

CARE TEAM PROVIDERS

Vision:

All students in the Pettis County R-XII School District will reach their maximum potential by working in a school environment that will foster and accelerate their intellectual, physical, social and career development.

Mission:

The mission of the Pettis County R-XII School District is to provide all students with the opportunity to receive a quality education, become responsible individuals, competent workers and contributing citizens.

Beliefs:

The Pettis County R-XII School District Philosophy Statement promotes the following tenets as the foundation for all activities that occur in the district.

- A belief that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities.
- A belief that education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive member of society.
- A belief the role of the teacher is to provide opportunities for the individual to achieve and to create a learning situation that motivates the individual to learn.
- A belief the parents/guardians need to have a basic confidence in the school, cooperate to the fullest with the schools and encourage the student to give of his or her best efforts.
- A belief the parents/guardians need to have a basic confidence in the school, cooperate to the fullest with the schools and encourage the student to give of his or her best efforts.
- A belief the student has a responsibility in the learning process such as a positive attitude, and open mind and all necessary materials.
- A belief the district's educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics.
- A belief the responsibility of the district is to provide an educational environment for children of the district which will foster and accelerate their intellectual, physical, social and career development.

The goals of CARE Team are:

- To work collaboratively as a school-based, problem-solving group;
- To address discipline, drop-out, academic, and behavioral student challenges within general education;
- To provide immediate support to teachers to assist in their planning and work with struggling learners;
- To call upon the expertise of members of the school faculty and district support staff in an effort to address the needs of all students;
- To document the individualized instructional and behavioral intervention strategies discussed within the CARE Team meeting through a written intervention plan;
- To provide on-going support and monitoring to the general education teacher throughout the CARE process;
- And, if applicable, to serve as the first or simultaneous step in identifying students for referral for special education testing. It is the goal of CARE Team that a student who can be successful as a general education student will remain a general education student.

Purpose: The goal of the CARE Team is to provide appropriate intervention to benefit students who indicate at-risk behaviors.

1. A staff member or parent completes a referral form and gives to a CARE Team member.
2. The concern is referred to a counselor who, prior to the next CARE Team meeting, gathers pertinent information about the student from staff and parents when appropriate. This information should include the following:

- academic records
- discipline file
- attendance records (if related to problem)
- Observable behavior sheets from teachers.

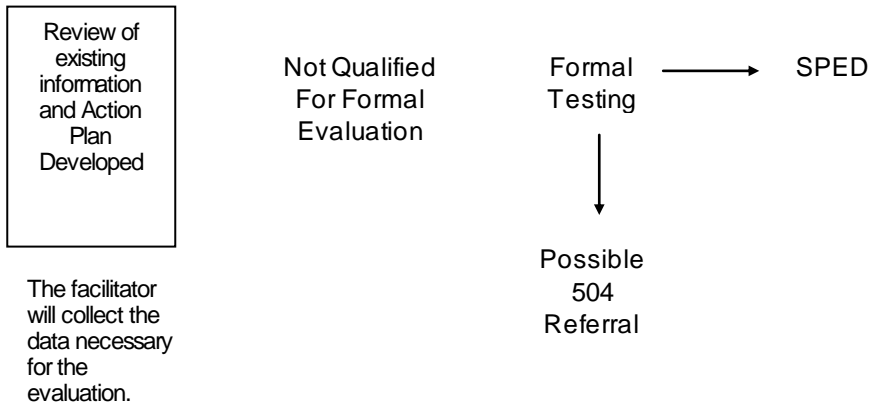
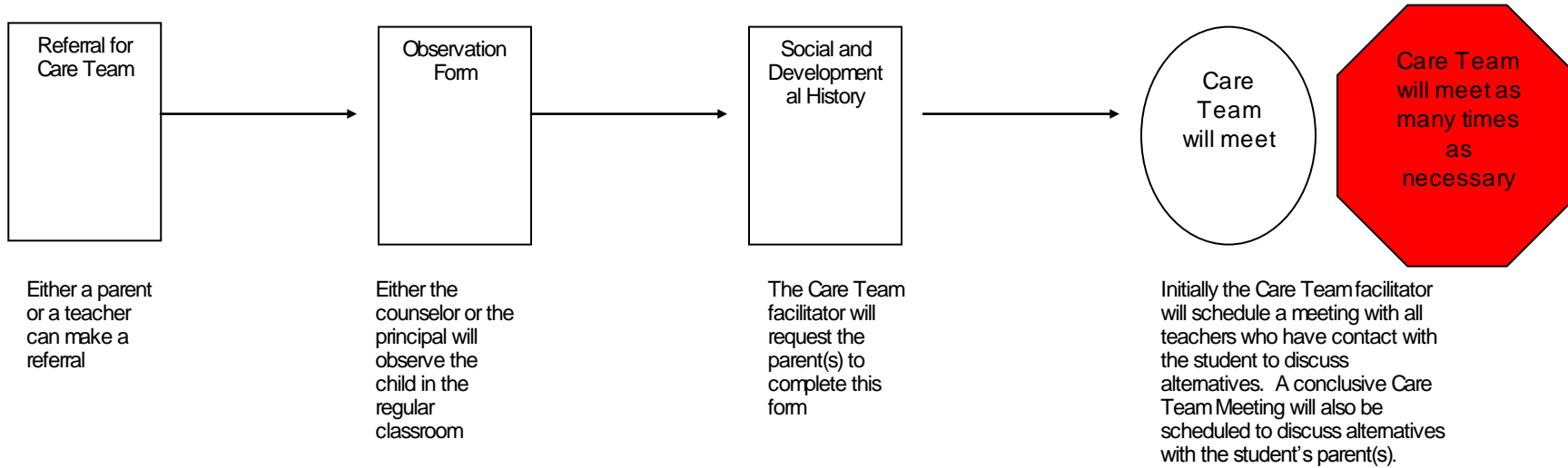
3. The referring person is invited to the CARE Team meeting by the counselor.

4. The CARE Team will evaluate the information and decide on a course of action. Options to be considered will include, but not limited to, the following:

- Conferring with the student on his / her issues
- Contacting the parent/guardian
- Monitoring the student's behavior for a specific period of time
- Referring the student for community resource intervention
- Referring the student to an appropriate support group

5. Appoint a case manager to pursue the option selected. The case manager needs to be a CARE Team member, but will be responsible for reporting back to the CARE Team on a regular basis.

Pettis County R-XII School District
Care Team Plan Flowchart



Pettis County R-XII
22675 Depot Rd., Sedalia Mo 65301
660-826-5385

REFERRAL FOR CARE TEAM

This form to be completed by staff or parent

Student's Name _____	Date of Birth _____
Age _____ Grade _____	Homeroom Teacher _____
Parent/Guardian Name _____	
Address _____	
Home Phone _____	Work Phone _____

Individuals Making Referral:	Date: _____
Name: _____	Role: _____
_____	_____
_____	_____
Care Team Member who received request:	

Description of the concerns that prompted this request:

Determine and provide as much detail as possible about the concern. Use "Comments" box below, or attach information on standard-sized 8 1/2 x 11 paper.

- Health/Motor (includes ADD/ADHD) _____
- Vision _____
- Hearing _____
- Speech (articulation/voice/fluency) _____
- Language (communication) _____
- Intellectual/Cognitive/Adaptive _____
- Social/Emotional/Behavioral _____
- Academic/Pre-Academic Below expected achievement in Reading Math Written Expression (Lang. Arts)
- Other _____

Comments:

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Pettis County R-XII
Observation Form

Student Name: _____ Date: ____/____/____

Observer: _____

**Location / Setting of
Observation:**

**Area(s) of concern to
be observed:**

**Description of relevant
behavior(s) observed:**

**Relationship of
behavior(s) observed
to academic / school
functioning:**

Pettis County R-XII
SOCIAL AND DEVELOPMENTAL HISTORY

Child's Name: _____ School: _____

Address: _____ Date of Birth: ____/____/____

Father's Name: _____ Occupation: _____

Mother's Name: _____ Occupation: _____

Brothers / Sisters in School District:

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Name</u>	<u>Age</u>	<u>Sex</u>
1. _____	_____	_____	2. _____	_____	_____
3. _____	_____	_____	4. _____	_____	_____

Others living in the home: _____

Birth History: Was pregnancy, labor, and delivery for your child abnormal in any way? (Please explain any concerns we need to be aware of.)

Developmental History: Was your child delayed (late) in his/her development as a child in any area, such as sitting alone, crawling, walking, speaking, etc.? Does your child seem to be of average maturity compared to same-aged peers?

Motor Development: If present, describe significant motor problems (that affect mobility, for example or ability to manipulate school tools such as pens and pencils):

Present Health: Describe past or present health problems that effect your child's functioning at school. If your child has a diagnosed medical condition, please provide that information below. Indicate if you have documentation of that condition from someone qualified to diagnose the condition.

When was the diagnosis given? _____ Are there any concerns that we need to be aware of?

Is your child taking any medication?

Is your child receiving counseling?

If your child has a mental or physical impairment and has a diagnosed medical condition we will discuss with you a consent for release of information

Date of last Physical Exam: ____/____/____ Doctor:

Illnesses and Accidents: Has your child had any significant illnesses or injuries that we need to be aware of?

What activities does your child participate in frequently when not at school?

Are there any special factors that might be affecting your child's current functioning, such as changes or stress in the home, social concerns or other problems?

If your child is experiencing academic difficulties, describe the child's study habits at home:

Special Evaluations: Has your child had any psychological, educational or medical evaluations other than routine ones? Do we need to request this information?

Behavior: Are there any concerns at home about your child that we need to be aware of?

Schools your child has attended:

What makes you especially proud of your child?

Revised: August 2009

(Parent Signature)

(Date)

**Pettis County R-XII School District
CARE Team
Review of Existing Information Form**

Student's Name:

DOB:

Age: Grade: Date Review Conducted:_____

This information review is being conducted as a part of:

___ an initial referral for Section 504

___ a reevaluation for a student currently served under Section 504

___ a reevaluation for a student not currently served under Section 504

___ consideration of change of placement

___ other

Team members:

___ met (specify if some/all participated electronically)

___ conferred

To review all relevant information in order to determine if additional data is needed to determine continued eligibility and/or necessary accommodations

Instructions:

a.) Describe source of the information reviewed (e.g., school academic records, previous assessments, medical reports, school health records, teacher or parent interview). Include sufficient information to ensure that the source of the data is clearly identifiable and can be retrieved for further examination; includes dates m/d/y (e.g. "Dr. Jones clinic notes dated 6/6/06" or "ITBS administered 9/07" or "Nurses report of general screening"). If data is from teacher interview, specify the teacher's name.

b.) Summarize the information gained from the source

c.) Record the team's decision regarding further assessment to be conducted or information to be gathered

d.) retain copies of all documentation and attach this form.

