

BLOOMINGTON
PUBLIC SCHOOL
DISTRICT 87

*SECTION 504
PROCEDURES*

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INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 (sometimes referred to as “504”) prohibits discrimination against students on the basis of their disability.

The purpose of this manual is to inform District employees and parents about Section 504 and the District’s procedures to comply with the requirements for Section 504

The District expects employees to be knowledgeable about District procedures governing Section 504 activities, grievance procedures for resolving Section 504 complaints, and parent and student rights.

SECTION 504 BACKGROUND INFORMATION

WHAT IS SECTION 504?

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions, such as Mesa Public Schools, that receive financial federal assistance. It states:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504’s purpose is, among other things, to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, Bloomington Public Schools must provide such accommodations as are necessary to ensure that the student has equal access to services, programs and activities offered by our schools.

DOES SECTION 504 DIFFER FROM THE ADA?

Section 504 protects students from discrimination on the basis of disability to the same extent as the Americans with Disabilities Act (ADA). This manual uses only the term “Section 504,” but the District acknowledges that qualified students with disabilities have the same rights under the ADA as under Section 504.

HOW DOES SECTION 504 DIFFER FROM IDEA?

A student who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA) is, in all cases, a qualified disabled student under Section 504. The converse, however, is not true: a qualified disabled student under Section 504 is not qualified in all cases to receive special education services and the protections of IDEA. In other words, some disabled students may qualify for accommodations under Section 504 that do not qualify for special education services under IDEA.

If a student is receiving special education services in accordance with IDEA, then the student is adequately accommodated for the purposes of Section 504. For this reason, it is not necessary or appropriate to provide a disabled student with Section 504 protections (i.e., notice, evaluation and accommodation) if the student has already been determined eligible under IDEA. However, if a student is determined to be not eligible under IDEA, the evaluation team may want to consider whether the student would, nevertheless, qualify for accommodations under Section 504.

This manual will focus solely on Section 504. Any questions regarding IDEA should be directed to a school psychologist or the Special Education Department.

Key Differences between IDEA and Section 504

| Key Differences between IDEA and Section 504 | |
|--|---|
| Identification | |
| IDEA | Section 504 |
| The student must have a disability that falls within one or more specific categories of qualifying conditions (i.e., autism, specific learning disability, speech or language impairment, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, deafness, mental retardation, deaf blindness, multiple disabilities, orthopedic impairment, and other health impairments). | The student must have a physical or mental impairment that substantially limits a major life activity (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating). |
| The student's disability must adversely affect educational performance. | The student's disability must prevent equal access to or benefit from the school's programs or services. |
| Evaluation | |
| Full comprehensive evaluation, including psychological evaluation. Decision by multi-disciplinary team, including parent. | Evaluation using relevant information from a variety of sources. Decision by a group of knowledgeable persons. |
| Parent consent required. | Parent consent required. |
| Annual review of student's IEP. Mandatory re-evaluation every three years. | "Periodic" re-evaluation required, but no prescribed time period. |
| Independent evaluation at district expense if parents disagree with first evaluation. | No provision for independent evaluation at school's expense. |
| Dispute Resolution | |
| District complaint | District complaint |
| State complaint | Not available |
| Federal complaint | Federal complaint |
| Due process hearing by state-appointed hearing officer within 45 days. | A hearing by District-appointed hearing officer. |

IDENTIFYING STUDENTS FOR SECTION 504 ELIGIBILITY

WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?

For a student to qualify for Section 504 protection, the student must meet three criteria: (1) a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. If the student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protection. Additional detail on each of the three criteria follows.

MENTAL OR PHYSICAL IMPAIRMENT

This criterion includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Mental or psychological disorders are also covered.

