



Allendale Public Schools

**Section 504 Manual for Identifying and Serving Eligible Students:
Policies, Guidelines, and Forms**

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INTRODUCTION

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

This manual contains information, guidelines, policies, procedures, and forms to achieve compliance with Section 504 with respect to the education of the District’s students, in a manner consistent with the District’s non-discrimination policies.

The District expects its employees to be knowledgeable about its Section 504 procedures. If you have Section 504 questions concerning either current or prospective students, please contact the District’s Section 504 Coordinator.

**Jessica Woodard-Robbert
Director of Special Needs
Allendale Public Schools
7161 Pleasant View Ct.
Allendale MI 49401**

Although Section 504 also applies to employment and facility access by individuals with disabilities, this manual only addresses student issues under Section 504.

OVERVIEW

Section 504 is a federal law which prohibits discrimination against persons with disabilities. The law provides:

No otherwise qualified individual with a disability...shall solely by reason of his or her 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...

29 USC 794

One of the principal purposes of Section 504 is to ensure that students with disabilities are not denied access to educational facilities, programs, and opportunities on the basis of their disability.

“Students with disabilities” under Section 504 include students who **(1) have a mental or physical impairment which substantially limits one or more major life activities (also known as an “eligible student”); 2) have a record of such impairment; or 3) are regarded as having such an impairment.**

Section 504 prohibits discrimination against students who meet the criteria set forth in any of these three definitions.

Section 504 also requires the District to provide a free appropriate public education (“FAPE”) to each “eligible student” (a student who has a physical or mental impairment which substantially limits a major life activity). Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards. The FAPE obligation extends to all students described in this paragraph, regardless of the nature or severity of their disability. If FAPE aids/services are needed to meet individual needs as adequately as the needs of nondisabled, these aids/services will be documented in a 504 Plan developed for the eligible student.

POLICY STATEMENT

The District shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District shall also, as required by law, attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District shall evaluate each student suspected of having a disability, under Section 504 and provide each eligible student with a FAPE as defined by law.

The District also shall not discriminate against persons based upon any other legally-protected characteristic. Other District publications and policy documents should be consulted to obtain details of those prohibitions, and the means by which an internal complaint or grievance concerning any type of discrimination may be filed.

DEFINITIONS

“Free Appropriate Public Education “ (“FAPE”)

A “free appropriate public education” also known as a “FAPE,” is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with a disability as adequately as the needs of non-disabled students are met and is based on adherence to procedures that satisfy Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards.

“Individual with a Disability”

An “individual with a disability” is a person who:

- 1) Has a physical or mental impairment which substantially limits one or more of such person's major life activities.
- 2) Has a record of such an impairment; or
- 3) Is regarded as having such an impairment. NOTE: All three prongs of this definition provide students who meet the criteria with protection from disability discrimination taking the form of adverse treatment based on disability status. Prong one triggers consideration of the need for special treatment to meet individual educational needs based on disability.

“Physical or Mental Impairment”

- 1) 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, including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- 2) Any mental or psychological disorder, such as a cognitive impairment, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The Section 504 regulations do not provide an exhaustive list of specific diseases or conditions that may constitute a physical or mental impairment because of the difficulty of developing a comprehensive list of possible diseases and conditions.

“Substantially Limits”

A student who has a physical or mental impairment that substantially limits a major life activity is considered an eligible student with a “disability” under Section 504. This determination is made on a case-by-case basis. Neither Section 504 nor its implementing regulations define the term “substantially limits,” but the term is not synonymous with “unable to perform” or “significantly restricted in” a major life activity.

Except for ordinary eye glasses or contact lenses, the ameliorative effects of mitigating measures may not be considered when assessing whether a student has an impairment that substantially limits a major life activity. “Mitigating measures” include, but are not limited to: medication; medical supplies, equipment or appliances; low-vision devices (devices that magnify, enhance, or otherwise augment a visual image); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

A temporary impairment does not constitute a disability for purposes of Section 504 unless it is of such severity that it results in a substantial limitation of one or more major life activities for an extended period of time. This determination is to be made on a case-by-case basis.

If a student has an impairment of a major life activity that is episodic or in remission, the District must consider whether the impairment, *when active*, would substantially limit a major life activity. If it would, then the student meets the definition of a student with a disability for purposes of Section 504.

“Major Life Activities”

To be eligible under Section 504, a student’s physical or mental impairment must interfere with one or more “major life activities.” A “major life activity” includes but is not limited to, functions such as:

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Sleeping
- Standing
- Lifting
- Bending
- Reading
- Speaking
- Breathing
- Learning
- Working
- Eating
- Concentrating
- Thinking
- Communicating
- Operating major bodily functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.)

This list is not exhaustive. An activity or function not found on the list may nonetheless be a major life activity. For example, the Equal Employment Opportunity Commission (EEOC) which implements Title I of the Americans with Disabilities Act (ADA) has added: sitting, talking, interacting with others, additional major bodily functions including the operation of an individual organ in a system (e.g., the kidney, liver and pancreas).

