laurel
Milford	Heather Barrett, Angie Watson	Live
Mt. Healthy	KC McKnight	Diamond
North College Hill	KC McKnight	Diamond
Norwood	Liz Jernigan	Scarlet
Oak Hills	Katie Fischer, Lisa Whittamore	Diamond
Princeton	Abby Flaherty	Scarlet
Reading	Liz Jernigan	Scarlet
St. Bernard	Abby Flaherty	Scarlet
Sycamore	Abby Flaherty	Scarlet
Taylor	Mike Elsasser	Diamond
Turpin	Amy Kocsis	Live
Washington CH	Ren Lawwell	Laurel
West Clermont	Amy Palacios, Tim Richmond	Live
Wilmington	Dustin Eads	Laurel
Winton Woods	Abby Flaherty	Scarlet
Wyoming	Liz Jernigan	Scarlet



## **IEP Process for Incoming Great Oaks Students**

All students follow the High School Program Acceptance Procedures.

IEP information on the student application is entered by the affiliate school counselor on the student's on-line application. This information is hidden until a decision is made on the application status. Great Oaks Student Services Director Sends out Accepted list of all students on IEP's from each Affiliated School to the Affiliated School Special Ed Directors/staff.

Great Oaks Student Services Director sends information letter to parents of accepted students on IEP's that explain final placement in the program will be determined at their child's spring IEP meeting in which a representative from Great Oaks will attend and a copy of the Essential Skills for the program.

Affiliated School Special Ed staff schedules IEP for the accepted students and contacts the campus Intervention Specialist that is assigned to their school district. The Affiliated School sends out the parent invite.

Note: Any ETR that is due before the end of the 1<sup>st</sup> Quarter of the 2021-22 school year will need to be held as a reevaluation meeting to be completed by the Affiliated School case manager. Any IEP that is due before the end of the 1<sup>st</sup> Quarter of the 2021-22 school year will need to be held as an annual IEP review meeting to be completed by the Affiliated School case manager.

The purpose for these meetings are:

- a. Review the student's current Evaluation Team Report (ETR) to verify their educational needs and implications for instruction.
- b. Review the student's current needs and Least Restrictive Environment (LRE) i.e., student's current classes (full inclusion or Special Ed only), annual goals, transition plan, special designed instruction/ accommodations/ modifications, related services, aide services, behavior plans, medical plans.
- c. Review the related Great Oaks educational and lab environments.

## **The IEP team will determine the appropriateness of the placement into the Great Oaks program.**

### **The IEP team determines- YES appropriate Placement**

Great Oaks accepts the current ETR. A PROI is written by the Affiliated School and is shared with the Great Oaks staff member and provided to the parent and student.

An annual IEP review meeting is held and a RIEP is written.

If student receives related services via a speech and language pathologist (SLP), occupational therapist (OT), physical therapist (PT), etc., the team will discuss how these services will be delivered.

At either the IEP Amendment or the Annual IEP Review meeting, the IEP participant's page is signed by IEP team members and parent consent is obtained as applicable for any change in services.

PRoI is written by the Affiliated School and shared with the Great Oaks staff member. If possible, signed copies of the new IEP and PRoI will be given to the Great Oaks staff member at the IEP meeting. If not, the PRoI and IEP needs to be sent to the Great Oaks staff member within five business days.

### **The IEP team determines- No, not an appropriate placement**

No- the team discusses the reasons why the setting is not appropriate and documents this information in the PRoI.

The Great Oaks Intervention Specialists informs the campus Career Specialist that the students will not be attending.

### **Progress Monitoring- IEP and Transition Goals**

IEP progress reports are sent to parents in conjunction with all Great Oaks Career Campuses students receiving progress reports at the end of each instructional quarter. Associate school related service personnel are responsible for sending out progress reports for the IEP goals for which they are providing services in accordance with their school reporting guidelines.

### **Continuum of Services**

IEP services and supports are provided within all academic and career technical education programs. Students may participate in more than one of the continuum options.

1. General education class with IEP services and supports (as determined by the IEP team)
2. General education with support
  - Specially designed instruction provided by Intervention Specialists
  - Service: Includes working on IEP goals, homework and class assignments, organization behavior, tracking/monitoring progress and assignments, and implementation of accommodations and /or modifications.
  - Amount of time/frequency: determined by the IEP team
  - Class size: fluctuates because it can be accessed at any time throughout the school day but does not exceed defined IEP delivery instructional sizes.
3. Co-Teaching Academic Class (Math and English)
  - Service: Includes following a general education curriculum to include working on IEP goals, homework and class assignments, organization, tracking/monitoring progress and assignments and implementation of accommodations and/or modifications within that classroom setting.
  - Amount of Time/Frequency: one period per day per subject area on schedule, or more as determined by the IEP team.
4. Intensive Support
  - Specially Designed instruction: provided by intervention specialist
  - Service: Includes working on IEP goals, homework and class assignments, organization behavior, tracking/monitoring progress and assignments, and implementation of accommodations and/or modifications.