Enter information reviewed below:

<u>AREA/DATA SOURCE</u>	DESCRIPTION OF DATA REVIEWED	SUMMARY OF INFORMATION GAINED	ADDITIONAL INFORMATION NEEDED/DATA COLLECTION PROCEDURES

Review of information, continued:

<u>AREA/DATA SOURCE</u>	DESCRIPTION OF DATA REVIEWED	SUMMARY OF INFORMATION GAINED	ADDITIONAL INFORMATION NEEDED/DATA COLLECTION PROCEDURES

Based on this review of information, the team made the following decisions:

___No additional information needed, proceed to determination of eligibility:

Conclusion:

___Additional assessment/information, as specified above, is needed to determine eligibility and educational needs; notice to be provided to parent.

This determination was made on _____ (m/d/y).

Signatures of participants:

Names	Title/Role
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SECTION 504

Pettis County R-XII School Board Policies which pertain to Students who have 504 Plans:

<u>Policy</u>	<u>Title of Policy</u>
EBB	Communicable Diseases
IGBA	Programs For Students With Disabilities
JCB	Intradistrict Transfers
JGD	Student Suspension and Expulsion
JGE	Discipline of Students With Disabilities
JHC	Student Health Services and Requirements
JHCD	Administration of Medications to Students
JHCE	Do Not Resuscitate(DNR) Orders
JO	Student Records

Purpose of Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that: "No otherwise qualified individual with disabilities in the United States...shall, solely by reason of his/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 or activity conducted by any executive agency or by the United States Postal Service." 29 USC/794

Section 504 of the Rehabilitation Act of 1973, Public Law 93-112, Subpart D protects the rights of individuals with handicaps. Public schools must provide accommodations and services for students with special needs. Students in preschool, elementary, secondary and adult education programs and activities may receive accommodations or services. School districts must make appropriate accommodations to allow students an opportunity to successfully participate in school and school-related activities. It is not the intent of Section 504 to provide program(s) that are fundamentally different from existing opportunities.

It is important to recognize that Section 504 is not a part of the Individuals with Disabilities Education Act (IDEA), commonly referred to as Special Education. IDEA has more restrictive criteria than Section 504. *The school district's responsibilities in the identification, evaluation, and accommodation of students with disabilities under Section 504 lie primarily within the realm of regular education.*

Section 504 of the Rehabilitation Act of 1973 protects the rights of disabled individuals. Disabled students who qualify for exceptional children's programs are protected by the Individuals with Disabilities Education Act (IDEA) and are automatically covered by the provisions of Section 504. However, students who do not qualify for exceptional children's programs may still have a disability that would offer them protection under Section 504.

In order to be eligible for Section 504 services students need to have either a physical or mental impairment that substantially limits one or more life activities. Such students will typically need accommodations in order to attain equal access to educational opportunities. Students who have had a physical or mental impairment, or are regarded as such, must also be protected from discrimination. Students do not automatically qualify for Section 504 protections but are referred to a team for evaluation. The team develops an accommodation plan for students who meet Section 504 eligibility requirements. Section 504 has been difficult to interpret, and some common questions and answers are located in the Appendix along with district forms and policies.

If a student qualifies under Section 504, what are the school district's obligations?

The District must evaluate any student it knows or has reason to believe has a disabling condition and because of that condition, the student may need special education or related services. The District must make accommodations to the student's program to assure that she/he is given an appropriate education. (Appropriate education is one designed to provide the student an equal opportunity to participate when compared to other non-disabled students). No IEP is required but the District should document what accommodations, if any, it is making. The District is also obligated to provide notice to the parent whenever identification, evaluation or placement is at issue.

The following is a description of the rights granted by Section 504 to students with disabilities. The intent of the law is to keep parent(s)/guardian(s) fully informed concerning decisions about the student and to inform them of their rights if they disagree with any of these decisions. Parent(s)/guardian(s) have the right to:

- Have the student take part in, and receive benefits from public education programs without discrimination because of his/her handicapping conditions;
- Have the school district advise them of their rights under federal law;
- Receive notice with respect to identification, evaluation, planning and/or placement of the student;
- Have the student receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make appropriate accommodations to allow the student an equal opportunity to participate in school and school-related activities;
- Have the student educated in facilities and receive services comparable to those provided non-handicapped students;
- Have the student receive special education and related services if he/she is found to be eligible under I.D.E.A., the Individuals with Disabilities Education Act (Public Law 101-476);
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and the types of accommodations and services available;
- Have transportation provided to and from an alternative placement setting at not greater cost to them than would be incurred if the student were placed in a program operated by the district;
- Have the student be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school;
- Examine all relevant records relating to decisions regarding the student's identification, evaluation, educational program, and placement;
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny them access to the records;
- Receive a response from the school district to reasonable requests for explanations and interpretations of the student's records.
- Request amendment of the student's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of the student. If the school district refuses this request for amendment, it shall notify the parent(s)/guardian(s) within a reasonable time, and advise them of their right to a hearing;
- Request mediation or an impartial due process hearing related to decisions or actions regarding the student's identification, evaluation, educational program or placement. Parent(s)/guardian(s) and the student may take part in the hearing and have an attorney represent them. Hearing requests must be made to the district 504 coordinator;
- Ask for payment of reasonable attorney fees if they are successful on their claim;
- File a local grievance by contacting the district coordinator of Section 504 services.
- File a complaint with the Office for Civil Rights (OCR), Region 10.

Who enforces Section 504 and the ADA?

The US Department of Education's Office for Civil Rights (OCR) is responsible for enforcing the provisions of Section 504 and the ADA as applied to publicly funded educational institutions. If an individual files a complaint against a school District, OCR will investigate the complaint under both Section 504 and means the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Public Law 93-516, Title 29 of the United States Code 794.

Terms as Defined by the Federal Government

EDUCATION OF THE HANDICAPPED ACT means that statute as amended by the Education for all Handicapped Children Act of 1975, Public Law 94-142, Title 20 of the United States Code, 1401 et seq., currently known as Individuals with Disabilities Education Act (IDEA), or Special Education.

EVALUATION refers to the process by which a potential disabling condition is identified and an assessment performed to determine if the condition significantly interferes with the student's educational performance. The nature and comprehensiveness of such assessments vary according to the needs of the student.

FAPE means free and appropriate public education; the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met.

DISABILITY means any condition or characteristic that renders a person a disabled person as defined in "disabled person" below.

DISABLED PERSON means any person who (1) has a physical or mental impairment, which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

HAS A RECORD OF SUCH AN IMPAIRMENT means has a history of, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.

IDEA means Individuals with Disabilities Act, formerly the Education of the Handicapped Act.

IS REGARDED AS HAVING SUCH AN IMPAIRMENT means (1) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (3) has none of the impairment defined in "handicapped person" above, or "physical or mental impairment" below, but is treated by a recipient as having such an impairment.

PHYSICAL OR MENTAL IMPAIRMENT means (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; genito-urinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorders, such as mental impairment, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

SECTION 504 refers to the Rehabilitation Act of 1973, Public Law 93-112, Subpart D -- Preschool, Elementary, and Secondary Education.

EXAMPLES OF SECTION 504 DISABILITIES

The following types of disabilities may necessitate a Section 504 accommodation plan to be developed and implemented:

Acquired Immune Deficiency Syndrome (AIDS) - The student may frequently miss school and may not have the strength to attend a full day. In this case the student has a record of a disability which substantially limits the life activities of learning and working.

Arthritis - A student with arthritis may have persistent pain, tenderness or swelling in one or more joints. In this case a student experiencing arthritic pain may require a modified physical education program.

Asthma - A student who has been diagnosed with asthma may have been advised by his/her physician not to participate in physical activity outdoors. This disability limits the major life function of breathing. The school is required to make appropriate accommodations.

Attention Deficit Disorder - A student who has been diagnosed with attention deficit disorder may have difficulties which substantially limit the life activities of learning and working. It is the responsibility of the school district to determine whether the disability is manifesting in educational problems. Examples of Section 504 accommodations may include behavioral contracting, limiting classroom distracters, reward systems, etc.

Cancer - A student with a long term medical problem may be given considerations to accommodate special needs. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy.

Drugs and Alcohol - If the student has used drugs and/or alcohol and this behavior has affected the major life activity of learning, he or she could qualify for accommodations under Section 504. A necessary condition for

consideration, however, is that the student must not presently be using drugs or alcohol AND must be participating in a rehabilitation program.

Behavioral or Emotional Difficulties - If a student has been diagnosed as having a Behavioral Disorder (e.g., Conduct Disorder, Oppositional Defiant Disorder) or an Emotional Disorder (e.g., Anxiety, Depression) and does not qualify for IDEA (Special Education) services, it is the responsibility of the school district to determine whether the student's disorder is manifesting in educational problems. Examples of Section 504 accommodations may include adjusting the student's schedule to permit him/her to attend counseling sessions, behavioral contracting, etc.

Obesity - This condition may be considered a disability under Section 504 if it substantially impairs a major life activity or is perceived by others as doing so.

SECTION 504 AND IDEA: A COMPARISON

COMPONENTS	IDEA	SECTION 504
<i>General Purpose:</i>	A federal funded statute which provides financial aid to states in their efforts to ensure adequate and appropriate services for disabled children.	A broad civil rights law which protects the rights of individuals with handicaps in programs and activities which receive federal financial assistance from the U.S. Dept. of Education.
<i>Who is protected?</i>	Identifies 13 categories of qualifying conditions	Identifies students as handicapped so long as he/she meets the definition of qualified handicapped person, i.e., has or has had a physical impairment which substantially limits a major life activity, or is regarded as handicapped by others.
<i>Responsibility to provide a free and appropriate education.</i>	Both require the provision of a free and appropriate education to students, including individually designed instruction.	
	Requires a written and specific Individualized Educational Plan (IEP).	Does not require a written IEP document, but does require a written accommodation plan.
	Appropriate education means a program designed to provide educational benefit, which may involve placement outside of regular education.	The student is entitled to a written accommodation plan and is not required to need special education in order to be protected.
<i>Funding:</i>	Provides additional funding if a student is eligible under IDEA.	Does not provide additional funding.
<i>Accessibility:</i>	Requires that modification must be made if necessary to provide access to F.A.P.E.	Has regulations regarding building and program accessibility.
<i>Procedural Safeguards:</i>	Both require notice to the parents/guardians with respect to identification, evaluation, and/or accommodation/placement.	
	Requires a written notice.	Pettis County R-XII Public Schools requires written notice.
	Delineates required components of written notice.	Not required.
	Requires written notice prior to any changes in placement.	Requires notice only before a significant change in placement.
<i>Evaluations:</i>	Requires consent before initial and re-evaluations are conducted.	Pettis County R-XII Public Schools requires parent/guardian consent for individually administered evaluations.
	Requires re-evaluations to be conducted every three years.	Requires periodic re-evaluations.
<i>Evaluations (Cont.):</i>	Requires an update and/or review before any change in placement.	Re-evaluation is required before any significant change in placement
	Provides for independent evaluations.	Not required.