“Record of Impairment” and “Regarded as Having an Impairment”

Section 504 not only provides nondiscrimination protections to students who have a current physical or mental impairment that substantially limits a major life activity, but also to those who have a record of an impairment or who are regarded as impaired. A student is “regarded as” having an impairment if the District perceives the student as impaired. The District shall not treat students differently based upon a record that shows that the student was disabled in the past, or based upon an assumption or perception of disability. The District is not required to develop a Section 504 plan for a student who either has a record of impairment or who is regarded as having an impairment, but who is not otherwise currently an eligible student under Section 504. Students who either have a record of an impairment or who are regarded as having an impairment, but are not “eligible students” under prong one of the definition of an “individual with a disability,” are not covered by Section 504 FAPE provisions.

Current Users of Illegal Drugs or Alcohol

A student who is currently engaging in the use of alcohol or illegal use of drugs is not eligible for services or protection under Section 504 when the District takes disciplinary action on the basis of such drug or alcohol use even if the student is otherwise a student with a disability. A student who is a former drug user or who is participating in a drug rehabilitation program, however, may be eligible for Section 504 services and protection if the student otherwise meets the definition of an “individual with a disability” as described above. NOTE: This Section 504 provision does not apply to students with disabilities under the Individuals with Disabilities Education Act (IDEA).

CHILD FIND

Every year, the District shall attempt to identify and locate every student residing in the District who may be a student with a disability under Section 504, regardless of whether he or she is receiving a public education. The District shall notify parents of those students of the District’s Section 504 obligations.

The District may satisfy the notification obligation by advertising, by posting notices in places likely to be visited by qualified students with disabilities and their parents, by including notices in District publications and on its web-site, and by directly contacting parents of those students who the District believes to be eligible.

The District must also ensure that the information in its Section 504 notices is written in a manner that is easily understandable to a parent. The notice should also contain the name and contact information for the District’s 504 coordinator.

PRE-REFERRAL ASSISTANCE

Pre-referral assistance is an important first step in serving students experiencing difficulties in school.

Teachers may vary instructional and behavioral methodologies and expectations, and, by so doing meet students' educational and behavioral needs; and thereby strengthen the general education program and reduce unnecessary Section 504 and IDEA formal referrals.

Pre-referral assistance, including strategies such as response-to-intervention (RTI), is not intended to impede or be a substitute for necessary referrals for consideration of eligibility under the Individuals with Disabilities Education Act ("IDEA") or Section 504. If at any time, a teacher, counselor, administrator, or other professional staff member has reason to believe that a student's difficulties may be attributable to a disability, the student should be referred for an evaluation. If a parent/guardian at any time requests an evaluation, the District must either honor that request or notify the parent/guardian of his/her due process rights under the IDEA or Section 504, as applicable.

PARENT RIGHTS

Section 504 guarantees certain rights to parents of students with disabilities. A Section 504 Notice of Procedural Safeguards (**Form C**) has been developed for distribution to parents.

SECTION 504: THE PROCESS

This section of the manual addresses important steps in the Section 504 process including: referral, evaluation, eligibility determination, development of the Section 504 Plan, review, and reevaluation.

A. Referral

A student who is suspected of having a physical or mental impairment that substantially limits a major life activity, is typically referred for a Section 504 evaluation by a parent, guardian, teacher, other certified school employee, the student 18 years of age or older, or other concerned adult individual. Upon receipt of a referral:

- If not already documented, the referral should be reduced to writing (**Form B**)
- The parent should be provided procedural safeguards (**Form C**), written notice of the referral (**Form D**), and be asked to provide written consent to a Section 504 evaluation (**Form E**)

Once the District has received parent consent to evaluate, the District may begin the evaluation process. If a parent refuses to consent to an initial evaluation, the District may, but is not required to, use due process hearing procedures to seek to override the parent's refusal to consent to the evaluation.

B. Evaluation

The evaluation is the starting point for determining whether a student is an eligible student under Section 504 (i.e. has a physical or mental impairment that substantially limits a major life activity.) The District is required to conduct an evaluation before providing Section 504 aids and services. The nature and extent of the information needed to make a Section 504 eligibility decision is determined on a case-by-case basis by a group of persons knowledgeable about the student, the meaning of evaluation data, and the placement

options, (i.e. the Section 504 team). Information obtained through the evaluation process must be documented and all significant factors must be considered. The District may, but is not required to, use the same evaluation process used to evaluate students under the IDEA. The evaluation must draw upon information from a variety of sources and may include:

- School records review
- Observations of the student
- Standardized tests or other assessments by school staff (i.e. aptitude and achievement tests)
- Parent/Student/Teacher interviews
- Adaptive behavior/rating scales or other checklists
- Pertinent medical information
- Information provided by the parent
- Other relevant information

Where formal testing is determined to be necessary, the evaluation procedures must ensure that:

- 1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.
- 2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- 3) Tests are selected and administered so as best to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except when those skills are the facets that the tests purport to measure).