SUBSTANTIALLY LIMITS

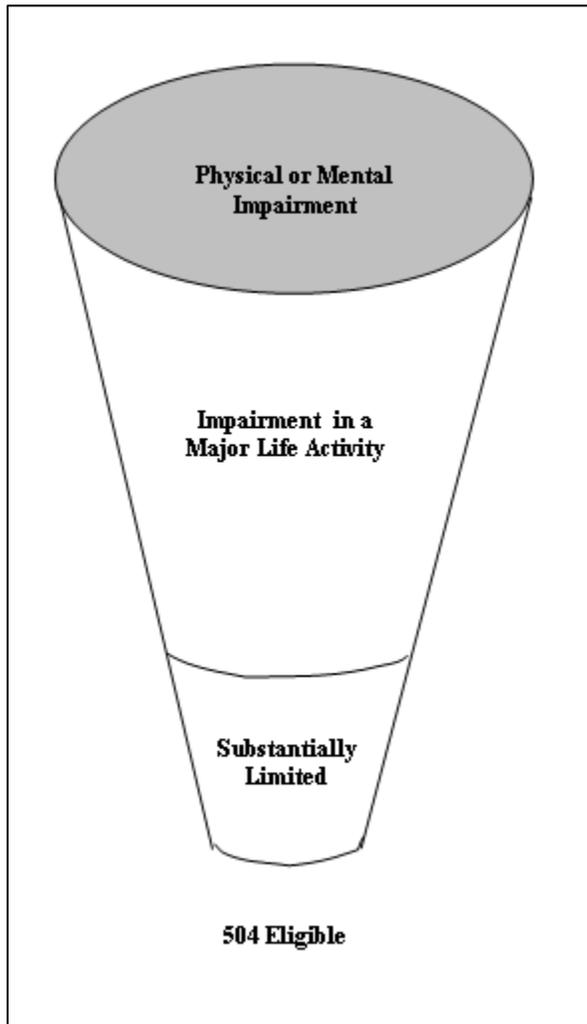
Section 504 does not specifically define the term "substantially limits." The basis for evaluating this criterion is the impact the impairment has on one or more of a student's major life activities. It is vital to understand that for a student to qualify for 504, the impairment must impose, to a "considerable" or "large degree," a limitation to one or more major life activities.

The 504 Team will consider the nature and severity of the disability as well as how long the disability is expected to last. Simply having a condition or disability does not automatically qualify a student for Section 504 protection. The condition must present a barrier to the student's ability to access the same educational opportunities as that afforded a non-disabled student, or a substantial limitation does not exist.

MAJOR LIFE ACTIVITIES

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning and working. Effective January 1, 2009, Congress provided additional examples of general activities that are major life activities: eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Determining whether the impairment substantially limits a student's ability to learn is often critical to the Section 504 eligibility decision. In this regard, the only guidance that the Office of Civil Rights (OCR) has provided is the statement that "by definition, a person who is succeeding in regular education does not have a disability which substantially limits the ability to learn."

THE SECTION 504 ELIGIBILITY DETERMINATION PROCESS



PHYSICAL OR MENTAL IMPAIRMENT

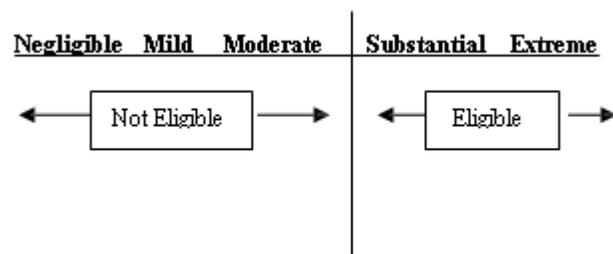
Any physical or mental impairment may result in qualification under Section 504. Unlike IDEA, there are no categories of qualifying disabilities. This step in the 504 evaluation process relies heavily upon medical/psychiatric diagnosis by qualified professionals.

IMPAIRMENT IN A MAJOR LIFE ACTIVITY

The identified physical or mental impairment must affect a major life activity: caring for oneself, performing manual tasks, breathing, hearing, learning, seeing, speaking, walking, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communicating.

SUBSTANTIALLY LIMITED

The impairment must substantially limit the major life activity and, thereby, create a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students.



REMEMBER:

For a student to qualify for Section 504 protection, the student must meet three criteria: (1) a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. If the student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protection.

HOW IS A SECTION 504 EVALUATION REQUEST MADE?

Any parent or guardian, teacher, counselor or other school staff member who believes that a student needs accommodation for a qualifying disability can request a Section 504 evaluation. Please advise the person wanting an evaluation to contact the building 504 coordinator who will submit the Section 504 Evaluation referral in FileMaker.

WHAT IS THE PROCESS FOR REVIEWING SECTION 504 ELIGIBILITY?