### **Half Day Option**

Great Oaks supports the half day option for all students and works in collaboration with the Affiliated Schools to meet the needs of the student. Students who attend half day are enrolled in their Career Technical Courses with Great Oaks and take their academic courses at the Affiliated School. Students that are grade 23 may also attend for half day.

### **Transportation**

Transportation to a Great Oaks campus is the responsibility of the student's district of residence. Great Oaks supports the half day option for all students and works in collaboration with the Affiliated Schools to meet the needs of the student. If Great Oaks elects to provide transportation for students with disabilities, it will be in accordance with the Individuals with Disabilities Education Act (IDEA) and the Ohio Operating Standards.

### **IEP Meeting Requirements**

**Full -time Great Oaks students that are returning for a second year, Great Oaks students graduating at the end of the current year, and Great Oaks students that have been provided extended learning and have met graduation requirements.**

1. The Great Oaks representative will contact the Affiliated School representative and gather dates for the active Great Oaks student's IEP's. Great Oaks staff will schedule students IEP meetings to the time slots available. All active Great Oaks student's IEP meetings will be held at the student's career campus.
2. The Affiliated School representative sends out the parent invite to both the student and parent. The Great Oaks representative contacts the Great Oaks staff that will be in attendance for the IEP meeting.
3. Affiliated Schools will be able to view the draft IEP prior the student's IEP meeting.
4. At the IEP meeting, the Affiliated School district representative is responsible for handing out scholarship notifications, applicable Medicaid info, and any other individual district requirements.
5. The Great Oaks Intervention Specialist is responsible for handing out parental and student rights.
6. The PRoI is written by the Affiliated School in collaboration with the Great Oaks staff.
7. The Affiliated School keeps the original signed IEP. Great Oaks and the parents will also receive signed copy of the IEP.
8. In order to get a copy of the original signed IEP in our system, the Affiliated School contacts the Director of Student Services Education or Intervention Specialist to share the IEP.

### **Half-day Great Oaks, half-day Affiliated School students returning for a second year**

1. The Affiliated Schools will follow the IEP process for students in their buildings and the meeting will be held at their school.
2. The Great Oaks Intervention Specialist will attend and provide any input requested.

### **Great Oaks students that are not returning to Great Oaks for a second year**

1. For students that are returning to their Affiliated School for the next school year, the IEP and PRoI is written by the Affiliated School in collaboration with Great Oaks.

## **Manifestation Determination**

As needed, manifestation determination meetings will be scheduled and led by Great Oaks in conjunction with the Affiliated School representative. The Great Oaks Intervention Specialist will provide all documentation associated with the manifestation.

## **Evaluation Team Report Protocol for Enrolled Students**

- I. Affiliated School psychologists are responsible for scheduling the ETR meetings to be held at the Great Oaks Campus where the student is attending. A parent invitation will be sent to both the parent and student.
  - The Affiliated School Psychologist will provide the Great Oaks Intervention Specialist and related service provider (as applicable) a copy of the ETR Plan form. The Affiliated School Psychologist will follow up by notifying the Great Oaks Intervention Specialist of any information and/or paperwork that needs to be provided to them at least six weeks prior to the meeting date.
  - The Affiliated School Psychologist will then provide the draft ETR to the Great Oaks Intervention Specialist two weeks prior to the ETR meeting.
  - The annual IEP meeting will be scheduled immediately following the ETR meeting. Great Oaks Intervention Specialist will complete the Annual Review IEP using information from the new ETR. A separate invitation to the IEP meeting will be sent with the ETR invitation to both the parent and student.
2. Great Oaks Intervention Specialists are responsible for passing out, collecting and returning ETR planning forms from Great Oaks staff to Affiliate School Psychologists within one week of receiving the documents.

## **Campus Withdrawal Process for Students on an IEP**

Communication with students, their families, and the home school representative will take place regarding any emerging concerns at Great Oaks and the strategies implemented to correct the situation.

If the emerging concerns continue, an IEP team meeting with the parent, student, Affiliated School district representative, general education teacher, lab instructor, Great Oaks district representative etc., will be scheduled to determine the appropriate next steps. If the IEP team determines that Great Oaks is no longer considered an appropriate placement, the student will be withdrawn from Great Oaks and returned to the affiliate school. A PRoI and the procedural safeguards will be provided to the parent and student.