A medical diagnosis of a physical or mental impairment does not, in and of itself, determine Section 504 eligibility. As mentioned above, Section 504 requires the District to draw upon information from a variety of sources in making its eligibility determination. A medical diagnosis is only one source of information. Additionally, the District may request, but cannot require a parent to provide or authorize the release of the student's medical information as part of the evaluation process (**Form F**). If direct access to medical information is not available or provided as part of the evaluation process, the District must proceed to make its eligibility determination based on the other information it has obtained.

Absent extenuating circumstances, the District's evaluation and the development of a Section 504 Plan, if necessary, should be completed no later than 30 school days following the District's receipt of the parent's consent to evaluate. This time line may be extended (in school days) by mutual written agreement of the parent and the District.

C: Eligibility Determination

The eligibility determination must be made by a group of persons knowledgeable about the student, the meaning of evaluation data, and placement options and must be documented in writing (**Form K**). A 504 team meeting is convened for this purpose. The parent of the student should be given a meaningful opportunity to provide input into identification, evaluation, and placement decisions for his/her child. Therefore, the parent should be invited to participate in the 504 team meeting. (**Form J**)

D. Section 504 Plan

Where a student is found to be an eligible student under Section 504, the need for a Section 504 Plan must be determined. (**Form K**) The Section 504 team, as described above, will be responsible for determining the services, aids and accommodations/ modifications, if any, that are needed to provide the student a FAPE. The plan should specify how these interventions will be implemented and/or by whom.

The Section 504 Plan shall be signed by the Section 504 Coordinator/Designee, indicating the District's intent to implement the plan. A copy of the Plan, along with the Section 504 Notice of Procedural Safeguards (**Form C**) must be provided to the parent.

If a Section 504 Plan is developed for a student, all school personnel with implementation responsibilities should be informed of the existence and particulars of the Plan. Failure to implement the Plan can result in non-compliance with Section 504.

E. Review and Revision of Section 504 Plan

The student's teacher or other person(s) designated by the Section 504 team shall monitor the student's progress and the effectiveness of the student's plan. The 504 Team will discuss the 504 Plan at least annually to determine whether the plan continues to be appropriate or whether any changes may be necessary. (**Form K**)

F. Reevaluation

A reevaluation should be completed at least once every 3 years to re-determine eligibility under Section 504 and before any significant change in the student's placement.

SUSPENSION AND EXPULSION OF SECTION 504 STUDENTS

Students who are eligible under Section 504 have certain additional protections when charged with a violation of the Code of Student Conduct which may result in a suspension or expulsion that constitutes a significant change in placement. (NOTE: There is one exception to these additional protections under Section 504. They do not extend to students who are eligible only under Section 504 who are currently engaging in the illegal use of drugs or alcohol, and who are being disciplined for the possession or use of illegal drugs or alcohol.) Similar to suspension or expulsion of a student with a disability under the IDEA, 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; or

- The student has been subjected to a series of suspensions that total more than 10 school days in a school year and a pattern of exclusion exists. Whether a series of suspensions creates a pattern of exclusion is determined on a case-by-case basis taking into account the following factors: the similarity of the behavior that resulted in the removals, the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school

If either of the situations above applies, then the District is required to conduct a manifestation determination before any significant change in student's placement may occur. The manifestation determination should be conducted within 10 school days of the decision to change the student's placement. The parent must be invited to participate in the manifestation determination review meeting and provided a copy of the Section 504 Notice of Procedural Safeguards (**Form C**). The purpose of the manifestation determination is to review whether the student's misconduct was caused by, or had a direct and substantial relationship to the student's disability; or whether the conduct was a direct result of the District's failure to implement the student's Section 504 plan. (**Form O**).

This determination should be made by a group of persons knowledgeable about the student, the meaning of evaluation data, placement options, the student's Section 504 Plan, if any, and the disciplinary incident. In making its determination, the 504 team must review all relevant information in the student's file, the student's Section 504 Plan, any teacher observations of the student, and relevant information provided by the parent.

If the 504 team concludes that the student's conduct is a manifestation of the student's disability, the student must remain in (or be returned to) his/her current educational placement unless the parent and the District agree to change the student's placement. If the 504 team concludes that the student's conduct is not a manifestation of the student's disability, the District may apply the relevant disciplinary procedures applicable to all students. Unlike, the IDEA, there is no Section 504 requirement to provide a student whose conduct is not a manifestation of the student's disability, educational services during a disciplinary change in placement unless services are provided to similarly-situated non-disabled students.

Please note that Section 504 allows a student to be disciplined, without going through the manifestation determination review process, when the student is currently engaging in the illegal use of drugs or alcohol, and the infraction involves the possession or use of illegal drugs or alcohol in violation of the Code of Student Conduct.