A school district must evaluate a student prior to providing services under Section 504. Section

504 now requires informed parental permission for initial evaluation (see Consent Form in Embrace). The team's role is to review the nature of the student's impairment and determine how it affects educational access. If the team determines that the impairment does substantially limit a major life function, the team will create a Section 504 Plan for the student that outlines the appropriate student accommodations. The 504 Coordinator is responsible maintaining the original copy of the signed Parent Consent for Section 504 Evaluation and Section 504 Eligibility Conference) within the building where it is accessible to all. In addition the 504 plan will need to be uploaded into Skyward for teachers of record to access the student's plan.

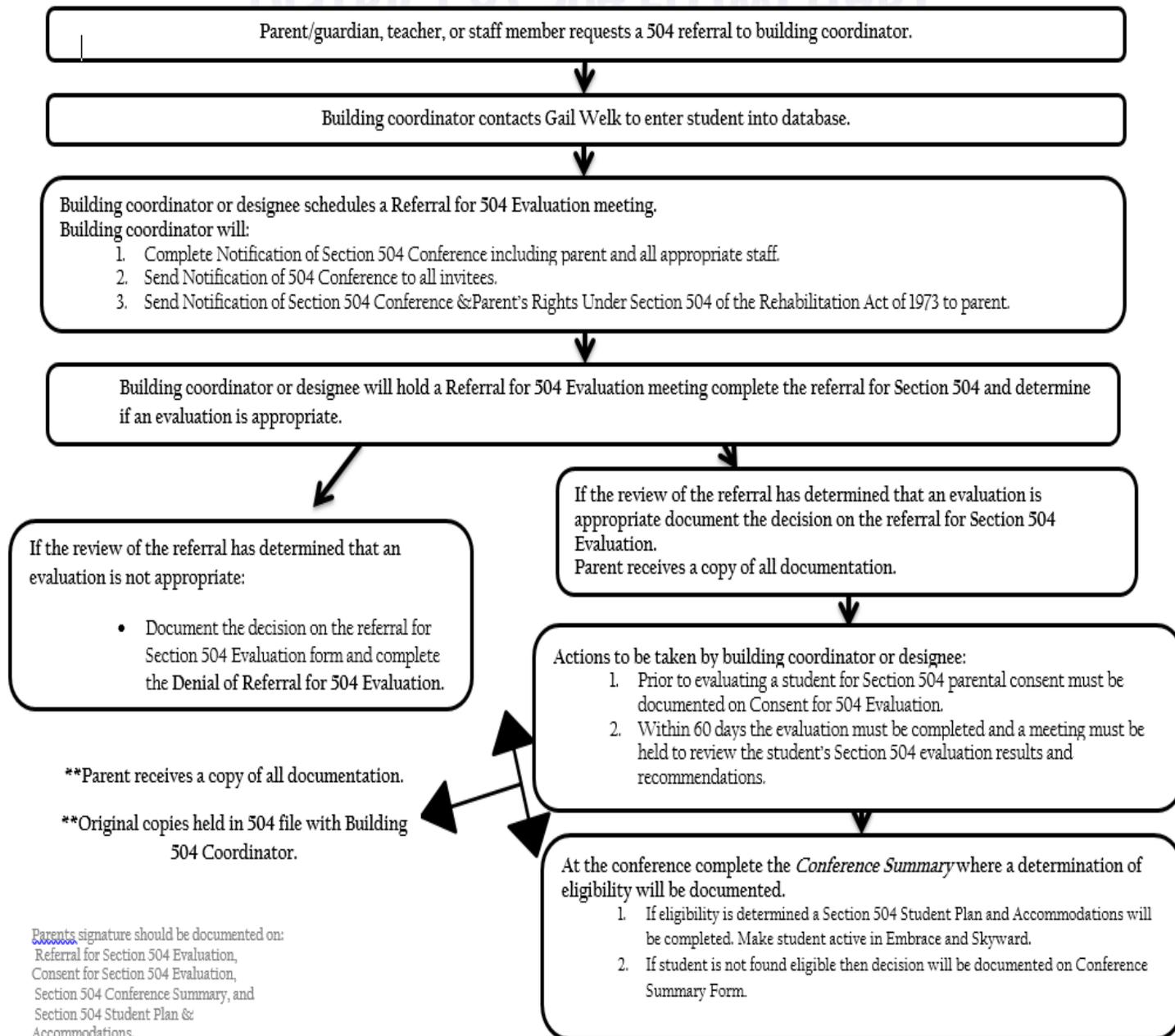
Section 504 eligibility meetings are not intended to be as comprehensive as a special education evaluation. However, the 504 Team must investigate the specific concern that triggered the student review request. Information that might be considered includes (but is not limited to) grades, attendance reports, behavior plans, review requests, cumulative file information, psychological evaluations, medical information, observations, and standardized testing information. The 504 Team may administer and use other formal and informal measures as necessary. The team must obtain parent permission if it is determined that individualized standardized testing is necessary. The team must ensure that information obtained from all sources is documented and carefully considered.

