

Tallassee City Schools

Serving Students with
Disabilities under
SECTION 504

June 2022

SERVING STUDENTS WITH DISABILITIES UNDER SECTION 504
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PART I

OVERVIEW OF SECTION 504 OF THE REHABILITATION ACT OF 1973

PART I

OVERVIEW OF SECTION 504 OF THE REHABILITATION ACT OF 1973

Introduction

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights statute that prohibits discrimination on the basis of a disability in any program or activity receiving federal financial assistance. In particular, Section 504 provides that:

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

29 U.S.C. § 794(a) (1973). In essence, a school district cannot discriminate on the basis of disability with respect to the provision of any of its programs, services, benefits or activities.

A form of discrimination could occur if a student with a disability is not provided equal access to educational opportunities. Thus, the Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. FAPE consists of educational related aids/services and/or accommodations designed to meet the student’s individual educational needs as adequately as the educational needs of non-disabled students are met. While many students with disabilities may qualify for and receive FAPE via the Individuals with Disabilities Education Act (IDEA) and an IEP, other students may be disabled only under Section 504 for purposes of FAPE.

The determination of whether a student has a disability under Section 504 (i.e., a physical or mental impairment that substantially limits a major life activity) is the first determination to be made in the Section 504 process and must be made on an individualized basis using definitions provided by the 504 regulations. The Section 504 regulations define a physical or mental impairment as any physiological or psychological 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; lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulations do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, for purposes of determining whether a disability exists, include functions such as caring for one's self, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, eating, sleeping, and working. This list is not exhaustive, however, and other functions can be major life activities for purposes of Section 504.

The protections of Section 504 extend only to individuals who are disabled. At the elementary and secondary school levels, determining whether a child is an individual with a disability under Section 504 begins with an “evaluation” process. Section 504’s regulations contemplate the use of “evaluation procedures” that ensure that children are not misclassified; unnecessarily labeled as having a disability; or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. If a school district re-evaluates a student in accordance with the Section 504 regulations and determines that the student's mental or physical impairment no longer substantially limits a major life activity, the student should be found to no longer be an individual with a disability.

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons, who because of disability, need or are believed to need special instruction or related services.

Applicable Definitions under Section 504’s Regulations

The United States Department of Education’s regulations found at 34 Code of Federal Regulations (C.F.R.) §104.3 provide the following applicable definitions to be used in making decisions and providing services to students with disabilities under Section 504:

A. “Qualified disabled person” with respect to public preschool, elementary, secondary, or adult education services means an individual with a disability who is a resident of the school district and who is (i) of an age during which non-disabled persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to disabled persons, or (iii) an individual to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act.

B. “Individual with a disability” means any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

Students who have only environmental, cultural, and/or economic disadvantages are not considered to be disabled under Section 504, unless they also have a physical or mental impairment that substantially limits a major life activity. Sexual orientation and gender identity are also not considered, in and of themselves, to be disabilities.

C. **“Physical or mental impairment”** means:

- 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; skin; and endocrine; or
- Any mental or psychological disorder, such as mental retardation; emotional/behavioral conditions; and mental illness.

D. **“Major life activities”** means functions such as caring for one’s self, performing manual tasks, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, learning, eating, sleeping and working. For example, an individual with paralyzed legs is substantially limited in the major life activity of walking since the individual’s impairment makes him/her unable to walk.

E. **“Has a record of an impairment”** means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. Someone with a record of an impairment cannot be discriminated against on the basis of having a record of a disability.

F. **“Is regarded as having an impairment”** means:

- Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a school district as constituting such a limitation;
- Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such an impairment; or
- Has no impairments but is treated by the school district as having such an impairment.

G. **“Substantial Limitation”** is not specifically defined by the 504 regulations. However, regulations under the Americans with Disabilities Act (ADA), Section 504’s sister statute, define a substantial limitation to mean that the student is restricted in the manner, condition, or duration in which the student performs a particular major life activity as compared to most students of the same age/grade level in the general student population.

When determining whether a student has a physical or mental impairment that substantially limits a major life activity, school districts cannot consider the ameliorative effects of any mitigating measures that a student is using, other than those when ordinary eyeglasses or contact lenses are used. Rather, the determination as to whether a student has a disability is to be made as if the student is not using a mitigating measure, such as medication, an assistive device, etc. In addition, an impairment that is episodic or in remission will be a disability under Section 504 if the impairment would substantially limit a major life activity when active.