COMPONENTS	IDEA	SECTION 504
<i>Grievance Procedure:</i>	Does not require a grievance procedure.	Requires that districts with 15 or more employees designate an employee as responsible for assuring district compliance with Section 504.
<i>Due Process:</i>	Both statutes require districts to provide impartial hearings for parent/guardians who disagree with the identification, evaluation, or accommodation of a student with a disability	
<i>Exhaustion:</i>	Requires the parents/guardians to pursue administrative hearing before seeking redress in courts.	Not required.
<i>Enforcement:</i>	Enforced by the Office of Special Education Programs.	Enforced by the Office for Civil Rights.

**BRIEF DESCRIPTION OF SECTION 504 REFERRAL
AND EVALUATION PROCEDURES**

There MUST be a substantial limitation in the student's learning within the school environment before he/she can receive accommodations. If, for example, the student is already achieving at or above age/grade level, there may not be a substantial limitation in learning. The existence of a disability which does not substantially limit the student's performance may not be considered a disability for educational purposes.

Students suspected of being in need of special education shall be referred to a CARE Team. Referrals to the team may come from a parent, teacher, other certified school employee, community agency, or through self-referral. The CARE Team's purpose is to design successful interventions for students experiencing school-related difficulties. The evaluation process itself may involve a number of different procedures and various staff members. The process is essentially a set of procedures which accumulates and reviews information so that an informed decision can be made about the student. The evaluation is a collaborative process so that a variety of information and personnel can be influential in making appropriate decisions about a student.

Relevant information may be available in medical or psychological reports or in other information provided by the individual's parent(s)/guardian(s). Additional information may be available from previous evaluations conducted by the school, or it may need to be acquired by school personnel, which would require parent consent.

Formal medical, psychological, psycho educational or psychiatric evaluations are NOT required to provide accommodations for students under Section 504. If a student exhibits signs of a handicapping condition within the school environment and such condition limits his/her learning, the evaluation need not extend beyond that which is discussed above.

In some cases, the student may not only exhibit signs of a Section 504 disability, but may also appear to have, for example, a Specific Learning Disability. In this case, the student would then be referred to special education services for a separate evaluation.

**SCHOOL DISTRICT OBLIGATIONS FOR ELEMENTARY
AND SECONDARY EDUCATION**

Evaluation Procedures

Evaluation helps determine student eligibility for services. Evaluation may consist of those procedures used to evaluate students suspected as disabled under IDEA. Section 504 evaluation procedures must meet the following conditions:

1. Parental permission to evaluate must be obtained.
2. An individualized evaluation must be performed in the student's native language or mode of communication.
3. Tests and evaluation instruments must be validated for the specific purpose for which they are used and administered by trained personnel who follow instructions provided by the publisher.
4. Tests and the evaluation materials must be tailored to assess specific areas of educational need and not merely yield an overall ability estimate.
5. When a test is administered to a student with impaired sensory, manual, or speaking skills, the test should measure what it purports to measure and not reflect the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the tests purport to measure).

A request for further evaluation may be denied if the 504 Committee finds sufficient evidence that a student is not in need of services under Section 504. If a request is denied, the will inform the parents/guardians of this decision and their parent rights as elsewhere described in this manual. In addition, the 504 Committee will document on the Focus of Concern forms the reason(s) for not referring the student for an evaluation.

Identification and Placement

After the team has collected existing evaluation data and/or completed further evaluation, the following conditions must be met:

1. When interpreting evaluation data and making educational decisions, the team shall:
 - ensure that decisions are made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - draw upon information from a variety of sources, which may include aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - document evaluation data and eligibility on either the 504 Meeting Summary form or the DEC forms, depending upon eligibility.

If a special education Referral Committee determines that the student is eligible for special education and related services under IDEA, those services shall be delivered pursuant to an Individualized Education Program (IEP) developed in accordance with IDEA procedures and documented on IEP forms. A 504 Plan would be developed in addition to an IEP only for a student who had one disability covered under IDEA and a second disability covered only by Section 504.

- For students eligible for services under Section 504, the committee will determine what services or accommodations to his/her regular education program are needed to allow the student's educational needs to be met. Services and accommodations should be identified on the Section 504 Meeting Summary and 504 Classroom Accommodations forms located in the appendix of this manual.
- A final determination of whether the student is a disabled individual within the jurisdiction of Section 504 will only be made after informing the parent/guardian of the proposed determination. Written notification of any decision regarding the identification, evaluation, or educational placement of the student will be sent to the parent/guardian along with the copy of Parent Rights.

Reviews and Reevaluations

Review information outlined below pertains to students who have been previously identified as eligible for 504 but not IDEA services:

1. The 504 Committee shall annually review each student's progress and eligibility for continuing 504 services. Reviews should be conducted more frequently, when needed, and prior to any significant change in placement.

2. Assessment information used during reviews may include classroom observations, student grades and report cards, classroom work samples, teacher reports, disciplinary referrals, health information, and end-of-grade/end-of course test scores. Formal testing should be requested whenever additional information is needed to make proper placement/programming decisions.
3. During the annual review the committee should assess the adequacy of the student's accommodation plan. Accommodations that are no longer effective should be re-designed, and those that are no longer needed should be eliminated. In order to ensure continuity of services, the committee should determine whether changes are needed due to differences in classroom demands anticipated for the following school year.
4. The 504 Meeting Summary and Classroom Accommodation forms should be revised to reflect changes and in order to document the review meeting

PROCEDURAL REQUIREMENTS OF SECTION 504

1. The building CARE Team is the first line of referral for concerns about student performance. The building CARE Team will be lead by the building counselor(s) who serve as the building coordinator. The district's 504 Coordinator will provide leadership for the counselors.
2. The building 504 coordinator reviews the student's records and history, consults with the classroom teacher and other professionals as appropriate, and determines the student's current level of participation in academic and non-academic areas of the school program. It may recommend specific interventions in the regular classroom prior to referral to the Section 504 Team.
3. Given available information, the CARE Team determines whether a student is an appropriate referral for Section 504 (see definitions). If the CARE Team considers a referral to the Section 504 Team appropriate the CARE Building Coordinator completes the Section 504 referral form.
4. Upon receipt of the 504 referral, the 504 Team shall complete and send to parents the Parent Notification of Section 504 Team Referral. The Team must gather pertinent information from all other professionals, within and outside of the district (e.g., teacher(s), parent(s), doctor(s), psychologist(s), etc.).
5. The 504 Team consists of school/district staff knowledgeable about the student, additional district staff with specific expertise regarding the student's disability or suspected disability, the student's parent, and, as appropriate, the student.
6. If evaluation is needed, obtain parent permission using *Prior Notice About Evaluation/Consent for Evaluation*.
7. If information is needed from outside sources, obtain parent permission to exchange information using *Authorization to Use and/or Disclose Educational and Protected Health Information*.

Note: A student formerly eligible for special education under the IDEA is protected from discrimination under Section 504 as a person with a record of an impairment. The student does not require a written 504 plan, however, unless the student currently has an impairment that substantially limits a major life activity at school.

8. a) If the student is determined "Not eligible: 504," the parent must be provided with a copy of Section 504 Parent Rights and a copy of the Section 504 Plan (sections 1 and 2 completed). The person who provides the notification of rights should initial the date line and file the 504 documentation in the student's cum file.
 - b) If the team determines the student "Eligible: 504," it must develop a plan for the student to assure fullest participation possible in the school program. This plan is to specify the accommodations and/or supplementary aids

or services to be provided to the student. Notice is provided to all 504 Team members of the 504 eligibility meeting. The parent must be provided with a copy of Section 504 Parent Rights and a copy of the Section 504 Plan.

Note: Appropriate accommodations are required for students with physical or mental impairments that substantially limit a major life activity. Those with temporary medical conditions may qualify under 504 depending on the severity and anticipated duration of the condition (e.g. broken leg that fails to heal). Common temporary medical conditions are generally not included.

Students with a record of impairment or those regarded as having impairment are protected from non-discrimination on that basis.

9. The Building 504 coordinator will serve as case manager to monitor implementation of the plan and student participation and progress.

Note: Any student formerly eligible for special education under IDEA is automatically eligible for protection against discrimination under Section 504 as a person having a record of impairment. (This does not mean the student automatically qualifies for 504 accommodations.)

10. The 504 Accommodations/Intervention Plan must be reviewed at least annually. Student eligibility under 504 must be reevaluated at least once every three years. Reevaluation is required before a **significant** change in placement (e.g., expulsion, suspensions that exceed more than ten school days within a school year, removal from a fully integrated curriculum to a resource room, and vice versa, and home instruction).

WHEN SCHOOL STAFF SHOULD CONSIDER THE EXISTENCE OF A DISABILITY & POSSIBLE SECTION 504 PROTECTION

1. When a student shows a pattern of not benefiting from the instruction being provided
2. When a student returns to school after a serious illness or injury
3. When a student is referred for evaluation but it is determined not to do an evaluation under the IDEA
4. When a student no longer qualifies under the IDEA
5. When a student is evaluated and is found not to qualify for Special Education services under the IDEA
6. When a student exhibits a chronic health condition
7. When a student is identified as "at risk" or exhibits the potential for dropping out of school
8. When substance abuse is an issue
9. When a disability of any kind is suspected

**Pettis County R-XII School
Referral for Evaluation, Section 504**

Course of Action Selected by District (Check Appropriate Boxes)

Parent referral (Provide Referral Date: _____. This is the date a member of the district's certificated staff received a verbal or written request form from the parent).

The district determined that an evaluation is not warranted and will provide the parents with a Notice.

The district determined that a Section 504 evaluation is warranted.

District personnel request evaluation:

The district determined that an evaluation is not warranted.

-OR-

The district determined that an evaluation is warranted. Provide date on which decision was made to evaluate: _____.