## **Continuous Improvement**

In collaboration with the associate school districts, Great Oaks Career Campuses will engage in periodic internal monitoring of ETRs and IEPs using both state and locally developed tools and checklists to establish a consistent standard and level of compliance for all student's ETRs and IEPs.

## **CareerX Program Information**

Great Oaks offers CareerX at Diamond, Laurel and Live Oaks Career Campuses. CareerX is a career exploration and employability skills training program for students with disabilities. It is an entry-level transition high school program to assist students in making career choices. Each student will explore five career areas through a series of activities and demonstrate industry appropriate employability skills. Students also participate in community work-based learning (WBL) opportunities. The outcome of these activities is to help each student narrow their interests, skills and aptitudes to move to their next transitional step toward competitive employment. Upon completion of this program, students are encouraged to pursue any of the following:

- A one or two-year career-technical program at Great Oaks (secondary or adult education)
- Project SEARCH
- Competitive employment with referral to an adult agency (Opportunities for Ohioans with Disabilities (OOD)/Developmental Disabilities Services (DDS))
- Referral to an adult agency

### **Great Oaks CareerX Instructors**

Diamond Oaks Career Campus: Tammy King:

[kingt@greatoaks.com](mailto:kingt@greatoaks.com)

Laurel Oaks Career Campus: Kelly Keeton:

[keetonk@greatoaks.com](mailto:keetonk@greatoaks.com)

Live Oaks Career Campus: Alicia Dorsey:

[dorseya@greatoaks.com](mailto:dorseya@greatoaks.com)

More information about CareerX, including the parent/guardian and school information packets are available at [CareerX at Great Oaks](#).

### **CareerX Application and Selection Process**

- All parents/guardians and students are encouraged to attend a Parent Information Meeting, Online Information or Great Oaks Open House.
- Complete a Great Oaks Online Application by February 9, 2022 (to apply, please visit [Great Oaks Career Campuses](#)).
- Parent/guardian and Affiliated School CareerX Program Perspective Information Packets should be completed and sent to Donna Eakins, Great Oaks Career Campuses Director of Student Services before scheduling a program visit.
- Students are encouraged to complete a full-day visit in the CareerX Program.

A student will be considered by the Selection Committee when all of the above information is gathered and in-school visit is completed. The Selection Committee includes the Great Oaks Career and Technical instructor, Director of Student Services and Great Oaks special education staff. The Selection Committee will review the applications and notify the parent/guardian and Affiliated School of contingent acceptance or denial.

**Final acceptance in to the CareerX program is determined by the IEP team for the 2022-2023 school year.**

## **Project SEARCH Program Information**

Project SEARCH is a unique workforce development program designed for students with disabilities. Because the program resides within local business settings, students spend their entire school day at each worksite. The one-year program is designed to provide students with a variety of WBL experiences in an actual workplace setting. During the school year, students rotate through various departments/worksites to learn associated work skills. Each experience is designed to help build transferrable skills needed to be successful in competitive employment. The goal of the program is that students secure competitive employment at that business or somewhere in the student's community during or after completing the program.

### **Project SEARCH applicants should meet the following criteria:**

- Met all high school credit requirements for graduation
- Willing to receive extended education services
- Aged 18-21
- Have a desired outcome of employment

More information about Project Search is available at: [Project SEARCH at Great Oaks](#)

### **Project SEARCH / Xavier University**

Kevin Huss – Instructor/Intervention Specialist – [hussk@greatoaks.com](mailto:hussk@greatoaks.com)

Classroom location: Innovation Center, Xavier University Campus

A unique aspect of this program is mentoring from Xavier University student volunteers.

Possible worksite experiences: (individualized for student strengths, abilities, and interests)

- Food Service (dining room attendant, dishwasher, cold and hot food prep, utility, plating food)
  - Hoff Dining Commons, Ryan's Landing, Currito, Starbucks
- Physical Plant (groundskeeping)
- Physical Plant (custodial work, cleaning)
- Mail Center (package sorting)
- Document Scanning
- All for One Retail Store (folding, hanging and shelving merchandise)

### **Project SEARCH / Fifth Third Bank**

TBD

Classroom location: Operations Center in Madisonville

Possible worksite experiences: individualized for student strengths, abilities, and interests

- Title processor: Verify vehicle titles
- Telephone verification of information
- Return card specialist: Enter bad address code, change addresses on returned bank cards
- Internet specialist: Process auto and equity loan applications
- Mail clerk: Sort and deliver inter-office mail
- Document control clerk: Log incoming documents into computer, sort by type, deliver to appropriate department

- File clerk: File loan documents by 12-digit number; sort and file collateral documents alphabetically
- Case preparation: Scan documents, draft preparation, filing
- Adjustment rep: Make debit/credit adjustments to bank cards on various networks
- Collections specialist: Log incoming and outgoing files into spreadsheet, copying, assemble packets for mailing.
- Call center: authorizations, verification of accounts and data entry
- Consumer loss mitigation: create spreadsheet, enter data
- Administrative Assistant: file, enter data, scan, fax and telephone skills.