H. “Educational Placement” (in the Section 504 context) refers to the collection of supplementary/related aids and/or services provided to a student with a disability in the general education classroom as determined necessary to meet the educational needs of that student as adequately as the needs of non-disabled students are met and as set forth in the student’s 504 Plan.

I. “Supplementary/Related Aids and Services” are typically educational accommodations that are determined necessary by the 504 Team and are set forth in a student’s Section 504 Plan. An accommodation is a change in the educational setting, materials, and/or strategies that does not significantly alter the content of the curriculum or level of expectation for a student’s performance but which allows the student to access the general education curriculum. Examples of accommodations include seating the student in front of the room, providing extended time for testing, providing a student with a highlighted critical text, etc.

PART II

SECTION 504 PROCESS AND PROCEDURES

PART II

SECTION 504 PROCESS AND PROCEDURES

A. Prior to Referral for 504 Consideration/RTI

Prior to a formal referral for 504 consideration and a disability determination, it may be that a process of intervention has already been initiated. For students who are displaying academic or behavioral difficulties in school, this process often begins with a referral to the school's Response to Intervention (RTI) program.

1. RTI offers effective strategies for strengthening educational opportunities and servicing students with academic and/or behavioral difficulties in school. RTI strategies are often encouraged before Section 504 referrals are initiated and are particularly important since many accommodations and services can be made during the RTI process.
2. After the classroom teacher implements RTI but the student continues to experience substantial limitations in one or more major life activities, the classroom teacher submits the data collected during the RTI process to designated individuals at the school.
3. Following its review of the RTI data collected, the school may suggest additional interventions, refer the student to the Building Level Section 504 Coordinator, or refer the student to Special Education.

It is important to note that, according to the Office for Civil Rights (OCR), the duty for a school to refer a student for 504 consideration is triggered upon sufficient "reason to believe" or "reason to suspect" that a student is a student with a disability in need of special accommodations or services. Thus, the RTI process should never be used as a reason for not considering whether a student has a disability under Section 504 if other indicators of a disability are present (i.e., the student is having academic/behavioral difficulties and the parent/guardian has provided medical information diagnosing an impairment). This is particularly the case if the parent/guardian is making the referral or asking for a 504 evaluation.

B. Formal Referral or Request for a Section 504 Evaluation

An individual (parent/guardian/school staff member) may make a Section 504 referral for a student who is suspected of having a disability under Section 504 by completing a Section 504 Referral Form (Form A) and submitting it to the Building Level Section 504 Coordinator. Examples of circumstances that may merit a Section 504 referral include, but are not limited to:

- disciplinary infractions or suspensions over an extended period of time which are excessive or repetitive, including truancy and excessive absenteeism;
- consideration for retention;
- poor academic performance;
- a return to school after a serious illness or injury;

- a documented medical diagnosis by an outside agency or service provider;
- a finding by an IDEA/IEP Team, after an evaluation, that the student does not qualify for special education services;
- a chronic health problem that is substantially limiting a major life activity;
- substance abuse issues, but the student is not currently “using” addictive substances; or
- failure to respond effectively to RTI intervention strategies as reflected by data collected.

Upon the Building Level Section 504 Coordinator’s receipt of a Section 504 referral, the parent/guardian will be provided a Notice of Proposed Section 504 Meeting (Form B), as well as the Parent/Guardian Procedural Safeguards (Form C). At the initial 504 referral meeting, a decision will be made by the 504 Team as to whether to proceed with a full Section 504 evaluation. If the referral is not deemed necessary because there is no reason to believe or suspect that a disability exists, the parent/guardian will be provided a copy of the Section 504 Vgco " Fgeklqp Regarding Evaluation/Reevaluation"qt"Gri kdkk{ (Form J). If a student is accepted for a 504 evaluation, the parent/guardian will be provided a copy of Form H and the Notice and Consent for Section 504 Evaluation/Reevaluation (Form D).

In facilitating a Section 504 referral, it is the responsibility of the Building Level Section 504 Coordinator to:

- Provide the parent/guardian notice of the referral meeting (Form B), along with a copy of the parent/guardian procedural safeguards (Form C);
- Select and appoint the Section 504 Team members and ensure their attendance and participation at the meeting;
- Guide the Team in determining what, if any, testing or additional records/information may be needed to make a proper disability determination;
- Guide the Team in determining whether there is sufficient reason to suspect or believe that the student is a student with a disability in order to accept the referral;
- Provide the parent/guardian with Section 504 Team Decision Regarding Evaluation/Reevaluation or Eligibility (Form H).
- Provide the parent/guardian with Notice and Consent for Section 504 Evaluation/Reevaluation (Form D) if applicable.

