

SECTION 504

Community Unit School District 303

(Revised September 1, 2010)

SECTION 504 BOARD POLICY STATEMENT (6:120)

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals with Disabilities Education Improvement Act (IDEIA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The term “children with disabilities,” as used in this policy, means children for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEIA.

For students eligible for services under IDEIA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education’s Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEIA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District’s disabled students. If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill.Admin.Code §226.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: August 28, 2006

Public Notification/Procedural Safeguards Regarding Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment; or
3. Is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Community Unit School District 303 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If a parent believes their child may have a disability that requires services or accommodations under Section 504, they may make a request for evaluation in writing to the building principal of their child's school, to the school psychologist of the school, or to the Section 504 Coordinator listed below.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. The Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact: **Dr. John Knewitz**, Section 504 Coordinator for the school district, at phone number: **(630) 513-4408**.

COMMUNITY UNIT SCHOOL DISTRICT 303

SECTION 504

OF THE

REHABILITATION ACT OF 1973

Explanation and Guidelines

Introduction

Section 504 was the first federal Civil Rights Law to protect the rights of people with disabilities. It prohibits discrimination in:

- the education of students with disabilities
- vocational education programs
- college programs and other post-secondary education programs
- employment
- health, welfare, and other social service programs; and • other programs and activities that receive federal funds.

Section 504 of the Rehabilitation Act of 1973 has direct implications for school districts. Schools are required to (a) have written policies and procedures regarding Section 504 and (b) make reasonable accommodations to make programs accessible to children with disabilities. You may contact your local school district administrator regarding Section 504 issues. The Act forbids discrimination on the basis of disability in any program receiving federal funding, i.e. public schools that receive any type of federal assistance. The Office for Civil Rights (OCR) is the department of the federal government that monitors Section 504.

Section 504 requires an evaluation to determine whether or not a child meets the criteria to be eligible for services under Section 504. If your child is eligible for services under Section 504, the school district is required to provide an appropriate education. This may mean modifying the regular education program and providing any necessary services. These services might include reducing the amount of required work, completing fewer assignments in a shorter period of time, providing more visual instruction, and/or developing behavioral interventions. Direct services may also be provided under Section 504 but, in most cases where direct services may be needed, an evaluation and consideration for special education services under the Individuals with Disabilities Education Improvement Act (IDEIA) would be requested.

Students who are eligible for a Section 504 plan of accommodations are those who have a physical or mental impairment which substantially limits one or more major life activities which adversely affects his/her education or functioning within the educational setting. Major life activities that may be affected are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

In almost every case, a student who is eligible for and receives special education services meets the requirements established under Section 504 of the Rehabilitation Act. It is necessary for the district, however, to be concerned for the student who is not eligible for special education and related services, but who may be eligible for services under Section 504. Some examples of conditions which may require Section 504 accommodations include students that have been identified as have:

ADD/ADHD

Anorexia

Asthma

Behavioral Difficulties

Bulimia

Cerebral Palsy

Communicable Diseases

Depression

Drug/Alcohol (if the student is no longer using drugs; if using alcohol, it must be outside of school, and student must be of legal age)

Dyslexia

Dysthymia

Emotional Disorders

Excessive Absenteeism

HIV/AIDS

Injuries

Medical Conditions (e.g. allergies, diabetes, heart disease, cancer, hemophilia)

Mutism

Obesity

Physical/Sexual Abuse

Posttraumatic Stress Syndrome

Sexually Transmitted Diseases

Suicidal Tendencies

Temporary Conditions Due to Illness or Accident

Tuberculosis

It is correct to characterize the 504 concept of disabilities as more general than those defined by the Individuals with Disabilities Education Improvement Act (IDEIA). It is also true that the requirements for implementing Section 504 are less specific than those found under IDEIA.

For purposes of compliance with the Act, school districts are required to:

1. evaluate a student who may be eligible as a 504 “qualified handicapped individual,”
2. determine eligibility based on the evaluation results and an application of the definition of handicapped as described in the Act,
3. develop a special services plan or a 504 Plan outlining the necessary service and/or reasonable accommodations that are to be provided,
4. deliver appropriate services/accommodations, when determined to be needed,
5. guarantee procedural safeguards:
 - a. provide appropriate notice
 - b. allow the review of records
 - c. permit the right to counsel
 - d. provide for access to a hearing
6. review the case periodically

All decisions regarding the need for a student to receive a Section 504 plan are made on a case by case basis and are not automatically assumed from any condition of the student.