Names of Personnel Making Above Determination: *(This is an administrative decision made by designated school staff. The parent does not participate in the decision to evaluate.* _____

Pettis County R-XII School
Section 504 Procedures
Identification, Evaluation, and Placement of Students Suspected of Having Disabilities under
Section 504

These procedures are pursuant to Board Policy # IGBA-AP3 adopted 8/15/07.

School districts have child find responsibilities under Section 504 of the Rehabilitation Act of 1973, as well as the Individuals with Disabilities Education Act (IDEA). The following procedures apply to the identification, evaluation, and placement of students suspected of having disabilities under Section 504:

1. Parent or staff requests for consideration for evaluation of a student suspected of having a disability under Section 504 will be directed to the building-level Section 504 designee. A Referral For 504 Assistance Form will be completed by the designee. The parent will be notified if the referral is from a staff member.
2. A copy of the Section 504 Procedural Safeguards will be provided to the parent.
3. The building-level designee will gather preliminary information about the child's functioning as it may relate to the alleged area(s) of disability and complete the Section 504 Referral/Reevaluation Information Form.
4. The building-level Section 504 designee will notify the District 504 coordinator (or his/her designee) of the referral and provide the coordinator with a copy of documents referenced in #1 and #3 above. The District's 504 Coordinator will confer with the district's Special Services Director, (or his/her designee), and any other relevant district employees, to review the referral information, gather any other pertinent information necessary, and to determine if a disability under IDEA is suspected.
5. If it is determined that that the student is suspected of having a disability under IDEA, the Special Services Director or designee will follow IDEA policies and procedures for determining if the child is a child with a disability under IDEA.
6. If it is determined that there is no basis for suspecting a disability under IDEA,¹ the District Section 504 Coordinator and any other relevant staff members will determine if there is reason to suspect that the child has a disability under Section 504. If no disability is suspected, the parent will be provided written notice of this decision and a copy of the Section 504 Procedural Safeguards will be provided with the notice.
7. If it is determined that there is sufficient basis for suspecting a disability under Section 504, The Section 504 coordinator or designee will organize a 504 team, and the student's parent will be invited to be a member of the team. The Invitation To Section 504 Meeting form is to be used to document the parent's invitation to 504 meetings.

The team will meet or confer to review existing information relevant to the suspected area(s) of disability and the impact of any disability(ies) upon one or more of the student's major life activity(ies). The team will determine if additional assessments or information are to be obtained before making an eligibility determination.

The information reviewed at this meeting and the determination that sufficient information exists to make an eligibility determination OR that additional information is needed in order to make the determination is to be documented on the Section 504 Review of Existing Information Form.

8. If it is determined that sufficient information is available, an eligibility determination can be made at the review of existing information meeting referenced in #7. This determination is to be documented on the Section 504 Eligibility Form. A copy of the Eligibility Form is to be provided to the parent.

Pettis County R-XII Section 504 Procedural Safeguards

9. If deemed necessary for an eligibility determination to be made, individualized assessments will be conducted and/or information will be gathered as detailed on the Section 504 Review of Existing Information Form. Prior written notice will be provided to the parent if individualized assessments are to be conducted and parental consent will be obtained prior to the administration of the assessments. The Prior Notice/Parent Consent to Evaluate Under Section 504 Form is provided for this purpose.
10. When information referenced in #9 has been gathered, a Section 504 Student Eligibility Meeting will be scheduled and the parent will be invited to participate.
11. Participants in the Student Eligibility Meeting will review the results of the evaluation and make a determination of the student's eligibility under Section 504. The decision will be documented on the Section 504 Eligibility Form.
12. The student's parent will be notified of the eligibility determination and the basis for that determination. Parents are to be provided a copy of the Section 504 Eligibility Form.
13. If the student is determined eligible under Section 504, a Section 504 Individualized Accommodation Plan will be developed for the student by the 504 team. The parent will be invited to participate in developing the 504 plan and will be provided a copy of the completed plan. The 504 Accommodation Plan can be developed at the Student Eligibility Meeting.
14. The completed Section 504 Individualized Accommodation Plan and any other information or instructions necessary to implement the Accommodation Plan will be disseminated by the building-level 504 designee to all those responsible for implementing the plan. The building 504-designee will document the dissemination of the plan using the Section 504 Teacher Verification Form.
15. Those staff members responsible for implementing the Section 504 Individualized Student Accommodation Plan will be advised to consult the building-level 504 designee with questions about implementation of the Accommodation Plan.
18. The student's Section 504 Individualized Accommodation Plan will be implemented as written. Any changes to the plan must be made by the 504 team.
19. Parents of students being served under a 504 Individualized Accommodation Plan will be advised that they may contact the building-level 504 designee with questions about the student's 504 Accommodation plan; however, parents will also be encouraged to maintain communication with the student's teachers as appropriate.
20. The Section 504 Individualized Accommodation Plan will be reviewed annually at a meeting of the student's 504 team. The parent will be invited to participate in this meeting and will be provided a copy of the Accommodation Plan.
21. After the initial determination of eligibility, the student will be reevaluated to determine continued eligibility under Section 504 at least every three years. Re-evaluation will include a review of existing information by the student's 504 team. The team will determine if further information or additional assessments are needed to make a determination of continued eligibility or to determine present levels of performance and educational needs of the student. Conducting reevaluations within the designated timeline is the responsibility of the District Section 504 Coordinator or his/her designee.
22. If it is suspected that a student is no longer eligible under Section 504, the student will be reevaluated in accordance with board policy and these procedures. An eligibility determination will be made by the student's 504 team.

If it is determined that the student no longer qualifies under Section 504, the parent will be provided notice and a copy of the Section 504 Procedural Safeguards.

Pettis County R-XII Section 504 Procedural Safeguards

¹ If the student is determined ineligible under IDEA, the Special Services Director or designee will consult with the District 504 Coordinator or designee to determine if a disability under Section 504 is suspected. If so, the identification process will resume with step 6, above.

If a student is no longer eligible for IDEA services and is suspected of having a disability under Section 504, the process begins at Step 6, above.

Note: For timelines not specified in board policy, IDEA timelines will be used for guidance in the identification, evaluation, and placement of students under Section 504.

PROGRAMS FOR STUDENTS WITH DISABILITIES
(Section 504 of the Rehabilitation Act of 1973 Procedural Safeguards)

Dear Parent/Guardian or Student if 18 or older:

The district seeks to identify, evaluate and provide free and appropriate educational services to all qualified students with disabilities. The intent of the law is to keep you fully informed concerning decisions about you or your student. Section 504 of the Rehabilitation Act of 1973 requires the district to:

1. Inform parents/guardians and students 18 and older of the district's obligations under Section 504 of the Rehabilitation Act of 1973. That is the purpose of this notice.
2. Provide students with disabilities a free and appropriate public education in accordance with law.
3. Provide accommodations, modifications and related services to students with disabilities that will allow those students an equal opportunity to participate in school activities, including academic, nonacademic and extracurricular activities.
4. Notify parents/guardians or the student if 18 or older regarding the referral, evaluation and accommodations provided to the student. The district will request consent for formal evaluations.
5. Evaluate a student prior to making any decisions regarding whether the student has a disability or the student's educational placement.
6. Evaluate a student using a multidisciplinary group of school employees, necessary professionals or others who have knowledge of the student, the meaning of the evaluation data and the placement options. This group will draw upon information from a variety of sources.
7. Educate students with disabilities with nondisabled peers as much as possible.
8. Allow parents/guardians or students if 18 or older to request changes in the educational program.
9. Re-evaluate a student with disabilities periodically and prior to any significant change of placement.
10. Provide a grievance procedure for addressing any complaints regarding the education of students with disabilities.
11. Provide an impartial hearing if there is a disagreement between the parents/guardians or the student if 18 or older and the district regarding a student's educational program. The parents/guardians or the student if 18 or older will have an opportunity to participate in the hearing and may be represented by counsel.
12. Allow parents/guardians or students if 18 or older the opportunity to examine the student's relevant school records.
13. Inform parents/guardians or students if 18 or older of their option to file a complaint with the U.S. Department of Education, Office for Civil Rights. This is accomplished through this notice.

Office for Civil Rights
U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
1-816-268-0550 TDD: 1-877-521-2172
E-mail: OCR.KansasCity@ed.gov

If you have questions regarding Section 504 compliance, please contact:
Section 504 Coordinator
Pettis County R-XII School, 22675 Depot Rd.

Pettis County R-XII Section 504 Procedural Safeguards

660-826-5385

For Office Use Only

These procedural safeguards were provided on _____ [date] for:

- _____ Initial Referral
- _____ Notification of 504 Team Planning Conference
- _____ Notification of Re-Evaluation
- _____ Receipt of a Request for an Impartial Hearing

Method: In Person By Mail

* * * * *

Pettis County R-XII School District, Sedalia, Missouri

Pettis County R-XII Section 504 Procedural Safeguards

A Teacher's Guide to Section 504 of the Rehabilitation Act

What is Section 504?

Section 504 of the Rehabilitation Act is a civil rights act prohibiting discrimination based on disability. It was enacted to eliminate barriers that exclude persons with disabilities. Section 504 applies to all agencies that receive federal funds, including public schools, federal agencies, and places of public accommodation. In the Boulder Valley School District, all staff and administrators have the responsibility of insuring that all students with disabilities are identified, evaluated and provided with needed accommodations and services, resulting in a free appropriate public education (FAPE). Section 504 is enforced by the U.S. Department of Education, Office of Civil Rights.

Public school districts have the duty to provide a free appropriate public education to all qualified disabled students. A FAPE must include an education designed to provide educational benefit despite the child's disability; it must be at no cost to the parent; and it must be provided in an environment that affords the greatest exposure to non-disabled peers.

What's the difference between eligibility for IDEA and Section 504?

Section 504 is a civil rights act, predating the Individuals with Disabilities Education Act (IDEA). IDEA, commonly referred to as special education, is an education law which provides funding for individualized educational programs and additional services beyond what is available to students without disabilities. IDEA covers children within specific categories of disabilities and degrees of impairment. Unlike services offered through IDEA, school districts receive no additional federal or state funding under the Section 504 mandate.

Who is a student with a disability under 504?

Section 504 protects an individual who has, had, or is perceived as having a physical or mental impairment which substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. It protects students when their disabilities limit their ability to attend, participate in, or receive benefit from their education. These provisions protect individuals with disabilities far beyond those covered by IDEA, and they also protect every student who is eligible for IDEA.