C. Evaluation/Disability and 504 Plan Determination Process

If a student is accepted for a 504 evaluation, the evaluation and data collection process should be completed in a timely manner. Absent unusual circumstances, the school should complete the evaluation process within 60 calendar days of receiving the signed Notice and Consent for Section 504 Evaluation/Reevaluation (Form D). An evaluation under Section 504 could, but does not necessarily require, the administration of formal assessments, but does include the gathering and examination of all relevant information regarding the student for review by the 504 Team.

In facilitating a Section 504 evaluation, it is the responsibility of the Building Level Section 504 Coordinator to:

- Determine what testing or additional records may be needed for the 504 Team to make a proper disability determination as part of its evaluation;
- Provide teacher(s) with the Section 504 Observation/Input form (Form E) to complete and to be considered by the 504 Team;
- Provide parent(s)/guardian(s) with the Section 504 Parent Questionnaire/Input form (Form F);
- After completion of the gathering of relevant data, provide the parent/guardian with Notice of Proposed Section 504 Meeting (Form B);
- Select and appoint the Section 504 Team members and ensure their attendance and participation at the meeting;
- Ensure that all documentation necessary to complete the Section 504 Evaluation/Reevaluation & Eligibility Determination (Form G) has been gathered prior to the meeting; and
- Provide the parent/guardian with the Section 504 Evaluation/Reevaluation & Eligibility Determination (Form G).

If the 504 Team determines that the student meets the definition of disability under Section 504, then the Team must also determine whether a Section 504 Plan is required and should be developed for the student in order that his/her educational needs are met as adequately as the educational needs of non-disabled students. If the team determines a need, a 504 Plan may be developed at the time of the disability determination meeting or at a subsequent meeting, if appropriate. Absent unusual circumstances, the Plan should be developed within 30 calendar days after the determination is made that the student is disabled and that a 504 Plan is needed. The Building Level Section 504 Coordinator shall ensure that a copy of any Plan that is developed is provided to the student's teachers and other service providers, so that it is properly implemented. Documentation of receipt of the Plan by all service providers shall be obtained (Form K). In addition, a copy of any Section 504 Plan developed (Form I) should be provided to the parent/guardian.

If the Team determines that the student does not have a disability under Section 504, the Team shall refer the student back for possible identification of any needed classroom intervention strategies as stated in the District's RTI plan or otherwise. Regardless of the determinations made, the parent/guardian should always be provided a copy of Section 504 Evaluation and Eligibility Determination (Form G).

D. Discipline Procedures for Students Who are Disabled under Section 504

A student who has been determined to be disabled (whether he/she has a Section 504 Plan or not) may not be subjected to a disciplinary removal from school for more than 10 school days unless the Section 504 Team first determines that the behavior giving rise to the disciplinary action was not substantially related to the student's disabling condition or due to inappropriate implementation of an existing Section 504 Plan. This process is to be carried out in a manifestation determination meeting (Form M). Suspensions for less than 10 school days may be effectuated without holding a Section 504 Team Meeting. A series

of short-term suspensions over the course of the school year that would amount to a total of more than 10 school days in that school year may also require that a Section 504 manifestation determination meeting be held, depending upon the pattern of those short-term removals.

When making a manifestation determination, a Section 504 Team must meet to address the following questions:

- Was the misconduct caused by, or directly and substantially related to, the student's identified disability?
- Was the misconduct a direct result of the school's failure to implement the student's Section 504 Plan?

If the Section 504 Team determines that there is no direct and substantial relationship between the conduct and the student's disability and that a Section 504 Plan was properly implemented, the school may proceed to discipline the student in the same manner as it would a non-disabled student.

If the Section 504 Team determines that there is a substantial link between the conduct and the student's disability or that a Section 504 Plan was not properly implemented, the Section 504 Team must review and/or revise the Section 504 Plan to address the student's conduct, rather than subjecting the student to further disciplinary removal from school. If it is determined that the student should be moved to another setting, notice of this determination must be given to the student's parents by providing them with a copy of the Manifestation Determination Review (Form M), along with a copy of the 504 procedural safeguards (Form C).