COMMUNITY UNIT SCHOOL DISTRICT 303

SECTION 504

OF THE

REHABILITATION ACT OF 1973

Procedures

Procedures for Implementing Section 504

I. Definition of Qualified Disabled Individual Under Section 504:

Section 504 protects handicapped individuals from discrimination based on their handicapped status.

- A. A person is disabled within the meaning of Section 504 if he or she:
1. has a mental or physical impairment which substantially limits one or more of such person's major life activities;
 2. has a record of such impairment, or;
 3. is regarded as having such an impairment.

Major life activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- B. A qualified disabled individual for public school services is a handicapped individual:
1. of an age during which non-handicapped individuals are provided such educational services;
 2. of an age by which it is mandatory under law to provide such services to handicapped individuals, and;
 3. who qualifies as having a mental or physical impairment which substantially limits one or more major life activities (as listed above).

II. Designation/Notice of Section 504 Coordinator: Assistant Superintendent for Student Services

III. Responsibility for Service: It is the responsibility of the district to provide a free appropriate public education to each qualified disabled individual who is a resident of the district.

IV. Public Notification: Community Unit School District 303 will annually notify the public through the student handbook of the availability of services and how to access them.

V. Educational Services

The provision of an appropriate education under Section 504 is the provision of services that are designed to meet the educational needs of disabled individuals as adequately as the needs of non-disabled individuals.

VI. Educational Setting:

The district provides for the education of all qualified disabled individuals with individuals who are not disabled to the maximum extent appropriate to meet the identified educational needs of the individual. The individual will be placed in the regular education environment unless it is demonstrated that the education of the individual in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily. All accommodations under Section 504 must be reasonable. Therefore, accommodations do not have to be made if such accommodations present undue hardship on the program, e.g. physical modification of a building (elevator) to accommodate one student if there is another building in the district that can offer the student the required program, course, or service.

The district provides nonacademic and extracurricular services and activities that offer handicapped individuals the opportunity to participate with non-handicapped individuals. However, access can be denied using the same standards as applied to the non-disabled. (Examples: academic prerequisite for course enrollment, meeting tryout requirements, or meeting skill/standards for course sequence advancement.)

VII. Referral:

- A. Referrals for the consideration of 504 eligibility may result from child find efforts, direct referrals by parents or school personnel, other persons having knowledge of the child, the child, or the State Board of Education. These direct referrals may be made at any time.
- B. The school district maintains an organized and written referral process which is communicated to all professional personnel within the system and to persons within the community.
- C. A referral must be made in writing and dated at the time the request is made, including the reason for the referral. (See Section 504 Referral Form.) Referral by parents or guardians must also be in writing and must state all of the concerns. All referrals will be reviewed by the building principal and building team. If the request for a 504 evaluation is refused, the parent can appeal that decision to the Section 504 Coordinator.
- D. All referrals under Section 504 should be directed to the building principal or building school psychologist. If evaluation is necessary, the evaluation shall be conducted by an appropriate team of knowledgeable people in accordance with and under the supervision of the building principal and Section 504 Coordinator. The principals/designee and Section 504 Coordinator will determine the members of the 504 evaluation team.

VIII. Evaluation

The primary purpose of conducting an individual evaluation of a student initially referred for a 504 evaluation is to gather information sufficient to permit a group of persons knowledgeable about the student to determine whether the student is a disabled student under Section 504. Section 504 does not specify the degree or specific nature of the evaluation to be conducted. The team conducting the evaluation will determine the scope of the evaluation. The scope of the evaluation is stated in writing and provided to the parent/guardian. It is the intent of the Section 504 Coordinator/Designee to complete the procedures as soon as possible after receiving consent. Our school district will request a written parent/guardian consent to proceed with the evaluation.

A. Depending upon the type of condition presented by the student, the district may choose to conduct one or more of the following: review of medical reports or other records; observation of the student; interview with the student and/or family; evaluation with standardized instruments and/or informal measures.