In the event that the 504 Team determines that the student is not eligible (a meeting must be held) to receive a 504 Plan, the 504 Coordinator is responsible for notifying the parent by completing the Parent Notice: Section 504 Eligibility or Non-Eligibility Determination form in Embrace, and providing a copy to the parent.

- Student will need to be deactivated in both Embrace (contact Gail Welk) and Skyward (building 504 coordinator will complete in Skyward.)

DISTRICT 87 504 FLOWCHART

DISTRICT 87 504 FLOWCHART



CAN A MEDICAL DIAGNOSIS SUFFICE AS AN EVALUATION FOR THE PURPOSE OF PROVIDING FAPE?

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. The Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

DOES A MEDICAL DIAGNOSIS OF AN ILLNESS AUTOMATICALLY MEAN A STUDENT CAN RECEIVE SERVICES UNDER SECTION 504?

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

HOW SHOULD A SCHOOL HANDLE AN OUTSIDE INDEPENDENT EVALUATION? DO ALL DATA BROUGHT TO A 504 TEAM NEED TO BE CONSIDERED AND GIVEN EQUAL WEIGHT?

The results of an outside independent evaluation may be one of many sources to consider. 504 Teams must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. Information from all sources must be documented and considered by knowledgeable committee members.

WHO IN THE EVALUATION PROCESS MAKES THE ULTIMATE DECISION REGARDING A STUDENT'S ELIGIBILITY FOR SERVICES UNDER SECTION 504?

The Section 504 regulatory provision at 34 C.F.R.104.34 (c)(3) requires that school districts ensure that the determination that a student is eligible for services be made by a group of persons, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options. If a parent disagrees with the determination, he or she may request a hearing.

ONCE A STUDENT IS IDENTIFIED AS ELIGIBLE FOR SERVICES UNDER SECTION 504, IS THERE AN ANNUAL OR TRIENNIAL REVIEW REQUIREMENT? IF SO, WHAT IS THE APPROPRIATE PROCESS TO BE USED? OR IS IT APPROPRIATE TO KEEP THE SECTION 504 PLAN IN PLACE INDEFINITELY AFTER A STUDENT HAS BEEN IDENTIFIED?

Periodic re-evaluation is required. In the event that the 504 Team determines that the student is not eligible (a meeting must be held) to receive a 504 Plan, the 504 Coordinator is responsible for notifying the parent by completing the Parent Notice: Section 504 Eligibility or Non-Eligibility Determination form in FileMaker, and providing a copy to the parent.

- Student will need to be deactivated in both FileMaker (contact Gail Joslin) and Skyward (building 504 coordinator will complete in Skyward.)

HOW SHOULD A SCHOOL VIEW A TEMPORARY IMPAIRMENT?

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (and expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

In the Amendment Act, Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

DISCIPLINING A 504 STUDENT: WHAT IS THE DISCIPLINE PROCESS FOR A 504 STUDENT?

Section 504 students are subject to the same disciplinary action as a non-disabled student, provided that the student’s behavior is not a manifestation of his or her qualifying disability. A 504 Team must conduct a manifestation determination whenever a disabled student is subject to out-of-school suspension for 10 consecutive school days or more. If the 504 Team concludes that the violation is a manifestation of the student’s qualifying disability, the discipline process must end and the 504 Team should review the 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation.

Violation of the Student Code of Conduct

Is the student currently identified under Section 504?

NO: Follow District discipline procedures for non-disabled student

YES:
Does the violation warrant a suspension from school?

NO: Follow District discipline procedures for non-disabled student

YES

Short-Term Suspension (10 Days or Less)

Follow District short-term suspension procedures

Long-Term Suspension/Expulsion

- Provide due process
- Notify parents of short-term suspension
- Request long-term suspension/expulsion hearing
- Hold a manifestation meeting within 10 days of the incident

If violation **is not** manifestation of disability...