In the case of a Section 504 student who carries or possesses a weapon, as defined in IDEA, to or at school, on school premises, or to or at a school function, the District may place the student in an interim alternative educational setting for up to 45 school days. When used in this context, weapon means a dangerous weapon, i.e., a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

IMPARTIAL DUE PROCESS HEARING

A parent who disagrees with the identification, evaluation, placement, or the provision of a free appropriate public education of a student with a disability under Section 504 has the right to request an impartial due process hearing. Request for a Section 504 due process hearing must be made in writing to the District's Section 504 Coordinator. Upon receipt of such a request, the necessary arrangements will be made by the District, including the selection of a hearing officer. A person who is an employee of the District, or any person having a personal or professional interest which would conflict with his/her objectivity in the hearing, may not be appointed as a hearing officer.

Any party to a hearing has the right to:

- 1) Be accompanied and advised by counsel or an individual with special knowledge or training about the problems of children with disabilities;
- 2) Present evidence and cross-examine witnesses;
- 3) Obtain a written or electronic verbatim record of the hearing or obtain alternate forms of the verbatim record to be provided in the parent's native language;
- 4) Obtain written or electronic findings of fact and decisions; and
- 5) Seek judicial review of a hearing officer decision.

The District will adhere to the following timeframes if a due process hearing is requested:

- 1) A hearing will be scheduled not more than 30 calendar days following receipt of the parent's written request.
- 2) The hearing officer will, not later than 30 calendar days after the hearing, draft a written decision (with specific findings of fact) and send a copy of the decision to each party and/or their attorneys/representatives.
- 3) In the absence of an appeal, the District will implement the decision of the hearing officer within 15 calendar days of the District's receipt of the decision.

GRIEVANCE PROCEDURE

A person who believes a student has been discriminated against by the District on the basis of the student's disability or who believes the District otherwise violated Section 504 also has the right to file a complaint through the District's grievance procedure. (**Forms L and M**). A person who wishes to file a complaint should contact:

1. **The building principal**
2. **Immediate supervisor, if involves an employee**
3. **District 504 Coordinator, if the complaint involves the building principal or the immediate supervisor**

In addition to or as an alternative to filing a complaint through the District and the grievance procedure, a person may file a complaint with the Office for Civil Rights (OCR). A person who wishes to file a complaint with OCT should contact the United States Department of Education, Office for Civil Rights, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115.

Allendale Public Schools

SECTION 504 CHECKLIST

FORM A

Student Name:

Date of Birth:

School Building Attending:

Grade:

1) Section 504 Referral

_____ Receive signed Section 504 Referral for Evaluation (Form B)

_____ Date received by the School District:_____

2) Processing of the signed and received 504 Referral

Within 10 school days of receipt of referral_____

_____ Provide parent confirmation of receipt or notice of referral made by someone other than parent (FORM D)

_____ Provide Parent Notice of 504 Procedural Safeguards (FORM C)

3) Initial Evaluation Planning

_____ Convene 504 Team meeting to review existing evaluation data and develop evaluation plan

_____ Attempt to schedule mutually convenient time/location with parent and invite parent

_____ Request that parent share pertinent medical or other third party evaluations/reports prior to or at the 504 Team meeting

_____ Determine need for information from a variety of sources, including, depending on the suspected impairment, adaptive, aptitude, achievement, teacher recommendations, physical condition, social or cultural background

_____ Provide parent a copy of proposed evaluation plan and seek written consent to evaluate (FORM E)

4) Initial Evaluation Process

_____ Date parent consent to evaluate received by district_____

_____ Ensure timely evaluation conducted and results documented for review by 504 Team within 30 school days of receipt of consent_____

_____ If needed, obtain extension in school days by signed written agreement between parents and district_____ (FORM E)

4) Initial Eligibility 504 Team Meeting

_____ Identify needed participants to ensure

- Group of persons
- Collectively knowledgeable about the child, evaluation data, and placement options

_____ Document attempts to schedule mutually convenient time/location with parent

_____ Send parent

- Written invite with purpose of meeting (FORM J)
- Procedural Safeguards Notice (FORM C)

4) Convene Meeting

- _____ Review existing and new evaluation data
- _____ Determine 504 eligibility
- _____ If eligible, determine whether student requires a 504 Plan
- _____ If eligible student requires a 504 Plan for FAPE, develop 504 Plan
- _____ At conclusion of meeting provide parents a copy of
 - 504 meeting summary documenting eligibility and plan decisions (**FORM K**)
 - Procedural Safeguards Notice (**FORM C**)

5) Section 504 Plan Implementation

- _____ Notify persons with 504 plan implementation responsibilities of plan and duties (**FORM K-3**)
- _____ Monitor the student's progress/effectiveness of the 504 plan

6) Post-Initial 504 Team Meetings

- _____ To review the continuing appropriateness of the 504 plan at least annually (**FORM K-3**)
- _____ If triggered by a change in circumstances
- _____ To review continuing eligibility per periodic reevaluations

7) Reevaluations

- _____ Periodically, at least every three years, follow protocol for initials, give notice of Evaluation Plan. Consent sought, but implied if parent silent
- _____ Before any contemplated significant change in placement
- _____ Includes MDR before long term suspension or pattern of exclusion based on cumulative suspensions

Allendale Public Schools

SECTION 504 – REFERRAL FOR EVALUATION

FORM B

Date of Referral: _____

Student Name: _____ **Date of Birth:** _____

School Building Attending: _____ **Grade:** _____

Reason for Referral: (Please briefly describe the nature of your concern(s), i.e. academic, behavioral, gross/fine motor, social/emotional, medical, other)

Pre-referral interventions: (Please indicate interventions, supports, or other actions tried prior to the referral in an effort to address the concern(s) identified above)

Has the student been referred, evaluated, or provided special education or 504 services in the past?