1. The evaluation components will be:

- a. Necessary and appropriate to determine the nature and extent of a disabling condition or a suspected disabling condition and to assess general or specific areas of educational need;
- b. Appropriate for the age and stage of development of each student to whom they are administered;
- c. Validated for the specific purpose(s) for which they are used and administered in conformance with instructions provided by their producer;
- d. Free of racial, cultural, language, or sex bias as stated by their producer.
- e. Selected and administered so as to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where these skills are the factors which the test purports to measure);
- f. Written and administered in the native language or conducted in the mode of communication most familiar to the person being assessed, unless it is clearly not feasible to do so;

- g. Administered by trained personnel in conformance with the instructions provided by their producer.

IX. Eligibility Determination

- A. The Section 504 Coordinator or designee will notify the appropriate building personnel that the evaluation is complete.
- B. The building principal/Section 504 Coordinator or designee will convene the Section 504 conference.
- C. In order to determine that a student who has been assessed is a disabled student, the knowledgeable group of persons must conclude that:
 - 1. the student has a physical or mental condition (i.e. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, cardiovascular, digestive, skin, and endocrine or any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, or ADD/ADHD).
 - 2. the presence of such a physical or mental impairment limits one or more of his or her major life activities. In the case of a physical or mental diagnosis by an independent evaluator, a statement of the diagnosis as substantially limiting one or more major life activities should be submitted, and
 - 3. because of the identified disabling condition, the student is in need of accommodations/adaptations in the regular education environment.
- D. The meeting will involve a group of persons knowledgeable about the child, including the child's parents or guardians. The team may include the child's teacher, member(s) of the evaluation team, the building principal, the child's parents, and the Section 504 Coordinator. The building principal or Section 504 Coordinator/designee will chair the meeting. When determining eligibility under Section 504, the team will only consider conditions (physical or mental) that limit any of the major life activities as defined in the Act within the school setting and/or pertaining to education. The areas of school functioning that should specifically be addressed are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. When a condition does not substantially limit a major life activity, the individual will not be a qualified handicapped individual under Section 504. The district will consider the accessibility of the school physical plant and the school program (both

academic and extracurricular) to the student who may be eligible. Accessibility needs to be considered in relation to physical aspects of the building as well as program/course eligibility and extracurricular access. A student identified as eligible under Section 504 must not be denied access to taking a course, attending a school event, or participating in an extracurricular activity solely on the basis of the disability. However, access can be denied using the same standards as applied to non-disabled students. Examples: having academic prerequisites for course enrollment, meeting to try out requirements, or meeting skill standards for course sequence advancement.

- E. A student may be eligible for Section 504 if he/she possesses a physical or mental impairment which can be demonstrated to be in remission but which can be demonstrated to have an historical impact on a major life activity related to accessing his/her education. In such a case, however, current accommodations may not be necessary but the need for them should be reviewed annually by the 504 team.
- F. A student may be eligible for Section 504 if he/she possesses a physical or mental impairment which is controlled or mitigated by medication, technology, or other mitigating measures (excluding eye glasses). In such a case, however, current accommodations may not be necessary.
- G. The notice to attend the 504 conference shall be sent to all participants at least ten (10) calendar days prior to the conference using the Notice of Section 504 Conference Form. Parent/guardian may waive the ten (10) day notice. Written notice will be the practice of the district except under emergencies or by special arrangement with the parent/guardian.
- H. The team will be responsible for making the determination of eligibility under Section 504 and determining what services and/or accommodations are needed to meet the child's needs as they relate to the educational setting.
- I. The parents will be provided with a copy of the conference summary.
- J. Recommendations made at the 504 conference shall be determined by consensus of the participating public school staff.

X. 504 Services Plan

- A. The 504 Conference/Services Plan Summary will serve to document the educational concern, summarized of the results of the evaluation, and record the determination of eligibility. It will also document the needed educational services and/or reasonable accommodations to be made, if any.
- B. The services and reasonable accommodations described on the 504 Service Plan shall be based on a composite understanding of the student's characteristics and how the physical or mental condition substantially limits one or more major life activities. Section 504 does not define what constitutes appropriate services for students identified as

disabled under the Act. Services deemed needed under Section 504 are not delivered as Special Education (IDEIA) unless, of course, the student is also eligible for such services under IDEIA. All accommodations under the Act must be reasonable. Therefore, accommodations do not have to be made if such accommodations present “undue hardship” on the program, e.g. physical modification of the building (elevator) to accommodate the student if there is another building in the district that can offer the student the required program, course and/or service.