Follow District long-term suspension/expulsion procedures

If violation **is** manifestation of disability...

Complete short-term suspension
No further disciplinary action

MUST A SCHOOL MAKE A MANIFESTATION DETERMINATION WHEN CONSIDERING THE LONG- TERM SUSPENSION OR EXPULSION OF A STUDENT WITH A SECTION 504 PLAN?

Yes, it is necessary to conduct a manifestation determination for a Section 504 student when:

- The suspension or expulsion will be for more than 10 consecutive school days. A suspension/expulsion of more than 10 consecutive days constitutes a significant change in placement and requires schools to determine if the cause of the behavior is the disability identified in the student's 504 Plan.
- A series of suspensions that total more than 10 days may also trigger the manifestation determination requirement of Section 504. If cumulative suspensions/expulsions for a student on a 504 Plan total more than 10 days, it must be determined if a significant placement change has occurred. This is done on a case-by-case basis. If a group of short suspensions creates a pattern of exclusion, then this constitutes a change in placement and the school must conduct a manifestation determination meeting before further suspensions or expulsions occur. The Office of Civil Rights has identified some of the key factors in determining patterns of exclusion: the length of each suspension, the proximity of one suspension to another, the nature of the behavior, and the total amount of time the student is excluded from school.

WHO MAKES THE MANIFESTATION DETERMINATION FOR A STUDENT ON A 504 PLAN AND WHAT INFORMATION IS INCLUDED IN THIS PROCESS?

The manifestation determination should be made by a 504 Team that consists of persons who have knowledge of the student and the meaning of the information that will be reviewed. When possible, the members of the 504 Team should be the same members who designed the student's

504 Plan. School officials responsible for school disciplinary procedures, such as the school principal or assistant/associate principal, cannot make the determination. However, such administrators may present pertinent student information to the 504 Team.

The 504 Team must have available information that competent professionals would require when making a manifestation determination. Such information might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, and staff observations. The information should be current enough to afford an understanding of the behavior that is the subject of the manifestation determination.

The manifestation determination should begin with the 504 Team deciding whether the student's 504 Plan is appropriate and was being properly implemented.

If the 504 Team concludes the 504 Plan is not appropriate or that the accommodations were not provided, the school should not take any further disciplinary action. The 504 Team should review and update the 504 Plan, if appropriate.

If the student's educational placement is correct, the 504 Team will next consider if the behavior is the result of the student's disability. This inquiry is resolved by considering the relationship between the student's disability and his or her ability to control and understand the consequences of his or her behavior:

- Does the disability impair the student's ability to control his or her behavior?
- Does the disability impair the student's ability to understand the consequences of his or her behavior?

If the 504 Team answers either question in the affirmative, then the behavior is a manifestation of the student's disability and no disciplinary action can be taken past the 10 days.

If the 504 Team determines that the behavior is not a manifestation of the disability, the District may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender. The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion.

The 504 Team must conclude its work by completing a Section 504 Manifestation Determination form located in FileMaker.

HOW DOES A SCHOOL PROCEED WITH DRUG/ALCOHOL VIOLATIONS BY A STUDENT ON A SECTION 504 PLAN?

A student who is currently engaged in the illegal use of drugs/alcohol is not considered a student with a disability. A student with a history of drug/alcohol abuse who has been successfully rehabilitated, or is participating in a drug rehabilitation program and is not currently engaging in the illegal use of drugs, is covered by Section 504. Section 504 allows school districts to take disciplinary action pertaining to the use of possession of illegal drugs/alcohol against a 504 student who is currently engaging in the illegal use of drugs/alcohol to the same extent such discipline is taken against non-disabled students.

PARENT RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

ARE SCHOOLS REQUIRED TO PROVIDE PARENTS WITH PRIOR NOTICE OF A SECTION 504 ELIGIBILITY MEETING?

A parent/guardian must receive prior notice of a Section 504 eligibility meeting. Parent consent is now required to conduct an eligibility determination. Parent consent must also be obtained before administering any individualized standardized testing. The Parent Consent: Section 504 Evaluation form explains the evaluation process.

MUST SCHOOLS SECURE PARENTAL CONSENT BEFORE CONDUCTING AN INITIAL ELIGIBILITY MEETING?