_____ Yes _____ No If yes, please explain below:

Person making referral

Title/Position

Phone: _____

Email _____

Please submit form to: **Jessica Woodard-Robbert, Director of Special Needs, Allendale Public Schools**

Allendale Public Schools

NOTICE OF SECTION 504 PROCEDURAL SAFEGUARDS

FORM C

The following is a brief summary description of the rights provided by Section 504 of the Rehabilitation Act of 1973 to students with disabilities, or suspected disabilities. The intent of the law is to keep you fully informed about decisions concerning your child and to inform you of your rights in the event you disagree with any decisions concerning your child. Under Section 504, you have the right to:

- 1) Have the District advise you of your rights under federal law;
- 2) Receive notice with respect to Section 504 identification, evaluation, educational program and/or placement of your child;
- 3) Have an evaluation and placement decision for your child based upon information from a variety of sources and which is made by a team of persons knowledgeable about the student, the meaning of evaluation data, and placement options;
- 4) Have your child receive a free appropriated public education, which includes the right to be educated with non-disabled students to the maximum extent appropriate, if the child is Section 504 eligible;
- 5) Have your child take part in and receive benefits from the District without discrimination on the basis of disability;
- 6) Have your child educated in facilities and receive services comparable to those provided to non-disabled students;
- 7) Examine all relevant records of your child, including those relating to decisions about your child's Section 504 identification, evaluation, educational program, and placement; and obtain copies of those records at a reasonable cost, unless the fee would effectively deny you access to the records;
- 8) Receive information in your native language and primary mode of communication;
- 9) Has a periodic re-evaluation of your child, including an evaluation before any significant change of placement;
- 10) Have your child receive an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- 11) Request and participate in an impartial due process hearing regarding the identification, evaluation, or placement of your child, including a right to be represented by counsel in that process and to appeal an adverse decision;
- 12) File a complaint in accordance with the district's grievance procedures or with the U.S. Department of Education, Office for Civil Rights.

Dear

The District has received the attached Section 504 referral (FORM B) for your child, _____, This could be an initial evaluation or a re-evaluation which is completed every three years. This letter explains the purpose of Section 504 and the next steps that will occur to see if, _____, is an eligible student under this law, or continues to be eligible.

In order to be eligible for services under Section 504, a student must have a physical or mental impairment that substantially limits one or more major life activities. In determining whether a student meets these criteria, the school district will draw upon information from a variety of sources which may include the following:

- School records
- Observations
- Standardized tests or other assessments
- Parent/Student/Teacher interviews
- Behavior rating scales or other checklists
- Pertinent medical information from your child's doctor (FORM F is enclosed if relevant)
- Information provided by the parent/guardian
- Other relevant information

Your child's teacher(s), building administrator, counselor, and other individuals (school psychologist, school nurse, etc.) may be involved in the evaluation process. I will be contacting you to schedule a 504 team meeting within the next ten school days to develop an evaluation plan for:

_____ Initial 504 evaluation _____ 504 re-evaluation

Once the evaluation is completed, a meeting will be scheduled to discuss the results of the evaluation. You will be notified of the time, date, and location of the meeting and are welcome to attend and participate in the decision-making process.

The purpose of this letter is to advise you that the school district proposes to evaluate your child under Section 504 and to obtain your consent for the evaluation (FORM E). In addition, please find a copy of the Notice of Procedural Safeguards which describes the rights afforded parents under Section 504. I look forward to working with you as we move through the 504 process. Please feel free to contact me if you have any questions.

Sincerely,

Jessica Woodard-Robbert
Director of Special Needs
Allendale Public Schools
Enclosures **(FORMS B, C,E & F if warranted)**

Allendale Public Schools

SECTION 504 – PARENT CONSENT

FORM E

Student Name: _____ **Date of Birth:** _____

School Building Attending: _____ **Grade:** _____

Parent/Guardian: _____

Address: _____

Phone: _____ **Email:** _____

CONSENT FOR SECTION 504 EVALUATION

I understand that my child has been referred for an evaluation under Section 504. The evaluation will draw upon information from a variety of sources, which may include, but is not limited to: a school record review, observations of the student, parent/child/teacher input or interviews, assessments, and other relevant information. The purpose of the evaluation is to determine 1) whether my child is an eligible student with a disability., i.e., has a physical or mental impairment that substantially limits a major life activity; and 2) if so, whether my child requires a 504 Plan to meet individual educational needs resulting from the impairment.