C. The following, based on actual cases, may provide some *examples* of “appropriate” services planned for and delivered by school districts:

Condition	Services Provided by District
ADHD – difficulty learning, i.e. staying on task, paying attention	<ul style="list-style-type: none"> •Reviewed existing classroom accommodations •Gave the student preferential seating •Permitted the student to have shorter assignments •Provided a medication administration and monitoring program
Juvenile rheumatoid arthritis – difficulty performing manual tasks, walking in school environment	<ul style="list-style-type: none"> •Provided itinerant physical therapy and adapted PE class
Student with broken leg confined to wheelchair – not able to walk in school	<ul style="list-style-type: none"> •Reassigned some classes per a more appropriate physical location •Altered the student’s schedule
Truant, drug abuser – difficulty learning in school	<ul style="list-style-type: none"> •Evaluated the student under 504 •Provided support counseling at school •Enrolled the student in the county truancy program
Diabetes – difficulty performing school related manual tasks and learning	<ul style="list-style-type: none"> •Monitored blood sugar level •Provided snacks during day when supplied by parent •Prepared a written emergency medical plan

D. If the outcome of the meeting determines that the child is disabled under 504 and is in need of services or reasonable accommodations, the district will provide the program and services based on the 504 Conference/Services Plan Summary.

E. If it is determined that the child will not be receiving any special services or accommodations, a written notice of the findings shall be provided to the parents as well as a notice of their right to appeal the determination.

F. The 504 Conference Summary/Service Plan will be filed with the building principal; a copy will be maintained by the Section 504 Coordinator and forwarded to the special education office.

XI. Yearly Review

- A. On an annual basis, the 504 Plan will be reviewed to determine continued eligibility as well as the type and intensity of services. This review will be scheduled by the building principal or Section 504 Coordinator/designee.
- B. Participants may or may not be the same group of persons who determined initial eligibility.
- C. If a student is transferring buildings within the district, records will be forwarded to ensure that necessary service plans are continued.

XII. Re-Evaluation

- A. A re-evaluation of the initial evaluation for each 504 eligible student is conducted every three (3) years or more frequently if conditions warrant.
- B. Written consent for re-evaluation will be obtained from a parent or guardian or from the student if over 18 years of age.
- C. The re-evaluation will review the components of the most recent evaluation as well as update those components and/or additional components as may be necessary to determine continued eligibility and 504 supports/accommodations.

XIII. Discontinuation of 504 Supports/Accommodations

- A. A meeting with a group of persons knowledgeable about the student shall recommend the discontinuation of 504 supports/accommodations of a student if it determines on the basis of the review of all pertinent information any of the following:
 - 1. the student no longer requires any specialized services to meet the identified needs;
 - 2. the student no longer requires any special accommodations within the educational setting; or
 - 3. the student can be appropriately educated in a general classroom environment without special support.

- B. The meeting will document on the Section 504 Conference/Services Plan Summary form that the student remains eligible for Section 504 but that no supports or accommodations are currently needed. The need for 504 supports/accommodations based on the existing condition will be reviewed on an annual basis by appropriate school personnel.

XIV. Termination of 504 Services

- A. A meeting with a group of persons knowledgeable about the student shall recommend the termination of a student from the special services/accommodations if it determines on the basis of the review of all pertinent information that the condition for which the student was originally made eligible no longer exists.
- B. The meeting requires a written notification of the conference and documentation through the Section 504 Conference/Services Plan Summary form.

XV. Procedural Safeguards

- A. The parents shall receive a written notice of the Section 504 conference. The notice will be sent ten (10) calendar days prior to the suggested date for the conference. Written notice will be the practice of the district except under emergencies or by special arrangements with the parent/guardian.
- B. The parents have a right to review their child's records and have a right to representation at the conference.
- C. The parents have a right to an impartial hearing and representation at this hearing. Request for hearings are to be made in writing to the Section 504 Coordinator. The district will provide information to the parent on how to access a hearing.
- D. The parents have a right to periodic review of the child's continued eligibility for the special services and accommodations.

504 HEARING PROCEDURE

If the parent/guardian disagrees with the district's identification, evaluation, provision of services or change or termination of services under Section 504, they have a right to request a 504 hearing.