### **Project SEARCH / Cincinnati Children's Hospital Medical Center**

Tina Martin – Instructor/Intervention Specialist – [martint@greatoaks.com](mailto:martint@greatoaks.com)

Classroom location: 5th floor Building E, main hospital campus

Possible worksite experiences: (individualized for student strengths, abilities, and interests)

- Nurse server stocking
- Stocking in a variety of departments
- Pickup/delivery of various hospital supplies
- Pharmacy
- Cafeteria stocking
- Clerical/filing
  - Clinical sterilization
  - Patient transport and/or family escort
  - Environmental services
  - Landscaping
  - Child care

### **Great Oaks 504 Plan Information**

Great Oaks District 504 contact:

Donna Eakins, EdD, Director of Student Services – [eakinsd@greatoaks.com](mailto:eakinsd@greatoaks.com) 513.612.3608

### **Great Oaks Career Campus 504 Plan contacts- Great Oaks counselors**

#### Diamond Oaks Career Campus

Kim Freeman [freemaka@greatoaks.com](mailto:freemaka@greatoaks.com) 513.612.7013

Mackenzie Barrott [barrotm@greatoaks.com](mailto:barrotm@greatoaks.com) 513.612.7016

#### Laurel Oaks Career Campus

Scott Anderson [andersos@greatoaks.com](mailto:andersos@greatoaks.com) 937.655.5408

Ami Brinley [brinleya@greatoaks.com](mailto:brinleya@greatoaks.com) 937.655.5409

#### Live Oaks Career Campus

Ashley Kozlowski [kozlowsA@greatoaks.com](mailto:kozlowsA@greatoaks.com) 513.612.4913

Robin Scallon [scallonr@greatoaks.com](mailto:scallonr@greatoaks.com) 513.612.4909

#### Scarlet Oaks Career Campus

Courtney Brooks [brooksc@greatoaks.com](mailto:brooksc@greatoaks.com) 513.612.5732

Holly Ledbetter [ledbetth@greatoaks.com](mailto:ledbetth@greatoaks.com) 513.612.5762

## **504 Plan Meeting Process**

### **Incoming students with 504 Plans**

1. A copy of the incoming student's 504 plan must be provided to the Great Oaks counselor prior to the start of the school year. When possible, the Great Oaks counselor should be invited to any spring 504 meeting for the incoming student. The Affiliated School schedules the meeting, invites the parent and the Great Oaks Counselor.
2. Great Oaks counselors will share 504 accommodation sheets with all staff that play a role in the student's 504 plan.

### **Annual Meetings for current students with a 504 Plan**

1. The Great Oaks counselor will coordinate the annual 504 meeting. This includes inviting the parent, the Affiliated School representative and gathering pertinent information from the student's teachers.
2. Great Oaks counselor provides the parent with the Great Oaks 504 Procedural Safeguards Manual and parent completes signature page. Signature page is kept on file.

### **3- year 504 plan review for current Great Oaks students on a 504 Plan**

1. Great Oaks counselor will contact the Affiliated School 504 Plan representative to review their district process.
2. The Great Oaks counselor and the Affiliated School representative will collaborate on the 3-year annual review process.
3. Meetings will be held at the student's Career Campus.
4. Copies of the newly created 504 plan with signatures will be uploaded into Progress Book.
5. Any changes to the student's accommodations will be shared with staff members that have a role on the student's 504 plan.

### **Initial 504 plan for an Enrolled Great Oaks student requiring or requesting**

- 1) The Great Oaks counselor will contact the Affiliated School 504 Representative. The Affiliated school will be responsible for completing requirements in accordance with their school's initial 504 process.
- 2) Meetings will be held at the student's Great Oaks Career Campus

### **Manifestation Determination**

As needed Causation (Manifestation) determination meetings will be led by Great Oaks in conjunction with the Affiliated School 504 representative. Great Oaks staff will provide all documentation associated with the Causation (Manifestation).