Special Note: A student with a 504 disability who is currently using illegal drugs or alcohol and is to be disciplined by the school for such behavior loses the procedural protections provided by Section 504, including the right to a manifestation determination review prior to a change in placement for disciplinary reasons. This would hold true even if the disabling condition could be related to the misconduct.

E. Transfer Students

In the case of a student with a disability under Section 504 who is transferring into Tallassee City Schools, a Section 504 Team will assemble within 10 school days of the student's enrollment to determine if the current disability determination and/or Section 504 Plan is appropriate and can be implemented as written. In the case of a student with a 504 Plan, the Section 504 Team may revise the student's current Plan and/or request further evaluation and/or information. If further evaluation or information is requested, the student will be provided an interim Section 504 Plan while additional data are being collected. Following the implementation of an interim Section 504 Plan, the Section 504 Team should generally meet within sixty (60) calendar days to review the eligibility determination and/or the current Section 504 Plan.

F. Parental Complaint Procedures

If parents/guardians disagree with any Section 504 Team's decision regarding their child's identification, evaluation or educational program/placement under Section 504, they have the right to challenge the decision by filing an informal grievance, requesting a mediation meeting, or requesting an impartial 504 due process hearing. Parents/guardians may also file a complaint with the Office for Civil Rights (OCR) if they believe they or their child have been discriminated against under Section 504 or are being retaliated against because of their efforts to obtain an appropriate education for the student.

1. Section 504 Informal Grievance with the District's 504 Compliance Coordinator

If parents/guardians believe their Section 504 rights or their child's Section 504 rights are being violated, they may file a grievance with the Section 504 Compliance Coordinator using Form O. The 504 Compliance Coordinator for Tallassee City Schools is Wendy Cowan. She may be reached at 334-283-6864 or by mail at 308 King Street, Tallassee, AL 36078.

2. Section 504 Mediation Meeting

Mediation is a less formal and less adversarial method of resolving disputes than a due process hearing. During mediation, parents/guardians and school representatives voluntarily meet with an impartial mediator to resolve disagreements with the school's decisions or actions regarding identification, evaluation, educational program, or placement of the student. Any agreements reached between the school and the parents/guardians during the mediation process will be set forth in a written mediation agreement. Parents/guardians may request mediation by contacting the Tallassee City Schools' 504 Compliance Coordinator, Wendy Cowan. She may be reached at 334-283-6864 or by mail at 308 King Street, Tallassee, AL 36078.

3. Section 504 Impartial Due Process Hearing

A parent/guardian may request an impartial due process hearing with respect to actions on the part of the District regarding the identification, evaluation, or educational placement of his/her child under Section 504. Claims of general discrimination are subject to the grievance procedures set forth in subsection 1. above.

Requests by parents/guardians for a 504 due process hearing must be submitted in writing within thirty (30) days of the date of the action being challenged. A Section 504 due process complaint form is available upon request from the Tallassee City Schools' Section 504 Compliance Coordinator, Wendy Cowan. She may be reached at 334-283-6864 or by mail at 308 King Street, Tallassee, Alabama 36078.

If an impartial 504 hearing has been properly requested, the District will appoint an impartial hearing officer who will preside over the due process hearing and will

conduct the proceedings in an impartial manner. At the hearing, the parties will have the opportunity to present evidence, confront and cross-examine witnesses, produce expert testimony, and be represented by legal counsel, if they choose to hire counsel. The hearing officer shall review relevant facts and render a written decision on the issue(s) presented for review.

The hearing officer's decision shall be delivered to the District and the parent/guardian within thirty (30) days following the completion of the hearing, which shall be not later than sixty (60) days after the receipt by the District of the written request for a hearing, unless extended by consent of the parent/guardian and the District.

4. Civil Rights Complaint with OCR

Parents may file a formal complaint with the Office for Civil Rights (OCR) if they believe they or their child are being discriminated against on the basis of disability. A Section 504 due process hearing is not required prior to filing an OCR complaint. The address of the Office for Civil Rights is Office for Civil Rights, 61 Forsyth Street, Suite 19T70, Atlanta, Georgia 30303.