Section 504 does not specifically list qualifying disabilities although it does list examples. These include: diseases and conditions involving orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, drug addiction and alcoholism. HIV/AIDS, learning disabilities, ADD/ADHD, cystic fibrosis, severe allergies and asthma, among others, have also been recognized. In all cases the focus is on the extent to which the impairment substantially limits a major life activity when compared to an average individual in the

Pettis County R-XII Section 504 Procedural Safeguards

general population. Some students with these disabilities may be covered by IDEA, but only if they meet certain eligibility criteria.

What are some examples of discriminatory practices prohibited by Section 504 in a school setting?

- Penalizing a student whose absenteeism is related to disability;
- Not providing accessible transportation for a student who uses a wheelchair for field trips and school sponsored activities;
- Expelling a child for behavior related to a disability;
- Not permitting a student with a disability to participate in intramural or other non-academic activities;
- Not providing interpreters for deaf students who want to participate in school activities;
- Refusing to allow a child with a disability the opportunity to audition for athletic teams or other extracurricular activities;
- Not providing an interpreter for a deaf parent to attend a school meeting.

Identification of Students Eligible under Section 504

Parents, teachers, school nurses, audiologists, CRT Teams, or other school personnel can initiate a 504 referral if the child is known to have a disabling condition. If a child is experiencing chronic problems at school, and if interventions which have been implemented have been unsuccessful, and a disability is suspected, the school has an obligation to refer the child for an evaluation. Following the referral the school 504 team will convene to implement the eligibility process. Often, an evaluation under IDEA is necessary.

What is an evaluation under Section 504?

Evaluations to determine 504 eligibility are different than evaluations required by Special Education. For purposes of Section 504, evaluation means reviewing information from a variety of sources. This typically includes teacher reports, grades, standardized test scores, attendance and discipline reports, information from parents and medical providers, etc. The 504 Team must include individuals who are knowledgeable about the child, the type of disability, the evaluative data being reviewed, and accommodation options. Obviously, teachers play an important role in the process. Teachers should always participate in any meetings where a 504 Plan may be developed and be prepared to supply pertinent data and anecdotal information about the child. Because Section 504 does not provide a definitive "list" of qualifying conditions, school personnel must use their collective, professional judgment to make a determination. If the 504 Team determines that there is not sufficient information to make a determination, or the Team believes the child may be eligible for services under IDEA, a referral for an evaluation through Special Education is made.

It is not uncommon for a school to receive a doctor's letter stating that a student has a disability and needs certain accommodations. While the school always considers the recommendations of doctors or other professionals who work with the child, it remains the school's responsibility to review multiple sources of information to determine 504 eligibility and to

Pettis County R-XII Section 504 Procedural Safeguards

implement any necessary accommodations for the student. Simply having an impairment does not automatically qualify a student under Section 504.

How is a 504 Plan developed?

If a student is found to have a disability under Section 504, the team will make an individualized determination of the student's educational needs and an accommodation plan will be developed. The 504 Plan will identify the individual(s) responsible for implementing accommodations. Most accommodations are provided by the classroom teacher. Eligibility status and 504 plans are generally reviewed annually.

What are some examples of accommodations?

Accommodations are "adjustments" that are designed to minimize the impact of a disability and meet the unique needs of the student. There is no "list" of approved accommodations. They are determined individually for each child. Examples might include preferential seating to minimize distractions for children with attention/concentration difficulties; assisting a student with diabetes in monitoring his/her blood sugar levels; providing extra time or a quiet setting for exams; providing extensions on assignments; providing curriculum and increased communication with parents for children who cannot attend school regularly due to chronic health problems. For the most part, accommodations are inexpensive and utilize good teaching practices and classroom management strategies.

What are a teacher's responsibilities when a student has a 504 Plan?

Once developed, a 504 Plan is a legal contract between the school district and the student. Teachers are responsible for implementing designated accommodations and strategies identified on a student's plan. Teachers do not have the discretion to decline or refuse to implement any component of a 504 Plan. This is another reason why teachers should always participate in the entire 504 process.

Only the student's 504 Team may modify the accommodations. Any changes must be based on the student's disability. When a teacher has a concern about the nature of a student's plan, he/she should discuss it with the school's 504 Coordinator.

Teachers should always maintain documentation which demonstrates compliance with a student's 504 Plan. If problems arise, the school 504 Coordinator should be contacted immediately.

When is a 504 Plan inappropriate?

- When a student has a diagnosed disorder but is functioning well academically and is making adequate progress without accommodations, the student does not meet the criteria for 504 eligibility. This might include a student who is doing well in school but may not be working to potential; a student who a parent feels could be making A's rather than B's; or a student who only experiences difficulty in one subject area.
- When a plan is created only to support a request for extended time on

Pettis County R-XII Section 504 Procedural Safeguards

College Board exams (SAT's, ACT's).

- When a student is eligible for services under IDEA but parents prefer Section 504 services.

What is the teacher's role during the annual review process?

Input from teachers is especially important during the annual review process. Teachers can provide the team with critical information to help determine whether a student continues to need a 504 Plan. Does an impairment continue to substantially limit a student's academic performance? Were accommodations utilized by the student? Were accommodations effective? Does the plan need to be changed? Are there other factors, such as poor attendance or failure to turn in assignments, that are effecting the student's academic success?

Your school's
504 coordinator _____

**PETTIS COUNTY R-XII SCHOOL
SECTION 504 - NOTIFICATION OF MEETING**

Date: _____

To the Parent(s)/Guardian(s) of _____

DOB:

This is to confirm that a meeting has been scheduled as indicated below.

Time and Location of Meeting

Date: _____/_____/_____

Time: _____

Location: _____

Purpose of Meeting

Review of existing information as part of an initial evaluation or reevaluation to determine eligibility under Section 504

___ Eligibility determination (Initial or Continued)

___ Annual Review / Revision of current 504 Plan

___ Development of initial 504 Accom. Plan prior to placement

___ Conduct Manifestation Determination

___ Other _____

The following individuals have been invited to participate in this meeting (name or role):

504 Coordinator

Special Services Director

_____ Counselor

If the time and location of the meeting are not convenient for you, please contact me at 826-5385 as soon as possible to reschedule another meeting.

Sincerely,

_____ Special Services Director
Name Title

PLEASE CHECK, SIGN, AND RETURN OR CALL AND LEAVE MESSAGE

_____ Yes. I can come and participate in the meeting on: _____ No. I do not wish to attend the meeting

Date: _____

Time: _____

_____ Please contact me at this number:

Location: _____

_____ I would like to change my meeting to:

Date: _____

Time: _____

Parent / Guardian Signature

Date

**PETTIS COUNTY R-XII SCHOOL
SECTION 504 NOTIFICATION OF MEETING**

**RECORD OF DISTRICT ATTEMPTS TO
SCHEDULE MEETING**

Student name: _____

x 1st Attempt

Date of contact: 8/23/07 by phone, followed up by mailing invitation by regular mail to parent.

Method of contact:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Written: | <input type="checkbox"/> Hand carried by student |
| | <input type="checkbox"/> Regular mail |
| | <input type="checkbox"/> Certified mail |
| | <input type="checkbox"/> Fax |
| | <input type="checkbox"/> E-mail |
| | <input type="checkbox"/> Other: |

- | | |
|---------------------------------|---|
| <input type="checkbox"/> Verbal | <input type="checkbox"/> Phone |
| machine | <input type="checkbox"/> Voice mail/answering |
| | <input type="checkbox"/> Face to face contact |
| | <input type="checkbox"/> Other: |

PARENT / GUARDIAN RESPONSE

- Do not want to attend (hold meeting)
- Cannot attend, please reschedule (proceed with 2nd attempt)
- No response (proceed with 2nd attempt)
- x *Yes, I'll be there

*If parent does not attend meeting, proceed to 2nd attempt.

Procedural Safeguards:

Date provided: _____

Method used to provide:

- Enclosed with notification
- Mailed
- Provided at meeting
- Hand Delivered
- Other:

Created 8-09

2nd Attempt

Date of contact:

Method of contact: (must be a direct contact)

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Written: | <input type="checkbox"/> Regular mail |
| | <input type="checkbox"/> Certified mail |

- | | |
|---------------------------------|---|
| <input type="checkbox"/> Verbal | <input type="checkbox"/> Phone |
| | <input type="checkbox"/> Face to face contact |

PARENT / GUARDIAN RESPONSE

- Do not want to attend (proceed with meeting)
- Cannot attend (proceed with meeting)
- No response (proceed with meeting)
- *Yes, I'll be there

PETTIS COUNTY R-XII SCHOOL
22675 Depot Rd.
Sedalia, MO 65301

Verlin Tyler, Superintendent

Fax: 660.826-5452
Phone: 660-826-5385

NOTICE / CONSENT FOR RELEASE OF INFORMATION

Date of Request ____/____/____

Student's Name _____ D.O.B. ____/____/____

We request the release / exchange of the following information between:

_____ a Pettis County R-XII School
_____ n 22675 Depot Rd.
_____ d Sedalia, MO 65301

- { } Cumulative permanent school records, including academic records and withdrawal grades
- { } Psychological reports
- { } Health records () physical () mental () medical
- { } Psychiatric or Social History Assessment

This information is requested for the following reason(s):

- { } Educational evaluation is being conducted to determine eligibility for special services and to determine current educational and functional levels.
- { }
- { } Other: _____
- { }
- { }
- { }

I understand that by granting this consent, all information received will be kept in confidential records and that this information will not be released to a third party.

_____/_____/____ _____
Signature of Parent / Legal Guardian Date

Unless you revoke this authorization in writing, this authorization will expire _____ days or 12 (twelve) months from the date it was signed.

NOTE: A recent interpretation of the Missouri Safe Schools Act indicates it is now illegal to withhold school records due to unpaid fines or fees. If you wish to give us a list of these obligations, we will attempt to collect them for you.

Pettis County R-XII School District Section 504

Information gathered for: Referral Reevaluation 3-year-revaluation? _____ Other: _____

Form completed by: (name) _____ **Date**
completed: _____

Student: _____ DOB: ____/____/____ Sex: _____

School: _____ Teacher: _____ Grade: _____

High School only: Official grade level: _____ Currently in _____ year attending high school

Credits earned: _____

Credits needed to graduate (list area credits are needed and number): _____

Parents: _____ Home Phone: _____

Address: _____ Work Phone: _____

Is student currently being served under Section 504 with a Student Accommodation Plan? _____

If yes, state student's disability: _____ Date student was initially determined eligible under Section 504: _____ Date of most recent evaluation: _____ Date next reevaluation due: _____ Date of most recent Section 504 Student Accommodation Plan: _____

If no, has the student ever been referred or evaluated to determine eligibility for special education services under IDEIA? _____

If yes, give dates of referral(s) and evaluation(s) and the resulting determination; include any special education services the student received and date student's placement was changed to regular education, if applicable: _____

PRESENTING PROBLEMS:

- Academic Social / Emotional / Behavioral Speech Language
- Motor Adaptive Behavior Health (Includes ADD/ADHD) Other _____

Summarize conditions, diagnoses, concerns or symptoms that resulted in referral or identification as disabled under Section 504; If student is currently eligible under Section 504 describe areas that are substantially limited by the student's disability (learning, seeing, hearing, walking, other).