The district 504 forms, i.e. Conference Notice and Conference/Services Plan Summary, indicate a district person to contact if a parent requests a hearing under the provisions of Section 504. This person will attempt to resolve the parent complaint in an informal manner. If resolution is not reached, the district contact person shall advise the parent(s) of the following procedures:

1. The request for a hearing must be in writing. The request shall specify the reason(s) the hearing is being requested, and the desired remedy.
2. Within five (5) calendar days of the receipt by the district of the request for the hearing, the district shall provide the parents with a list of three (3) impartial 504 hearing officers.
3. The parents, within five (5) days of receipt of the list of impartial 504 hearing officers, shall indicate their first, second and third choice of hearing officers from the list provided.
4. The district shall, upon receipt of the parents' selection, promptly notify the first choice hearing officer of the pending case. In the event that the first choice hearing officer cannot hear the case, the second choice officer shall be contacted. In the event that the second choice officer cannot hear the case, the district shall contact the parents' third choice officer. If none of the officers contacted can hear the case, the parents will be asked to select and prioritize three additional hearing officers from another list which will be mailed to parents within five (5) calendar days of the notice of decline from the third hearing officer.
5. The hearing shall be scheduled by the hearing officer.
6. The district and the parents shall have the right to present evidence relevant to the issues. The parties shall have the right to be represented at the hearing by legal counsel.
7. The hearing officer shall limit his/her decision to the issue or issues presented by the parents in their written request for a hearing. The hearing officer's decision must be written and shall include a summary of the evidence and the reasons for the decision. The decision is to be based solely on the hearing officer's interpretation of the meaning or application of Section 504 of the Rehabilitation Act of 1973.
8. The hearing officer's decision will be made within a reasonable period of time following the conclusion of the hearing. The hearing officer shall send a copy of the decision to the parent(s) and school district.

9. Either party can appeal to the Office of Civil Rights and/or pursue judicial review.
10. The hearing will be provided at no cost to the parents.

Notification of Nondiscrimination and Explanation of Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973

The purpose of this notice is to provide you with an explanation of the procedural safeguards, or rights, which exist under Section 504 of the Rehabilitation Act of 1973. Staff at your child's school can also provide you with a personal explanation of such rights and answer any questions you may have. Should you desire additional explanation or information, you may directly contact Dr. John Knewitz, Assistant Superintendent for Student Services (630/513-4408), who will be happy to help you further understand this process.

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include functions such as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the school district recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

Under Section 504, children with disabilities which may impact some aspect of their school functioning are potentially entitled to accommodations or services in the school environment. Each school within our district has a building-based team that routinely reviews information regarding students who may have disabilities. Children who possess "conditions" or "disabilities" must be evaluated to determine if they qualify for services under Section 504. As a parent or guardian of a child in our district, if you believe that your child has a disability that interferes with his or her functioning in school, you may request a 504 evaluation. Requests for evaluation are reviewed to determine if evaluation is necessary. When appropriate, the district conducts an evaluation to determine four things: 1) Does the child possess a handicapping condition? 2) Does the condition substantially limit a major life activity (e.g. self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working). 3) Does the interference with the major life activity negatively impact the child's functioning in school?, and 4) What accommodations or services (if any) are required for the child? If the district refuses your request for an evaluation, you can appeal that decision to the Section 504 Coordinator.

An evaluation by school personnel under Section 504 may involve such activities as a review of school records, observations of the child, interviews with staff and/or parents/guardians, interviews with medical personnel, a review of medical records, distribution of behavior rating scales, and/or direct assessment of the child. Before conducting an initial 504 evaluation for your child, the district will obtain your written consent. The purpose of the consent is to make certain that you understand the nature of the 504 evaluation process and that you agree that this process is needed for your child.

Once the 504 evaluation is complete, a conference will be held to review results and determine if any accommodations or services are needed. You have the right to be notified of all 504 conferences convened for the purposes of determining the existence of a disability and/or the extent of any services which might be provided under this Act. School staff will work with you to schedule the meeting at a time that is convenient for you.

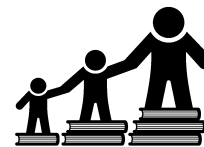
If it is determined by the team members that your child receive an actual plan of 504 accommodations or services, the school is required to review the plan periodically. This 504 plan review generally occurs at least once per year but the plan can be reviewed as often as needed.