PART III

SECTION 504 FORMS

LISTING OF SECTION 504 FORMS

Form A - Section 504 Referral

Form B - Notice of Proposed Section 504 Meeting

Form C - Notice of Parent/Guardian Procedural Safeguards Under Section 504

Form D - Notice and Consent for Section 504 Evaluation/Reevaluation

Form E - Section 504 Teacher Input Form

Form F - Section 504 Parent Questionnaire/Input Form

Form G - Section 504 Evaluation and Eligibility Determination Form

Form H - Section 504 Team Decision Regarding Evaluation/Reevaluation or Eligibility

Form I - Section 504 Plan

Form J - Functional Behavioral Assessment and Behavioral Intervention Plan

Form K - Acknowledgement of Receipt of Section 504 Plan

Form L - Parental Consent, Refusal, or Revocation of Section 504 Plan

Form M - Section 504 Manifestation Determination Review/Evaluation

Form N - Notice of Proposal or Refusal to Take Action

Form O - Section 504 Complaint Form

Form P - Accommodations for Extracurricular Athletics

Tallassee City Schools
FORM A
SECTION 504 REFERRAL

(This Form is to be completed by the school personnel, parent, or other individual referring the student for an evaluation to determine the student's eligibility under Section 504 of the Rehabilitation Act of 1973. The individual completing this form should provide the requested information to the best of his or her ability. Additional pages may be added to this Form if needed. Any questions regarding the completion of this Form should be directed to the below designated Section 504 Coordinator.)

Date: _____ **Person Referring:** _____

Student's Complete Legal Name: _____

Date of Birth: _____ **Sex:** _____ **Grade:** _____

Student's School: _____

Parent or Legal Guardian: _____

Address: _____ **Phone:** _____

_____ **Email:** _____

Describe the Reason(s) for the Referral

Describe the Student's physical or mental impairment(s) and resulting limitations.

List the Major Life Activity (or Activities) of Student impacted by his or her impairment.

Identify any mitigating measures currently in use or provided for the Student's benefit.

(Mitigating measures may include medication; medical supplies; equipment or appliances; low-vision devices, which do not include ordinary eyeglasses or contact lenses; prosthetics, including limbs and devices; hearing aids and cochlear and other hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications medication.)

Signature of Person Initiating Referral

Date

Received by

Date Received by School

Upon completion, please return this form to:

_____, **Local School Section 504 Coordinator**
_____, **School**

Address: _____

Phone: _____

Email: _____

Tallassee City Schools
FORM B
NOTICE OF PROPOSED SECTION 504 MEETING

This notice is to invite you to a meeting for: _____
(Name of Student)

Meeting Date: _____ **Time:** _____

Meeting Location: _____

To: _____ **Date Notice Sent:** _____
(Name of Parent or Guardian)

The purpose of the meeting is to:

Determine if the referral requires evaluation	Develop or review a Section 504 Plan
Discuss the need for additional data collection	Conduct a Manifestation Determination Review
Determine initial or continued eligibility	Other:

The following people will be invited to the meeting:

Local Section 504 Coordinator	Parent/Guardian
Administrator	Student
General Education Teacher	Other:

Please bring any and all information you want considered by the team as well as:

Local School Section 504 Coordinator

Attachment: *Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973*

Please check one of the following boxes, sign, date, and return the form to _____,
Section 504 Coordinator, before _____ (date).

I will be able to meet with you.

I cannot meet at the time/date indicated. Please contact me to reschedule the meeting.

I do not want to attend this meeting. The meeting may proceed without me.

Parent/Guardian Signature

Date

Tallassee City Schools

FORM C

NOTICE OF PARENT/GUARDIAN PROCEDURAL SAFEGUARDS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, sometimes referred to as “Section 504,” is a federal law that prohibits discrimination against students who have disabilities. Section 504 provides that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

A student is eligible under Section 504 if the student (i) has a physical or mental impairment, (ii) has a record of having a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment which substantially limits a major life activity such as for example learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks. Section 504 also protects students with a record of impairment, or, who are regarded as having an impairment, from discrimination on the basis of disability.

Students can be considered disabled and receive services under Section 504, including regular or special education and related aids and services, even if they do not qualify for or receive special education services under the Individuals with Disabilities Education Act (IDEA).