HOME HISTORY:

Living with: _____

Number of siblings living at home: _____ Primary Language in the home: _____

Developmental History: _____

Describe student's school extracurricular activities and any outside employment, including approximate number of hours worked weekly, or any other activities or responsibilities that consume significant time outside of school: _____

SCHOOL HISTORY:

School(s) attended: _____

Grade(s) retained: _____

Previous or current interventions: Title I, (note if Reading Recovery), school or private tutoring, At-Risk curriculum, Alternative school, Learning Options, teacher accommodations made prior to referral and their results, etc. Include behavioral interventions, if applicable. At secondary indicate if student has repeated courses and results.

Describe interventions and results: _____

Number of days absent during current year: _____ Previous year: _____

Number of days OSS/ISS current year: _____ Previous year: _____

Does student take medications regularly? If yes, describe _____

Does student receive outside counseling or school counseling on a regular basis, or has the child received these services previously? If yes, describe and give approximate to-from dates: _____

MEDICAL HISTORY (Describe any relevant medical findings and results of most recent medical examinations pertinent to the area of concern):

Socio/cultural factors that may effect student’s performance or functioning; significant changes in home environment, health, social adjustment, etc., or other circumstances pertinent to student’s current functioning levels: _____

Pertinent information not included above (may include information from teacher, parent, or student interview; work samples, etc.):

ACADEMIC PERFORMANCE:

See attached grade card / progress report.

<u>CLASSES</u>	<u>LEVEL OF PERFORMANCE</u>	<u>GRADES</u>
	<input type="checkbox"/> Failing <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	
	<input type="checkbox"/> Failing <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	
	<input type="checkbox"/> Failing <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	
	<input type="checkbox"/> Failing <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	
	<input type="checkbox"/> Failing <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	

Test Data Summary (include district and state assessments, including academic and vocational; check with counselor and teachers for test scores that may not be in student’s perm files; include available test scores such as SRI, DRA, ASVAB, etc.)

<u>DATE</u>	<u>TEST</u>	<u>AREA</u>	<u>%ILE</u>	<u>OTHER</u>

To be completed by student's teachers: Student has been referred or is being reevaluated for Section 504 Eligibility.

Thank you for your time in carefully completing this form and returning it by date due.

RETURN TO: _____ By: (date) _____

Student's name: _____ DOB: _____

Teacher's name: _____ Date completed: _____

Student's current grade: _____

In the section below, mark as follows: (+) For Strength (-) For Weakness Leave Blank if Not a Concern

<u>READING</u>	<u>MATH</u>	<u>WRITTEN LANGUAGE</u>	<u>SPELLING</u>
<input type="checkbox"/> Word Attack Skills	<input type="checkbox"/> Memory of facts	<input type="checkbox"/> Writes Legibly	<input type="checkbox"/> Spells Correctly in Written Work
<input type="checkbox"/> Comprehension	<input type="checkbox"/> Computation	<input type="checkbox"/> Writes Complete Sentences	<input type="checkbox"/> Uses Correct Mechanics in Writing
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Concepts	<input type="checkbox"/> Can Form Paragraphs	
<input type="checkbox"/> Reversals	<input type="checkbox"/> Story Problems	<input type="checkbox"/> Speed	
<input type="checkbox"/> Interest			

Behavioral Characteristics

In the section below, mark (Y) Yes (N) No

<input type="checkbox"/> Completes Assignments	<input type="checkbox"/> Attends to Tasks	<input type="checkbox"/> Talks out	<input type="checkbox"/> Gives up Easily	<input type="checkbox"/> Tense
<input type="checkbox"/> Verbally Aggressive	<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Distractible	<input type="checkbox"/> Moody	<input type="checkbox"/> Fidgety
<input type="checkbox"/> Good Self-Concept	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Acts Out	<input type="checkbox"/> Cooperative	
<input type="checkbox"/> Asks for Help	<input type="checkbox"/> Good Coordination	<input type="checkbox"/> Physically Aggressive	<input type="checkbox"/> Listens Well	
<input type="checkbox"/> Easily Frustrated	<input type="checkbox"/> Appropriate Attention Span	<input type="checkbox"/> Appropriate Social Skills		
<input type="checkbox"/> Verbally Expressive	<input type="checkbox"/> Assertive, Self-advocating			

In the section below, mark (Y) Yes (N) No

Visual Characteristics

Remembers what is seen
 Runs words or letters together in written work
 Squinting, tearing, redness of eyes or headaches while or after reading
 Reversals
 Acts as if he / she may have a visual problem

Auditory Characteristics

Follows oral directions
 Discriminates between sounds
 Remembers what is presented orally
 Repeats what has been said
 Responds to questions
 Acts as if there may be a hearing loss

PERCEIVED COGNITIVE ABILITY: (Innate intelligence, NOT academic achievement levels):

_____ Above Average _____ Average _____ Below Average

ADAPTIVE BEHAVIOR (life skills, social skills, common sense?):

_____ Above Average _____ Average _____ Below Average

Comments about student's functioning and/or academic performance; if grade is lower than C, describe causal factors:

Attach work samples of desired

Section 504 Student Eligibility Form

Child's Name: _____ DOB: _____

Date of Section 504 Eligibility Meeting:

Birthdate: _____ Date: _____ Reevaluation date _____

Eligibility Team Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Identify all sources of evaluation information:

2. Summarize the evaluation information:

3. Identify the mental or physical impairment(s):

4. Identify the major life activity(ies): ___ learning; ___ seeing; ___ hearing;
___ walking; ___ other (specify) _____

5. Use the following scale to indicate the degree to which each impairment limits each major life activity. In doing so, the team should:

- Consider any positive or negative effects of mitigating factors (e.g., medication)
- Focus on the major life activity as a whole (e.g. learning), not in a particular class (e.g. math) or for a particular sub-area (e.g. socialization)
- Discount from the analysis sub-par performance due to other factors, such as normal moods, lack of motivation, and the immediate situation or environment
- Use the average student in the general population as the frame of reference for purpose of comparison

Place an "x" on the chart below to indicate rating. For ratings at 4.0 or above, fill in specific information evaluated by the team that justifies the rating (use space below chart to complete information):

Section 504 Eligibility Determination:

5 - Extremely	_____
-----	_____
4 - Substantially	_____
-----	_____
3 - Moderately	_____
-----	_____
2 - Mildly	_____
-----	_____

1 - Negligibly

If the team's determination for #5 was less than "4," provide notice to the parents of the determination and their procedural rights. If the team's determination was a "4" or above, the team should determine and list on the accommodation plan the specific regular or special education and related aids and services (including any modifications and/or accommodations) necessary to meet individual educational needs of the student as adequately as the needs of students without disabilities.

**Pettis County R-XII
Section 504
Equal Education Opportunity Plan
Verification of Receipt of 504 Plan Information**

Regarding: _____ **DOB:** _____

34 CFR Section 104.33 (b) (1) requires school districts to provide an appropriate education designed to meet the individual education needs of students with disabilities as adequately as it meets the needs of nondisabled students.

School Year: _____

I have received a copy of the portion of the student's 504 plan that is applicable to my role in this student's education. I understand that clarification can be received from the Section 504 designee in my building.

Name	Verify Receipt	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADDITIONAL INFORMATION:

STUDENT ACCOMMODATION PLAN

NAME: _____ BIRTHDATE: _____ PPS ID#: _____

GRADE: _____ SCHOOL: _____ DATE: _____

1. Reason for Referral: Describe the impairment/disability under Section 504:

2. _____ Describe how the impairment/disability affects a major life activity: _____

3. Describe the reasonable accommodation necessary to address the impairment/ disability which substantially limits the major life activity:

Review/Re-evaluation Date:

Participants: _____

<u>Name</u>	<u>Position</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signatures:

Parent or Guardian

Case Manager **Building/Program Section 504 Coordinator**

C: Student's Cumulative File (original); Parent; Case Manager; Building Section 504 Coordinator.

504 Accommodations

Name: _____ Birth Date: _____ Grade: _____
Teacher: _____ School: _____ Date: _____

Pacing

- Adjust time for completion of assignments.
- Allow frequent breaks, vary activities.
- Modify timed assignments.

Environment

- Preferential seating
- Define limits (behavioral/physical)
- Reduce visual distractions
- Reduce auditory distractions
- Provide cooling off period

Presentation of Subject Matter

- Emphasize modalities (circle):
visual auditory tactile multisensory
- Individualized/small group instruction
- Use specialized programs
- Tape lectures for replay
- Present demonstration
- Use manipulatives
- Emphasize key concepts/central ideas
- Pre-teach vocabulary
- Advance organizers/study guides
- Provide visual cues
- Repeated review/drill
- Check often for understanding/review

Testing

- Dictation to scribe
- Mark in test book
- Read aloud (not for state reading tests)
- Multiple test sessions
- Extended Time
- Separate Room
- Other (_____)

Additional Accommodations:

Assignments

- Modify homework
- Give directions in small units
- Have student repeat directions
- Use written back-up for oral directions
- Lower reading level for assignment
- Adjust length of assignment
- Change format of assignment
- Break large assignment into smaller units
- Reduce paper/pencil tasks
- Read directions/worksheets to student
- Record or type assignments
- Maintain assignment notebook
- Avoid penalizing spelling errors
- Block off or mask sections of work
- Use highlighted texts
- Use taped texts
- Before or after school tutoring

Reward Systems and Motivators

- Use positive reinforcement
- Use concrete reinforcement
- Peer tutoring
- Request parent use home reward system
- Emphasize study/organizational skills
- Emphasize socialization skills
- Other behavior modification techniques

Grading

- Modify weights of examinations
- Credit for projects
- Credit for class participation **Legend (optional use)**

- Accommodation Attempted
- + Accommodation Successful
- Accommodation Unsuccessful

EXPANDED LIST OF CLASSROOM AND FACILITY ACCOMMODATIONS

The following information provides more examples of ways in which the needs of children with disabilities (or Section 504 disabilities) may be accommodated in the regular classroom. (Remember all accommodations must be directly related to the identified disability.)