An Act known as FERPA (Family Rights and Privacy Act) identifies your rights regarding your child's educational records. Under this Act, you have the right to: 1) inspect and review your child's educational records; 2) makes copies of these records; 3) receive a list of all individuals having access to these records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's right; and 6) a hearing on the issue if the school refuses to make the amendment. Please submit your concerns and requests in writing to the Section 504 Coordinator.

Finally, if you disagree with the evaluation of your child, the outcome of the evaluation, or the 504 plan for accommodation and/or services, you may file a complaint with the school district. Because we believe that most disagreements can be resolved at the building level, we prefer that your first contact be with the building principal and the professionals who are assigned to manage 504 cases in your child's school. The Assistant Superintendent for Student Services may also be contacted for further discussion of any unresolved concerns. Finally, if you do not obtain resolution of your issues, you have the right to request a hearing. The district is responsible for locating an impartial person to conduct such a hearing and render a conclusion as to the appropriate resolution of the matter. You do have the right to be represented by counsel at such a hearing and the right to an appeal of any conclusions. Your request for a hearing must be in writing and submitted to the Section 504 Coordinator.

Although we encourage you to follow the above procedures to address your complaint, you may contact the Office of Civil Rights at any time. (Office of Civil Rights, U.S. Department of Education, 330 C St., S.W., Washington, D.C. 20202)

We hope that this explanation of your rights clarifies the Section 504 process and the nature of the district's responsibilities. It is our desire to work together with parents and guardians in all cases in a manner that meets the needs of each child we serve. Thank you for consideration of this information.



SPECIAL EDUCATION SERVICES

COMMUNITY UNIT SCHOOL DISTRICT 303

201 S.7th Street * St. Charles, Illinois 60174 * (630) 513-4408 * Fax (630) 513-8692

SECTION 504 REFERRAL FORM

DATE	STUDENT NAME	DOB	SEX
NAME OF PARENT/GUARDIAN	ADDRESS		
HOME PHONE	SCHOOL	GRADE	TEACHER/TEACHERS
REFERRING PERSON			

REASON FOR REFERRAL

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic/Learning Difficulties | <input type="checkbox"/> Vision Difficulties | <input type="checkbox"/> Speech/Language Difficulties |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Hearing Difficulties | <input type="checkbox"/> Physical/Health Difficulties |
| <input type="checkbox"/> Math | <input type="checkbox"/> Cognitive Difficulties | _____ |
| <input type="checkbox"/> Written Language | <input type="checkbox"/> Behavior Difficulties | _____ |
| <input type="checkbox"/> Other Learning Issues | <input type="checkbox"/> Speech/Language Difficulties | <input type="checkbox"/> Other _____ |
| | | _____ |

ETHNIC CODE (check one)

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Black | <input type="checkbox"/> White |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Other |

LANGUAGE SPOKEN IN HOME	STUDENT'S LANGUAGE USE PATTERN
STUDENT'S MODE OF COMMUNICATION	STUDENT'S CULTURAL BACKGROUND

Submit to building principal or designee for disposition of evaluation. A copy of referral is also to be sent to the Special Education Department for processing.



SPECIAL EDUCATION SERVICES

COMMUNITY UNIT SCHOOL DISTRICT 303

201 S.7th Street * St. Charles, Illinois 60174 * (630) 513-4408 * Fax (630) 513-8692

CONSENT FOR INITIAL SECTION 504 EVALUATION

NAME OF STUDENT (student's legal name)	DATE OF BIRTH	NAME OF PARENT/GUARDIAN (parent, guardian, foster parent, surrogate parent)
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Your child was referred for a Section 504 Evaluation on ____ by ____ . The reason for this referral is ____ .

As the parent or guardian of this child, you must give your consent before this evaluation can be conducted. Your signed consent indicates that you have been informed of and understand the Procedural Safeguards relating to Section 504 evaluations and that you are in agreement with the need for a 504 Evaluation for your child.

The evaluation methods that will be used by Community Unit School District 303 to conduct this evaluation will include (checked boxes only):

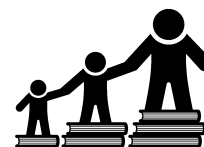
- Review of school records
- Review of medical records
- Observations of the child
- Interview(s) with school staff
- Interview(s) with parents/guardians
- Interview(s) with medical personnel
- Behavior rating scales
- Direct assessment of the child (list procedures):
- Other:

CHECK ONE:

I give consent I do not give consent to conduct a 504 Evaluation for my child.