The regulations of the United States Department of Education for Section 504 provide the following procedural safeguards to you:

1. Your child has the right to an education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students are met, and to free educational services except for those fees that are imposed on non-disabled students or their parents. You have the right to refuse consent for Section 504 services at any time.
2. Your child has a right to an educational program in the least restrictive appropriate environment, as well as facilities, services and activities that are comparable to those provided for non-disabled students.
3. Your child also has a right to participate in any extracurricular or afterschool activity sponsored by the school.
4. Your child has a right to a Section 504 evaluation prior to an initial Section 504 eligibility determination; if eligible under Section 504, your child has a right to periodic re-evaluations at least every three years.
5. In providing an evaluation/reevaluation, the school district’s Section 504 team may consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. Testing and other procedures completed as part of the Section 504 evaluation must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformance with the instructions provided by their producer.

6. Placement decision regarding your child must be made by a group of persons (a Section 504 team) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children.
7. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child.
8. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504).
9. If you disagree with the actions of the school district's Section 504 team in regard to your child's educational program, you may pursue a local grievance through the District's local grievance process. The District will investigate the concerns you raise and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.
10. You have the right to an impartial hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under Section 504. You also have the right to an impartial hearing if you believe that your child, solely by reason of her or his disability, has been excluded from participation in, been denied the benefits of, or been subjected to discrimination under any of the district's educational programs or activities. You may participate in the hearing and be represented by an attorney. If you disagree with the decision from the hearing, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.
11. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers this school district is: Office for Civil Rights, 61 Forsyth Street SW, Ste. 19T10, Atlanta, GA 30303-8927. Telephone: (800) 368-1019.

PARENT/GUARDIAN

DATE RECEIVED

If you have questions or need further assistance in understanding your procedural safeguards under Section 504, please contact:

Address:

Telephone:

Email:

Tallassee City Schools

FORM D

NOTICE AND CONSENT FOR SECTION 504 EVALUATION/REEVALUATION

STUDENT: _____

DATE OF BIRTH: _____

☐ Initial Referral: A Section 504 team met to discuss the referral for an evaluation of your child to determine his or her initial eligibility under Section 504. The Section 504 team, after reviewing existing information, has determined that an individual evaluation under Section 504 is needed to determine your child's initial eligibility under Section 504.

☐ Reevaluation: A Section 504 team met to discuss a reevaluation of your child under Section 504. The Section 504 team, after reviewing existing information, has determined that an individual reevaluation of your child under Section 504 is needed for the following purpose(s).

	To determine the need for Section 504 plan revisions
	To determine continued Section 504 eligibility
	Other:

The Section 504 evaluation or reevaluation may involve the Section 504 team reviewing and interpreting existing school records, observations, testing, grades, standardized test scores, and other available information. In addition to reviewing such information, the Section 504 team may provide new assessments or gather additional information in the following areas:

	Vision		Behavior
	Hearing		Other:
	Academic Achievement		Other:
	Other:		

Please check one of the following boxes, sign, and date this form.

☐ I give permission to the above proposed evaluation/reevaluation under Section 504.

☐ I do not give permission for the above proposed evaluation/reevaluation under Section 504.

PARENT/GUARDIAN SIGNATURE

DATE

Upon completion, please return this Form to the Local School Section 504 Coordinator:

_____, Local School Section 504 Coordinator
_____ School

Address: _____

Phone: _____

Email: _____

Tallassee City Schools
FORM E
SECTION 504 TEACHER INPUT FORM

STUDENT: _____

DATE OF BIRTH: _____

TEACHER: _____

CLASS: _____

(This Teacher Input Form is being requested from you to assist the Section 504 team in determining eligibility and/or services for the above Student. Please provide the information requested by this Form based upon your personal knowledge of the Student as his or her classroom teacher. If needed, you may attach additional pages.)

STUDENT'S COMPARISON WITH NON-DISABLED PEERS

As compared with non-disabled students in your classroom, please rate this Student's performance level in the below indicated areas. Please indicate whether the Student generally performs (1) "Above"; (2) "Similar to"; or (3) "Below" the level of his or her non-disabled peers as to the following concerns.

AREAS OF CONCERN

COMPARISON TO NON-DISABLED PEERS

Reading Skills

Math Skills

Written Expression Skills

Homework

Attendance

Difficulty following directions

Social Skills

Adaptive Behavior

Non-compliance

Organization

Attention/Staying on Task

Hyperactivity

Code of Conduct Violations

PRE-REFERRAL INTERVENTIONS, ACCOMMODATIONS, AND/OR SERVICES

Please describe any pre-referral interventions, accommodations, and or services provided in your classroom to the Student. Please provide information as to the duration of implementation and effectiveness of any such pre-referral interventions, accommodations, and or services provided to the Student.