AREA OF CONCERN	ACCOMMODATIONS
Parent/Student/Teacher Communications	<ul style="list-style-type: none"> • Develop a daily/weekly journal. • Develop parent/student/school contacts. • Schedule period parent/teacher meetings. • Provide parents with duplicate sets of texts.
Staff Communications	<ul style="list-style-type: none"> • Identify resource staff. • Network with other staff. • Schedule building team meetings. • Maintain ongoing communication with building principal.
School/Community/Agency	<ul style="list-style-type: none"> • Identify and communicate with appropriate personnel working with student. • Assist in agency referrals. • Provide appropriate carryover in the school environment.
Instructional Day	<ul style="list-style-type: none"> • Allow student more time to pass in hallways. • Modify class schedule.
District Policies/Procedures	<ul style="list-style-type: none"> • Allow increase in number of excused absences for health reasons. • Adjust transportation/parking arrangements. • Approve early dismissal for service agency appointments.
Modification of classroom/building to accommodate equipment needs.	<ul style="list-style-type: none"> • Use air purifier. • Control temperature. • Accommodate specific allergic reactions.
Building Health/Safety Procedures	<ul style="list-style-type: none"> • Administer medication • Apply universal precautions. • Accommodate special diets.
Difficulty sequencing and completing steps to accomplish specific tasks (e.g., writing a book report, term paper, organized paragraphs, division problems, etc.	<ul style="list-style-type: none"> • Break up task into workable and obtainable steps. • Provide examples and specific steps to accomplish task.
Shifting from one uncompleted activity to another without closure.	<ul style="list-style-type: none"> • Define the requirements of a completed activity (e.g., “your math is finished when all 6 problems are complete and corrected; do not begin on the next task until it is finished”.)

Resources: Anchorage School District—Attention Deficit Disorders, Suggested Classroom Accommodations for Specific Behaviors

AREA OF CONCERN	ACCOMMODATIONS
Difficulty following through on instructions from others.	<ul style="list-style-type: none"> • Gain student’s attention before giving directions. Use alerting cues. Accompany oral directions with written directions. • Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions. Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in student’s notebook.
Difficulty sustaining effort and accuracy over time.	<ul style="list-style-type: none"> • Prioritize assignments and activities. • Provide a model to help students. Post the model and refer to it after.
Difficulty completing assignments	<ul style="list-style-type: none"> • List and/or post (and say) all steps necessary to complete each assignment. • Reduce the assignment into manageable sections with specific due dates. • Make frequent checks for work/assignment completion. • Arrange for student to have a “study buddy” with phone number in each subject area.
Difficulty with any task that requires memory	<ul style="list-style-type: none"> • Combine seeing, saying, writing and doing, student may need to sub vocalize to remember. • Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, numerous repetition).
Difficulty with test taking	<ul style="list-style-type: none"> • Allow extra time for resting, teach test-taking skills and strategies, and allow student to be tested orally. • Use clear, readable and uncluttered test forms. Use test format that the student is most comfortable with. Allow ample space for student response. Consider having lined answer spaces for essays or short answer questions.
Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> • Directly teach (tell the student) what non-verbal cues mean. Model and have student practice reading cues in a safe setting.

EXPANDED LIST OF CLASSROOM AND FACILITY ACCOMMODATIONS

<p align="center">Confusion from written material (difficulty finding main idea from a paragraph, attributes greater importance to minor details).</p>	<ul style="list-style-type: none"> • Provide student with copy of reading material with main ideas underlined/highlighted. • Provide an outline of important points from reading material. • Teach outlining, main idea/details concepts. • Provide tape of text/chapter.
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<p align="center">AREA OF CONCERN</p>	<p align="center">ACCOMMODATIONS</p>
<p align="center">Confusion from spoken material, lectures and audio-visual material (difficulty finding main idea from presentation, attributes greater importance to minor details).</p>	<ul style="list-style-type: none"> • Provide student with a copy of presentation notes. • Allow peers to share notes from presentation (have student compare own notes with a copy of peer's notes.) • Provide framed outlines of presentations (introducing visual and auditory cues to important information). • Encourage use of tape recorder. • Teach and emphasize key words (the followingthe most important point... etc.)
<p align="center">Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli)</p>	<ul style="list-style-type: none"> • Reward attention. Break up activities into small units. • Reward for timely accomplishments. • Use physical proximity and touch. Use earphones and/or study carrels, quiet place, or preferential seating.
<p align="center">Frequent messiness or sloppiness</p>	<ul style="list-style-type: none"> • Teach organization skills. Be sure student has daily, weekly and/or monthly assignment sheets, list of materials needed daily, and consistent format for papers. • Have a consistent way for students to turn in and receive back papers, reduce distractions. • Give reward points for notebook checks and proper paper format. • Provide clear copies of worksheets and handouts and consistent format for worksheets. • Establish a daily routine, provide for what the student is to do. • Arrange for a peer who will help with organization. • Assist student to keep materials in a specific place (e.g. pencils and pens in pouch). • Be willing to repeat expectations.
<p align="center">Poor handwriting (often mixing cursive and manuscript and capital with lower case letters)</p>	<ul style="list-style-type: none"> • Allow for a scribe and grade for content, not handwriting. Allow for use of a computer or typewriter. • Consider alternative methods for student response (e.g. tape recorder, oral reports, etc.) • Don't penalize student for mixing cursive and manuscript. • Accept any method of production.

Difficulty with fluency in handwriting (e.g., good letter/work production but very slow and laborious)	<ul style="list-style-type: none"> • Allow for shorter assignments (quality vs. quantity). • Allow alternate method of production (computer, scribe, oral presentation, etc.)
Poor self-monitoring (careless errors in spelling, arithmetic, reading.)	<ul style="list-style-type: none"> • Teach specific methods of self-monitoring (e.g. Stop-Look-Listen). • Have student proofread work when it is cold.

AREA OF CONCERN	ACCOMMODATIONS
Low fluency or production of written material (takes hours on a 10-minute assignment).	<ul style="list-style-type: none"> • Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc.) with reduced written requirement. • Allow for alternative method of writing (e.g., typewriter, computer, cursive or printing, or a scribe).
Apparent inattention (under-active, daydreaming, not there)	<ul style="list-style-type: none"> • Get student's attention before giving directions, tell student how to pay attention. (Look at me while I talk; watch my eyes while I speak). Ask student to repeat directions. • Attempt to actively involve student in lesson (e.g., cooperative learning.)
Difficulty participating in class without being interruptive, difficulty working quietly.	<ul style="list-style-type: none"> • Seat student in close proximity to the teacher. • Reward appropriate behavior. (Catch student "being good".) • Use study carrel, if appropriate.
Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts into other children's activities, needles others.)	<ul style="list-style-type: none"> • Show student (model) how to gain other's attention appropriately. • Catch the student when being appropriate and reinforce.
Frequent excessive talking	<ul style="list-style-type: none"> • Teach student hand signals and use to tell student when and when not to talk. • Make sure student is called upon when it is appropriate and reinforce listening.

Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to “find pencil”, gives up, refuses to leave previous task; appears agitated during change.	<ul style="list-style-type: none"> • Program student for transitions. Give advance warning of when a transition is going to take place. (Now we are completing the worksheet; next we will) and the expectations for the transition (and you will need). • Specifically say and display lists of materials needed until a routine is possible. • List steps necessary to complete each assignment. • Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.) • Arrange for an organized helper (peer).
Difficulty remaining seated or in a particular position when required	<ul style="list-style-type: none"> • Give student frequent opportunities to get up and move around. Allow space for movement.
Squirming in seat.	<ul style="list-style-type: none"> • Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration). • Allow alternative movement when possible.

AREA OF CONCERN	ACCOMMODATIONS
Inappropriate responses in class often blurted out; answers given to questions before they have been completed.	<ul style="list-style-type: none"> • Set student in close proximity to teacher so that visual and physical monitoring of student behavior can be done by the teacher. • State behavior that you do want (tell the student how you expect him to behave).
Agitation under pressure and competition (athletic or academic)	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities; structure class for team effort and cooperation.
Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations).	<ul style="list-style-type: none"> • Give the student a responsible job (e.g., team captain, care and distribution of the balls, scorekeeping, etc.); consider leadership role. • Have student in close proximity to teacher.
Frequent involvement in physically dangerous activities without considering possible consequences.	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan for in advance. • Stress Stop-Look-Listen • Pair with responsible peer. (Rotate responsible students so that they don't wear out!)
Poor adult interactions Defies authority Sucks up Hangs on	<ul style="list-style-type: none"> • Provide positive attention • Talk with student individually about the inappropriate behavior (What you are doing is... .A better way of getting what you need or want is...).

Frequent self-put-downs, poor personal care and posture, negative comments about self and others, low self-esteem

- Structure for success.
- Train student for self-monitoring, reinforce improvement, teach self-questioning strategies (What am I doing? How is that going to affect others?)
- Allow opportunities for the student to show his/her strength.
- Give positive recognition.

Assessment Technique: Evaluation Addendum

Student's Name: _____ **Birthdate:** _____ **Grade:** _____

Building 504 Coordinator: _____

■ **Academic/Achievement: Assesses academic skills and performance**

Norm Referenced Tests (i.e. Woodcock Johnson Tests of Achievement, Bateria Woodcock-Munoz, Wechsler Individual Achievement Tests, Key Math, Brigance Test of Basic Skills, etc.)

Curriculum Based Assessment (i.e. grades, work samples, portfolios, offgrade/benchmark criterion reference tests, etc.)

Observations (i.e. classroom, hallways, etc.)

■ **Behavior: Assesses social, emotional and behavioral functioning** Interviews (i.e. parent, student, staff, etc.)

Behavioral Observations (i.e. classroom, hallways, etc.)

Behavioral Rating Scales (i.e. social skills, behavior checklists, adaptive behavior, etc.) Projective Techniques (i.e. draw a person, apperception tests, etc.)

Functional Behavioral Assessment

Safety/Risk Assessment

■ **Intelligence: Assesses various cognitive abilities**

Norm Referenced Tests (i.e. Woodcock Johnson Tests of Cognitive Abilities, Wechsler Scales, Test, Kaufman Adolescent and Adult Intelligence Test, etc.)

■ **Speech/Language: Assesses receptive and expressive language**

Norm Referenced Tests (i.e. Test of Oral Language Development, Test of Written Language, Clinical Evaluation of Language Fundamentals, Peabody Vocabulary Test-III, Photo Articulation Test, etc.)