RIGHTS AND CONSENT (Parent to check all that apply)

_____ I have received a copy of the Section 504 Notice of Procedural Safeguards.

_____ I consent to the Section 504 evaluation.

_____ I agree to an extension of 30 school days for an initial 504 evaluation. It will be completed by _____.

_____ I do not give permission for the Section 504 evaluation.

Signature of Parent/Guardian

Date

Please return this form to: Jessica Woodard-Robbert
Director of Special Education
Allendale Public Schools

For School Use Only

Date consent form received by School District: _____

Allendale Public Schools

**AUTHORIZATION FOR RELEASE AND EXCHANGE
OF MEDICAL INFORMATION**

FORM F

Student Name: _____ Date of Birth: _____

School: _____ Grade: _____

Parent/Guardian: _____

Address: _____

Phone: _____ Email: _____

I hereby authorize the release and exchange of otherwise confidential medical information between Allendale Public Schools and:

Physician _____

Address: _____

Phone: _____ Fax: _____

I understand that any information released or exchanged will be treated in a confidential manner by the District and will not be transmitted to a third party without my permission.

Date: _____

Signature of Parent/Legal Guardian

Relationship to Student

PLEASE FORWARD DOCUMENTS TO:

**Jessica Woodard-Robbert
Director of Special Needs
Allendale Public Schools
7161 Pleasant View Ct.
Allendale MI 49401**

Re:

Dear

Is currently being evaluated by Allendale Public Schools for the purpose of determining the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973. In order to be eligible under Section 504, the student must have a physical or mental impairment that substantially limits a major life activity.

Enclosed is an authorization for release of information to the School District signed by the student's parent/guardian. Please assist us with our evaluation by completing and returning the enclosed Physician's Statement no later than:

We appreciate your assistance in this evaluation process. Please contact me if you have any questions. Thank you in advance for your cooperation.

Sincerely,

Jessica Woodard-Robbert
Director of Special Education
Allendale Public Schools

Enclosures: Physician's Statement
Authorization for Release of Information

Allendale Public Schools

SECTION 504 – PHYSICIAN’S STATEMENT

FORM H

Student Name: _____ Date of Birth: _____

Physician’s Section. Please provide the following information to assist the School District in its Section 504 evaluation. Attach supporting documentation if needed.

1) Does the student have a physical or mental impairment? _____ Yes _____ No
If yes, what is the student’s diagnosis?

2) Describe the student’s current prognosis and the nature and extent of possible change in the student’s condition.

3) What are the anticipated effects of the physical or mental impairment on the student’s ability to access, participate in, or benefit from school/educational experience?

4) Does the student have any other special health/medical issues of which the School District should be aware which could affect the student in the school setting?

5) Is the student currently on any medication of which the School District should be aware?
_____ Yes _____ No If yes, please list medication(s), dosage, and frequency.

6) Additional comments to assist in educational planning for this student.

Physician’s Signature

Date

Physician’s Name: _____

Phone: _____

Address: _____

Email: _____

Allendale Public Schools

SECTION 504 – TEACHER INPUT

FORM I

Student Name: _____ Grade: _____

Teacher Name: _____ Subject: _____

1. Do you have any concerns about this student? Yes No
 If your answer is “Yes”, please specify the type of concerns below and describe the student’s performance/functioning

_____ **Academic concerns** (e.g., speaking, learning, reading, concentrating, thinking, communicating, work productivity):

Area of academic concern	Student’s performance	Performance of average student

_____ **Behavioral concerns:**

Area of behavioral concern	Student’s performance	Performance of average student

_____ **Other concerns**, e.g., adaptive skills, fine motor, gross motor, hearing, seeing, breathing, health

Other concerns	Student’s functioning	Average student functioning

2. Please list any accommodations, interventions, or strategies you have used to address the above concern(s) and indicate how the student responded to the intervention.

3. The student's current grade or rating in class is _____

4. Would the student have earned this grade or rating without the accommodations, interventions or strategies you used to address the concern(s)? Yes No

5. Additional comments:

Teacher's Signature

Date: _____

Allendale Public Schools

SECTION 504 – MEETING NOTICE AND INVITATION

FORM J

Student Name: _____ **Date of Birth:** _____

School Building Attending: _____ **Grade:** _____

Dear

You are invited to attend a meeting for the purpose of:

The meeting will be held on _____ at _____ Location: _____

The School District has invited the following persons to attend the meeting:

NAME

POSITION/TITLE

You are encouraged to attend this meeting and participate in the decision-making process. If the meeting date or time is not convenient for you, please contact me as soon as possible and we will attempt to make other arrangements.

Please feel free to contact me if you have any questions.