Schools should include parents in the evaluation process. Section 504 now requires the parent's consent to conduct a 504 eligibility determination meeting. The school principal or 504 Team Leader should consult with the District 504 Coordinator regarding unique parent concerns.

ARE SCHOOLS REQUIRED TO PROVIDE PARENTS WITH A LIST OF PARENT/STUDENT RIGHTS UNDER SECTION 504 BEFORE CONDUCTING AN INITIAL STUDENT REVIEW?

Yes. District 87 is required to establish and implement parent rights that include:

- Notice to the parent explaining any evaluation or placement decisions.
- An opportunity for parents to review relevant records.
- An impartial hearing with opportunity for participation by the student's parent or guardian with representation by counsel.
- An appeal procedure to review the hearing decision.

These procedural safeguards have been addressed by creating Section 504 evaluation procedures and a set of forms that guide the evaluation team through the eligibility determination and placement process.

A notice concerning Parent's Rights and Safeguards under Section 504 must be included with the Parent Consent: Section 504 Evaluation form given to the parent/guardian prior to the 504 evaluation meeting. Likewise, the Parent's Rights and Safeguards under Section 504 must be included with the Parent Notice: Section 504 Eligibility or Non-Eligibility Determination.

WORKING WITH PARENT CONCERNS AND COMPLAINTS

The best solutions to parent concerns occur at the school level. Therefore, the first step in resolving a complaint should involve the school principal/504 Coordinator working with the parent to a mutually acceptable resolution of the parent's concern(s).

If the concern(s) cannot be resolved informally, the parent may seek formal resolution under the District's complaint process. You should advise the parent of the following steps in the complaint resolution process:

Step 1. The parent should complete and submit a Section 504 Complaint Form to the District 504 Coordinator.

Step 2. The District 504 Coordinator or designee will review the complaint and decide whether to seek to mediate the dispute between the parent and school or refer the matter for an impartial due process hearing. If requested by the parent, the District 504 Coordinator will meet with the parent to hear the parent's concerns.

Step 3. If mediation is not desired or is unsuccessful, the District 504 Coordinator will promptly refer the complaint for a hearing conducted by an impartial hearing officer. The hearing officer selected by the District 504 Coordinator must have knowledge of Section 504 and must not be an employee of the District.

Step 4. The District-appointed hearing officer will schedule a hearing to occur as soon as practicable for the parent and District. The hearing officer will render a written decision with findings of fact and conclusions of law within five business days after the conclusion of the hearing. The parent may be represented by legal counsel at the hearing at their own cost. The written decision of the hearing officer will advise the parent that he or she may file a complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education.

PARENT'S RIGHTS AND SAFEGUARDS UNDER SECTION 504

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. The School District does not discriminate on the basis of disability and will make every effort to comply with Section 504.

As a parent, you have the right to:

1. Have your child take part in and receive appropriate education and benefits from public education programs without discrimination because of his/her disabling conditions.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child educated in facilities and receive services comparable to those provided to nondisabled students.
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the students, the evaluation data, and placement options.
7. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
8. Examine all relevant records related to decisions regarding your child's identification, evaluation, educational program, and placement.
9. Obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records.
10. A response from the school district to reasonable request for explanations and interpretations of your child's records.
11. Request mediation or a hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel at your cost. Hearing requests must be made to your local superintendent.)
12. File a complaint with the district when you believe your child's rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting to your school principal or the District 504 Coordinator, Leslie Hanson, 300 E. Monroe, Bloomington, IL.

504 EVALUATION STUDENT PRODUCTIVITY SCALE FOR TEACHERS

Student Name _____ Grade _____ Date _____

Teacher _____ School _____ Subject _____

| Behavior | Almost Always | Frequently | Sometimes | Hardly Ever |
|---|---------------|------------|-----------|-------------|
| Contributes to discussions | | | | |
| Follows directions w/o prompting | | | | |
| Keeps pace with lecture/project | | | | |
| Is able to focus on instructions and classroom activities | | | | |
| Brings required supplies | | | | |
| Turns in class/home work | | | | |
| Work is legible | | | | |
| Prepares for tests | | | | |
| Compares to average student in overall productivity | | | | |

OVERALL ACADEMIC PERFORMANCE (CHECK ONE)