Please provide an additional comments or information regarding this Student that you feel may be relevant to the Section 504 team.

SIGNATURE OF CLASSROOM TEACHER

DATE

FORM F

SECTION 504 PARENT QUESTIONNAIRE/INPUT FORM

(The information requested by this Parent Questionnaire/Input form is to assist the Section 504 team in determining your child's eligibility and/or needed services and accommodations under Section 504. Please attach additional pages to this form if needed. If you have questions or difficulties in completing this form, please contact the below designated Section 504 Coordinator.)

STUDENT: _____ **DATE OF BIRTH:** _____

PARENT OR GUARDIAN: _____

ADDRESS: _____ **PHONE:** _____

_____ **EMAIL:** _____

1. Please discuss any physical or mental impairment for which your child receives medical or psychological/mental health services.

2. Please list all medications utilized by your child to include prescription and over-the-counter medications.

3. Please describe any past hospitalizations of your child.

4. Has your child had a serious medical condition in the past which is currently not symptomatic? If so, please provide additional information that in your opinion may be relevant to the Section 504 team.

5. Please discuss the instructional or academic concerns that you have regarding your child.

6. How long have you observed such instructional or academic behavioral concerns in regard to your child? Please indicate any interventions or services that you or any other non-school individual have provided.

7. Please indicate anyone at your child's school that you have spoken to or communicated with in any manner as to your instructional or academic concerns.

8. Has your child previously been retained? If so, please provide additional information that in your opinion may be relevant to the Section 504 team.

9. Please discuss any behavioral concerns that you have regarding your child at school and at home.

10. How long have you observed such behavioral concerns in regard to your child? Please indicate any interventions or services that you or any other non-school individual have provided in response to any such behavioral concerns.

11. Please indicate anyone at your child's school that you have spoken to or communicated with in any manner as to behavioral concerns.

12. Is English the primary language spoken in your child's home? ☐ Yes ☐ No

13. Have there been any important changes within the family within the last three years such as births, deaths, moves, separations/divorces, etc.? Please explain if so.

14. Please provide any additional information regarding your child that you feel may be appropriate for a Section 504 team to consider in determining your child's eligibility and series under Section 504.

In returning this form with your input, please attach any of your child's medical or mental health records relevant to your responses to the above questions. Such records will provide the Section 504 team will additional information to consider in determining your child's eligibility status and/or accommodations/services under Section 504.

Upon completion, please return this Form to:

_____, **Local School Section 504 Coordinator**
_____ **School**

Address: _____

Phone: _____

Email: _____

Tallassee City Schools

FORM G

SECTION 504 EVALUATION/REEVALUATION & ELIGIBILITY DETERMINATION

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

Indicate the Reason for the Section 504 Evaluation/Reevaluation

Initial Section 504 Evaluation
504 Manifestation Determination

Re-evaluation
Other: _____

PART ONE - SUMMARY OF EVALUATION/REEVALUATION DATA

A. CURRENT GRADES

Subject	Grade

Compared with the Student's grades from the previous school year, the Student's current grades have:

improved
stayed the same
dropped suddenly
data not available

Compared with other students, this Student's current grades:

are higher
are about the same
are lower
data not available

Has this Student been retained? Yes No If YES, at which grade level(s): _____

B. DISCIPLINE HISTORY (See attached discipline records of Student)

Compared with the Student's disciplinary infractions from the previous school year, the Student's disciplinary infractions in the current school year have:

- decreased
- stayed the same
- increased suddenly
- data not available

C. TEACHER INPUT (See attached Section 504 Teacher Input Form)

Summarize relevant aspects of the Section 504 Teacher Input Form in the box below.

D. PARENTAL INPUT: (See attached Section 504 Parent Input Form)

Summarize relevant aspects of the Section 504 Parent Input Form in the box below.

E. ASSESSMENTS: Summarize the Student's most recent local school and state-wide curriculum based assessments in the box below. If available, also summarize any additional standardized testing of the Student.

Compared with prior scores of the Student, the Student's current assessment scores:

have stayed about the same each year
have stayed about the same each year
have improved
have decreased
have suddenly dropped
data not available

Compared with other students, this Student's current assessment scores are:

higher
about the same
lower
data not available

F. ENGLISH LANGUAGE LEARNER/HOME LANGUAGE:

Is a lack of proficiency in the English language a contributing factor to the Student's reported limitations at school?