Sincerely,

Jessica Woodard-Robbert
Director of Special Education
Allendale Public Schools

Allendale Public Schools

PART ONE & SECTION 504 ELIGIBILITY DETERMINATION

FORM K

SUMMARY OF EVALUATION INFORMATION

Based on the evaluation information reviewed:

1) Does the student have a physical or mental impairment? ____ Yes ____ No

If yes, specify the impairment _____

2) Does the impairment substantially limit one or more major life activities? ____ Yes ____ No

If yes, specify the major life activity(ies) and describe how the impairment substantially limits the activity (ies).

ELIGIBILITY DETERMINATION

____ Student is eligible under Section 504 (Proceed to Part Two)

____ Student is not eligible under Section 504

Rationale: _____

Allendale Public Schools

SECTION 504 MEETING SUMMARY

Date of Meeting: _____

STUDENT INFORMATION

Student Name: _____ **Date of Birth:** _____

School: _____ **Grade:** _____

Parent/Guardian Name: _____

Address: _____

Phone: _____ **Email:** _____

PURPOSE OF MEETING

- | | | |
|---|--|--|
| <input type="checkbox"/> Initial | <input type="checkbox"/> Review/Revise | <input type="checkbox"/> Determine/Redetermine Need for 504 Plan |
| <input type="checkbox"/> Review Evaluation Results | | <input type="checkbox"/> Determine/Redetermine eligibility |
| <input type="checkbox"/> Manifestation Determination Review | | <input type="checkbox"/> Other |

PARENT CONTACT

Method of Contact _____ By _____ Date _____

MEETING PARTICIPANTS

Team members should include persons knowledgeable about the student, the meaning of evaluation data, and placement options.

Parent/Guardian Administrator/Designee

Parent/Guardian Student's Teacher

Additional School Staff Additional School Staff

Additional School Staff Additional School Staff

Other Other

Allendale Public Schools

PART II – SECTION 504 PLAN

_____ The student has a qualifying disability under Section 504, but does not require a Section 504 Plan at this time. Explain: _____

_____ The student has a qualifying disability under Section 504 and requires aids, services, accommodations or modifications to meet individual educational needs resulting from his/her disability.

SECTION 504 PLAN

AREA OF NEED	SERVICE/ACCOMMODATION (Consider all settings, including extracurricular)	IMPLEMENTOR (Title or Role)

NOTICE OF INTENT TO IMPLEMENT SECTION 504 PLAN

Plan implementation date: _____ Review date: _____

Person responsible for implementation/review: _____

Date: _____

Signature of Section 504 Coordinator or Designee

PARENT/GUARDIAN SIGNATURE

_____ I have received the Notice of Procedural Safeguards under Section 504.

_____ I agree with the determination above.

_____ I disagree with the determination above and understand that I have the right to request an impartial due process hearing by filing a written request for a hearing with the Section 504 Coordinator.

_____ I understand that my child is eligible for a Section 504 Plan but do not wish to have a Plan implemented for my child at this time. I understand that I may request that the District review my child's disability-related needs in the future.

Date: _____

Signature of Parent/Guardian

Allendale Public Schools

GRIEVANCE PROCEDURE

FORM L

The Allendale Public Schools has adopted the following Grievance Procedure for addressing complaints of discrimination under Section 504. A person is not required to use this procedure and may instead file a complaint directly with the Office for Civil Rights, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115.

- Step 1:** A person who believes that he/she has been discriminated against by the Allendale Public Schools is encouraged to discuss the matter informally with the building principal, in the case of a student, or the immediate supervisor, in the case of an employee. NOTE: If it is the building principal or the immediate supervisor who is the subject of the complaint, the student or employee may, instead, contact the applicable School District Section 504 Coordinator. The person receiving the complaint shall verbally convey his/her findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 school days.
- Step 2:** If the informal Step 1 process does not resolve the matter, a written complaint (FORM M) may be submitted to the school's principal or employee's immediate supervisor, if the complaint is made by an employee. The complaint may also be filed directly with the applicable School District Section 504 Coordinator (per the NOTE in Step 1). The complaint shall include 1) the employee's or student's name; 2) the facts of the incident or action complained about; 3) the date of the incident or action giving rise to the complaint; 4) the type of discrimination alleged to have occurred; and 5) the specific relief sought. A Step 2 meeting shall be conducted within 10 school days following the submission of the written complaint. Within the next 10 school days, the principal or immediate supervisor shall issue a written disposition, with copies to be given to both the person who alleged the violation and the person who is the subject of the complaint.
- Step 3:** If the principal or supervisor's reply does not resolve the matter, a written complaint may be submitted to the applicable School District Section 504 Coordinator within 10 school days of the Step 2 disposition. A meeting shall be conducted at which both parties shall have the right to present witnesses and offer other evidence. Following the meeting, the Section 504 Coordinator shall reply in writing to the complainant and the person who is the subject of the complaint within 10 school days.
- Step 4:** If the complainant wishes to appeal the decision of the Section 504 Coordinator, he/she may submit a written appeal to the District Superintendent within 10 school days after receipt of the Section 504 Coordinator's reply. The Superintendent or his designee shall meet with all parties involved and respond to the appeal, in writing, within 10 school days of the date of the appeal. Copies shall be provided to both the complainant and the person who is the subject of the complaint.