_____ Excellent _____ Satisfactory _____ Unsatisfactory _____ Failing

| Behavior | Almost Always | Frequently | Sometimes | Hardly Ever |
|----------------------------------|---------------|------------|-----------|-------------|
| Is disruptive | | | | |
| Repeatedly breaks school rules | | | | |
| Rejected/ignored by peers | | | | |
| Receives poor citizenship grades | | | | |

OVERALL SOCIAL/BEHAVIORAL FUNCTIONING PERFORMANCE (CHECK ONE)

_____ Excellent _____ Satisfactory _____ Unsatisfactory _____ Failing

504 DATA COLLECTION QUESTIONNAIRE FOR TEACHERS

Name _____ Student ID# _____ DOB _____

School _____ Grade _____

HAS THE STUDENT DEMONSTRATED A CONSISTENT NEED FOR SUBSTANTIALLY MORE TIME TO COMPLETE IN-SCHOOL THAN IS REQUIRED BY NON-DISABLED STUDENT?

No

Yes (If yes, explain in terms of (1) time needed, subject matter, types of assignments)

Are modified assignments required?

No

Yes (If yes, explain in terms of type of required, subject matter, types of assignments)

IS MODIFIED TESTING CONSISTENTLY NECESSARY FOR THE STUDENT TO BE ABLE TO DEMONSTRATE KNOWLEDGE?

No

Yes (If yes, explain in terms of subject matter, types of assignments and necessary)

DOES THE STUDENT EXHIBIT FREQUENT BEHAVIORS SUCH AS DROWSINESS, IMPULSIVITY, INATTENTIVENESS, OR AGGRESSIVENESS, DIRECTLY ASSOCIATED WITH AN IDENTIFIED PHYSICAL OR MENTAL IMPAIRMENT, AND DO THESE BEHAVIORS SIGNIFICANTLY INTERFERE WITH SCHOOL PERFORMANCE?

No Yes (If yes, explain in terms of time of day and frequency, duration – observation data)

DOES THE STUDENT EXHIBIT SIGNIFICANT DIFFICULTY WITH PLANNING, ORGANIZATION AND COMPLETION OF SCHOOL-RELATED ACTIVITIES AND ASSIGNMENTS?

No

Yes (If yes, describe)

IS THE STUDENT CHRONICALLY ABSENT OR TARDY FOR REASONS RELATED TO A DIAGNOSED PHYSICAL OR MENTAL AND ARE THESE ABSENCES OR TARDIES INTERFERING WITH SCHOOL PERFORMANCE?

No Yes (f yes,

504 Forms Table of Contents

Notice of Conference - This form is to be used to invite parents and staff/members to any 504 meeting. This includes when a parent requests to consider a 504 plan (evaluation consideration).

504 Conference Summary Report – This form is page 1 of every meeting. Student demographic information is listed, meeting participants sign in, and document attempts made to contact / invited families to the meeting and parent signature to acknowledge they have received the Section 504 Parent Rights.

Section 504 Plan – This form is the actual plan.

Conference Notes – This form is where you will document the contents of the meeting or any other additional information in which the team feels is important to add. This serves as additional notes for the 504.

Section 504 Accommodation Checklist - This form is a data collection form that allows the classroom teacher to document student use of their accommodation.

Parent Guardian Consent for Evaluation – This form requires parent signature / consent when the team has determined to conduct an evaluation. It also requests parent signature and acknowledgement should they not consent and their signature.

Section 504 Eligibility Conference Summary - This form needs to be completed after a 504 Eligibility or Reevaluation meeting. This form serves as a summary of what happened / outcome of the eligibility / reevaluation meeting. It documents the reason for the 504 and the major life activity (s) that is/are substantially limited.

Parent/Guardian Consent for Initial Provisions of Section 504 Aids and Services - This form is required after an initial eligibility or a reevaluation meeting stating the parent/guardian either GIVES consent or they DO NOT give consent to the services as recommended. It also documents that parent/guardian has received a copy of the Section 504 Eligibility Summary, Plan, and any additional documents such as a Functional Behavioral Assessment or Behavior Plan. It must be signed by the parent/guardian AND District 504 Coordinator / Administrator.

ADDITIONAL FORMS:

- Functional Behavioral Assessment
- Behavior Intervention Plan
- Medical Services Plan
- Manifestation Determination for Section 504 Students
- Parent Rights