Date

Signature of Parent/Guardian



SPECIAL EDUCATION SERVICES

COMMUNITY UNIT SCHOOL DISTRICT 303

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CONSENT FOR SECTION 504 RE-EVALUATION

NAME OF STUDENT (student's legal name)	DATE OF BIRTH	NAME OF PARENT/GUARDIAN (parent, guardian, foster parent, surrogate parent)
--	---------------	---

Your child has been receiving services within District 303 under Section 504 of the Rehabilitation Act due to _____. At this time, it has been determined by the Section 504 team at your child's school that a Section 504 Re-Evaluation is required.

As the parent or guardian of this child, you must give your consent before this re-evaluation can be conducted. Your signed consent indicates that you have been informed of and understand the Procedural Safeguards relating to Section 504 evaluations and that you are in agreement with the need for a 504 Re-Evaluation for your child.

The evaluation methods that will be used by Community Unit School District 303 to conduct this re-evaluation will include (checked boxes only):

- Review of school records
- Review of medical records
- Observations of the child
- Interview(s) with school staff
- Interview(s) with parents/guardians
- Interview(s) with medical personnel
- Behavior rating scales
- Direct assessment of the child (list procedures):
- Other:

CHECK ONE:

I give consent I do not give consent to conduct a 504 Evaluation for my child.

Date

Signature of Parent/Guardian



SPECIAL EDUCATION SERVICES

COMMUNITY UNIT SCHOOL DISTRICT 303

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NOTICE OF SECTION 504 CONFERENCE

Re: (Student) _____

Date: _____

- To consider possible eligibility and provision for services for services under Section 504 of the Rehabilitation Act of 1973.
- To review eligibility and services being provided for under Section 504 of the Rehabilitation Act of 1973.
- Other (Specify):

Date of Conference:

Location:

/ /

Time:

Conference Participants (Name/Title)	
Chairperson:	

You have the right to bring other individuals, at your discretion, to this conference, including legal counsel. Please notify the district/program representative if you are in need of interpreting or translating services.

You also have the right to review your child's records and to request a hearing if you disagree with the district's identification, evaluation, provision of services, or change or termination of services under Section 504. if you desire a review of the records or wish to initiate a hearing, please contact:

Name/Title

Phone Number



SPECIAL EDUCATION SERVICES

COMMUNITY UNIT SCHOOL DISTRICT 303

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Section 504 Conference/Services Plan Summary

Date: _____

Student Name: _____	D.O.B.: _____
District I.D. #: _____	State I.D. #: _____
School: _____	Grade: __ Teacher: _____
School next school year: _____	
Parent(s): _____	
Address/Apt. # _____	
Phone: _____	

Conference Participants (Name/Title)	
Chairperson:	

Purpose of Conference

- To consider eligibility and provision of services under Section 504.
- To review eligibility and services being provided under Section 504.
- Other (Specify): _____

I. Does the student evidence a disability under Section 504 of the Rehabilitation Act of 1973?
 No Yes If yes, identify and/or describe the disability: _____

Evaluation Procedures/Results

- II. Does the disability affect one or more major life functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, in the school setting?
 No Yes If yes, describe the life activity(s) affected: _____

- II. Is there an impact that affects functioning in the educational environment?
 No Yes If yes, please describe: _____

- IV. Describe each accommodation/service to be provided by the district for areas of significant impact listed in Section II. * (May list accommodations/services on a separate form)

- V. Summary of other points of discussion/recommendations (if applicable): _____

You have the right to legal representation, to review your child's records and to request a hearing if you disagree with the district's identification, evaluation, provision of services, or change or termination of services under Section 504. If you desire a review of the records or wish to initiate a hearing, please contact:

Name/Title

Phone Number

I have received a copy of the 504 Conference Summary and an explanation of the rights explained above.

Signature of Parent/Guardian

Date

* Note: If the student previously required accommodations in the educational environment for the same disability(ies) but the impact is such that accommodations are not required at this time, the 504 team must continue to review the need for accommodations on an annual basis.