Allendale Public Schools hereby provides assurance that it strictly prohibits any form of retaliation against individuals who utilize this Grievance Procedure.

Allendale Public Schools

SECTION 504 COMPLAINT FORM

FORM M

Student Name: _____ **Date of Birth:** _____

School: _____ **Grade:** _____

Complainant's Name: _____

Relationship to Student: _____

Address: _____

Phone: _____ **Email:** _____

1) Describe the alleged violation of Section 504. Please be specific and include the specific incident(s), the individuals involved, dates/times/locations, etc. Attach additional pages if needed.

2) Describe your proposed resolution/remedy to alleged problem(s)/violation(s).

Date: _____

Signature of the Complainant

PLEASE SUBMIT THIS FORM TO:

- 1) The principal of the school attended if the complaint involves a student.
- 2) The employee's immediate supervisor, if the complaint is made by an employee.
- 3) The District Section 504 Coordinator if the building principal or the immediate supervisor is the subject of the complaint.

A person who believes that he/she has been discriminated against by Allendale Public Schools on the basis of disability may file a complaint through the District's grievance procedure. A complaint may also be filed with the Office for Civil Rights (OCR), U.S. Department of Education, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115. You may file a complaint with OCR at any time. Filing a complaint with the School District is not a prerequisite to filing with OCR.

Allendale Public Schools

**SECTION 504 MANIFESTATION DETERMINATION
MEETING NOTICE AND INVITATION**

FORM N

Student Name: _____ **Date of Birth:** _____

School Building Attending: _____ **Grade:** _____

Dear

You are invited to attend a Section 504 manifestation determination meeting to review whether your child's misconduct was a manifestation of his/her disability.

The meeting will be held on _____ at _____
The School District has invited the following persons to attend the meeting:

NAME

POSITION/TITLE

You are encouraged to attend this meeting and participate in the decision-making process. If the meeting date or time is not convenient for you, please contact me as soon as possible and we will attempt to make other arrangements.

Please contact me if you have any questions.

Sincerely,

Jessica Woodard-Robbert
Director of Special Education
Allendale Public Schools

Enclosure

Allendale Public Schools

**SECTION 504 MANIFESTATION
DETERMINATION REVIEW**

FORM O

Date of Review: _____ **Date of Current Section 504 Plan:** _____

STUDENT INFORMATION

Student Name: _____ **Date of Birth:** _____

School: _____ **Grade:** _____

Parent/Guardian: _____

Address: _____

Phone: _____ **Email:** _____

PARENT CONTACT

Method of Contact _____ By _____ Date _____

MEETING PARTICIPANTS

Parent/Guardian Administrator/Designee

Parent/Guardian Teacher/Service Provider

Student (when appropriate) Additional Staff

Other Other

Other Other

CURRENT DRUG OR ALCOHOL USE

1) Does the student currently engage in the illegal use of drugs or alcohol? ____ Yes ____ No

2) Is the student being disciplined for the possession or use of illegal drugs or alcohol? ____ Yes ____ No

Allendale Public Schools

**SECTION 504 MANIFESTATION
DETERMINATION REVIEW**

FORM O

If the answer to both questions above is yes, the student is not entitled to a manifestation determination review and the student may be disciplined to the same extent that such disciplinary action is taken against students without disabilities.

CONSIDERATIONS FOR REVIEW – In carrying out a manifestation determination review, the 504 Team shall:

1) Describe the behavior or incident that is subject to discipline.

2) Review and summarize relevant information in student's file.

3) Review and summarize relevant information in student's Section 504 plan.

4) Review and summarize relevant teacher observations of the student.

5) Review and summarize relevant information provided by the parent.

MANIFESTATION DETERMINATION

In relation to the behavior subject to discipline (see previous page):

1) Was the conduct in question caused by or did it have a direct and substantial relationship to the student's disability? ____ Yes ____ No

2) Was the conduct a direct result of the School District's failure to implement the Section 504 plan?
____ Yes ____ No

Allendale Public Schools

**SECTION 504 MANIFESTATION
DETERMINATION REVIEW**

FORM O

If the Section 504 team answers “Yes” to either of the questions above, then the behavior must be considered a manifestation of the student’s disability.

The Section 504 team’s determination is that the behavior subject to discipline: (Check one)

Is not a manifestation of the student’s disability (school personnel may apply relevant disciplinary procedures applicable to all students).

Is a manifestation of the student’s disability; disciplinary procedures cease.

Date: _____
Signature of Section 504 Coordinator or Designee

PARENT/GUARDIAN SIGNATURE

I have received the Notice of Procedural Safeguards under Section 504.

I agree with the determination above.

I disagree with the determination above and understand that I have the right to request an impartial due process hearing by filing a written request for a hearing with the Section 504 Coordinator.

Date: _____
Signature of Parent/Guardian