■ **Physical: Assesses fine and gross motor skills**

Norm Referenced Tests (i.e. Bruininks-Oseretsky Test of Motor Proficiency, Developmental Test of Visual-Motor Integration, HUGHS, etc.)

■ **Medical Evaluation: Assesses medical conditions**

Medical Statement or Health Assessment (i.e. vision, hearing, physical factors affecting language, health, orthopedic, motor, traumatic brain injury, genetic, disease, etc.)

■ **Developmental History: Assesses developmental factors affecting current functioning**

Interviews (i.e. including case history questionnaires, parent interviews, review of records, etc.)

■ **Language Proficiency: Assesses student's understanding of English and Native Language**

Woodcock-Munoz Language Survey, Language Assessment Skills, etc.

SECTION 504 OF THE REHABILITATION ACT OF 1973
PARENT/STUDENT RIGHTS IN IDENTIFICATION,
EVALUATION AND PLACEMENT

Please Keep This Explanation for Future Reference

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child, and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits for public education programs without discrimination because of his/her disability;
2. Have the school District advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students;
6. Have your child receive special education and related services if she/he is found to be eligible under the Individuals With Disabilities Act or Section 504 of the Rehabilitation Act;
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement group;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the District;
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;
12. A response from the school District to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
14. Request mediation or an impartial due-process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing, and have an attorney represent you. Hearing requests must be made to the DESE
15. Ask for payment of reasonable attorney fees if you are successful on your claim; and
16. File a local grievance.

_____ Section 504 Coordinator is _____
(School Building/Program) (Name) (Phone Number)

_____ Section 504 Compliance _____
(District) (Name) (Phone Number)

Pettis County R-XII School District

Section 504 -- Notice

Student Name: _____ DOB: _____ Date: _____

This Notice is provided to inform you of a proposed action(s) or of our refusal to take an action.

Action Refused by the District:

To conduct an evaluation to determine student's eligibility under Section 504 of the Rehabilitation Act of 1973.

After completing your child's periodic reevaluation for Section 504 services, it was determined that your child does not meet eligibility criteria for Section 504 services. _____'s placement is changed from Section 504 eligible student to regular education with no Section 504 accommodations or services.

- Initial Evaluation
- Re-evaluation

Basis for the Action:

A disability as defined under Section 504 is not suspected.

Other Factors Relevant to the Action:

Please contact me if you have any questions.

_____	_____	
_____	_____	_____
Name	Title	Number

Notice provided by:

_____ mail (provide date)

_____ in person (provide date)

_____ other (specify, and provide date)

A copy of the Section 504 Procedural Safeguards is enclosed with this Notice.

**GRIEVANCE RESOLUTION PROCEDURE FOR
SECTION 504 OF THE REHABILITATION ACT OF 1973**

Pettis County R-XII School has an internal resolution procedure to provide a prompt and impartial review of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability in any program activity receiving federal financial assistance. This is an optional resolution procedure for a complainant. This resolution procedure is not a prerequisite before a complainant may directly pursue any other state or federal remedy available under law.

Section 504 complaints may include, but are not limited to, allegations that Pettis County R-XII School engaged in discrimination against Section 504 students with disabilities by affecting their rights regarding identification, evaluation, educational program or placement, and accommodation.

As part of an informal approach to complaint resolutions, the District wants parents, students and other District patrons to have the opportunity to make concerns known to the District and for the District to have the opportunity to respond and resolve concerns as rapidly as practicable at the local school or program site level.

For purposes of this Grievance Resolution Procedure:

- “Complaint” means a written allegation that the District or its personnel have violated, misinterpreted or erroneously applied provisions of Section 504. The complaint must contain the name and address of the complainant and a brief description of the alleged violation;
- “Complainant” includes (1) a parent or guardian of a District student, (2) a District high school student who is 18 years of age or older, (3) a District patron;
- “Building administrator” means District-wide administrators, principals, program supervisors, and their respective administrative designees.

LEVELS

Level 1*

- A. Complaints should be filed with the building administrator of the school/program which the student attends. The complaint shall state with specificity the concern of the complainant.
- B. After receiving the complaint, the building administrator will begin an investigation and schedule a conference with a complainant to discuss the complaint. A conference will be held as promptly as practicable, but in any event, no later than 14 school days after receipt of the complaint, unless the complainant agrees to a delay. These resolution procedures contemplate informal but thorough investigations, affording all interested parties and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
- C. The conference will be conducted in an informal manner and shall be designed to provide an opportunity for the complainant to fully explain the nature of the complaint, the circumstances which give rise to it, and the redress sought. The conference should give the building administrator the opportunity to fully discover the facts which bear on the complaint.
- D. As soon as practicable, but no later than 30 calendar days after the conference, the building administrator must prepare a written report as to the validity of the complaint and send the complainant a copy. The report will summarize the complaint and conference and state the conclusions, the reasons supporting them, and the remedial action, if any which the building administrator intends to take. For Section 504 compliance purposes, the building administrator will maintain the files and records of complaints received and investigated.
 - **At any point in this process the Building Administrator may consult with the District's 504 Compliance Officer.**

Level 2

- A. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration must be made within 20 school days after receipt of the written report by complainant. The request should be in writing and directed to the District's Section 504 Compliance Officer.
- B. The Section 504 Compliance Officer will conduct an investigation and make a written report to complainant within 20 school days of receiving the request. The report should state relevant findings of fact, conclusions, and the reasons supporting them.

These procedures are intended to protect the substantive rights of interested persons, meet appropriate due process standards, and assure district compliance with Section 504 of the Rehabilitation Act of 1973.

Discrimination against any individual because he or she reported Section 504 violations, or made a complaint, testified, assisted or participated in Section 504 investigations, proceedings or hearings is prohibited. Coercion, intimidation, threats or interference with anyone because he or she exercised or enjoyed Section 504 rights, or helped or encouraged someone else to do so, is prohibited.

Grievance Filing Form
for Section 504

Your name _____

School(s) involved _____

Place where you may be reached

Address _____

Phone(s) _____

Please state the nature of your concern in the space below:

If others are affected by the possible violation, please list:

Please describe any corrective action you wish to see taken with regard to the possible violation: (You may also provide other information relevant to this grievance.)

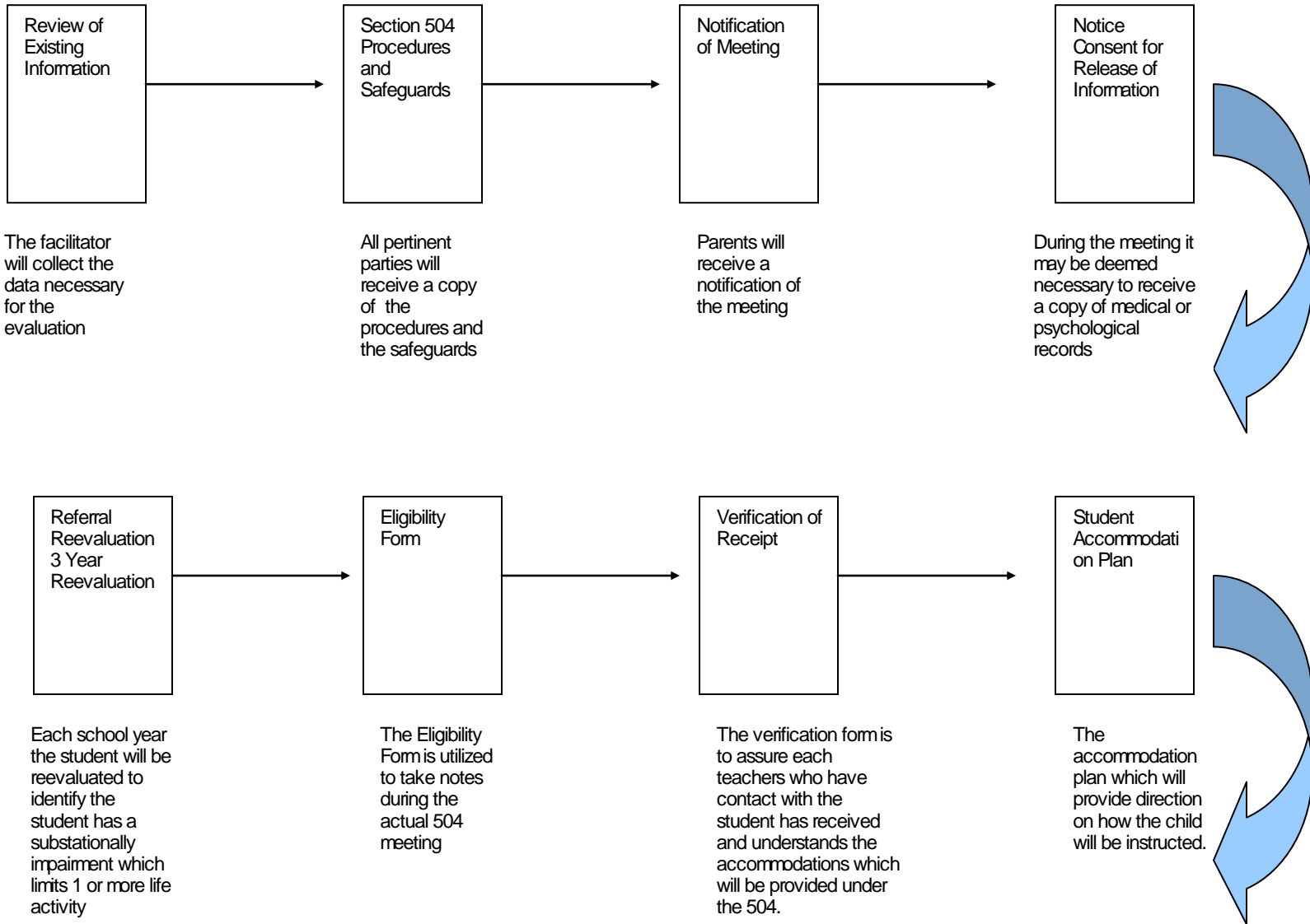
Signature of Grievant

Date Prepared

Signature of Person Receiving Grievance

Date Received

DOES A 504 NEED TO BE CONSIDERED?



Assessment
Technique

A list of assessment which may have been utilized is provided in order to refer back to them



Parent
Student
Rights

At the conclusion of the meeting, a copy of the parents/ students rights will be reviewed and signed by the parent(s).



Notice of
Ineligibility

If the child is eligible, he or she will receive a 504 accommodation plan. But if the student is found ineligible then this form will be utilized



Grievance
Procedures

A process is required in case of allegations in which a 504 is mis-conducted.