Yes No

G. VISION AND HEARING SCREENING (if available).

	Vision	Hearing
Screening Date:		
Screening Results:		

H. PHYSICAL OR MENTAL IMPAIRMENT(S) DOCUMENTATION

YES NO Is there a documentation of a physical or mental impairment(s) of the Student?
If YES, list the impairment(s) and the source for the documentation of the impairment(s).

I. NURSING OR HEALTH CARE PLAN

YES NO Is the Student currently provided a nursing plan at school? If YES, please summarize the relevant aspects of the Plan.

J. RESPONSE TO INTERVENTION/INSTRUCTION PLAN

YES NO Has the Student been provided any type of a Response to Intervention/Instruction Plan? If YES, please summarize the relevant aspects of the Plan to include the Student's progress and current implementation status.

K. MEDICATION

YES NO Is the Student currently on medication at home or at school? If YES, list the medication used by the Student and the date the medication was initiated.

L. ATTENDANCE:

Out of _____ school days for year to date, the Student has been:

Absent _____ days
Tardy _____ times
Checked out early _____ times

Compared with the last school year, the Student's attendance:

is better
is about the same
is lower
data not available

Compared with other students, the Student's school attendance:

is better
is about the same
is worse
data not available

PART TWO - SECTION 504 ELIGIBILITY ANALYSIS AND DETERMINATION

A. SECTION 504 - ELIGIBILITY ANALYSIS

QUESTION ONE

YES NO Does the Student have a physical or mental impairment? If YES, please identify the impairment(s) in the box below.

QUESTION TWO

YES NO Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? If YES, identify the major life activity/activities or major bodily function in the box below.

QUESTION THREE

YES NO Does the physical or mental impairment substantially limit a major life activity?

- Compare the Student to the average student in the general population in determining the presence of a substantial limitation.
- Make an educational determination without considering the effects of mitigating measures, such as medication; medical supplies; equipment or appliances; low-vision devices, which do not include ordinary eyeglasses or contact lenses; prosthetics, including limbs and devices; hearing aids and cochlear and other hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications medication.
- For an impairment that is episodic or in remission, the determination of a substantial limitation must be based upon whether the impairment would substantially limit a major life activity when active.

B. SECTION 504 - ELIGIBILITY DETERMINATION

Based upon the answers provided to the above questions and the team's determination as to the Student's need for a formal Section 504 Plan, please check one of the below options. If any of the answers to the first three above answers is "NO", the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Plan. If all three above questions are answered "Yes" and the team determines that the Student is not in need of a formal Section 504 Plan, the Student is eligible for the nondiscrimination protections of Section 504 Plan only. If all three above questions are answered "Yes" and the team determines that the Student is in need of a formal Section 504 Plan, the Student is eligible for both the nondiscrimination and FAPE protections of a Section 504 Plan.

- ☐ The Student is not eligible under Section 504.
- ☐ The Student is eligible under Section 504. But the team determined that the Student is not in need of a formal Section 504 Plan. Accordingly, the Student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic reevaluation or more often as needed. The Student will not be provided a formal Section 504 Plan.
- ☐ The Student has been deemed eligible under the IDEA and is receiving a free and appropriate public education through special education. Accordingly, the Student does not require a Section 504 Plan and is not eligible under the District's formal Section 504 program. The Student will continue to receive the nondiscrimination protections of Section 504 in light of the Student's current eligibility status under the IDEA.
- ☐ The Student is eligible under Section 504 and requires a Section 504 Plan.

I **AGREE** with the conclusions written in this report.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Local School Section 504 Coordinator		
Local School Administrator		
Student		
Other		

I **DO NOT AGREE** with the conclusions written in this report. The attached statement represents my conclusions in this area.

Position	Signature	Date

You are fully protected under the rights addressed in your copy of the Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Name: _____ Telephone: _____

Signature

Tallassee City Schools

FORM H

**SECTION 504 TEAM DECISION REGARDING EVALUATION/REEVALUATION
OR ELIGIBILITY**

STUDENT:

DATE:

TO (Parent/Guardian):

RE: The Section 504 Team Meeting held on:

- ☐ The Section 504 Team met to determine whether the Section 504 referral for your child is appropriate.
- ☐ The Team determined to not proceed with a Section 504 evaluation.
- ☐ The Team determined to proceed with a Section 504 evaluation.
- ☐ The Section 504 Team met to evaluate/reevaluate your child to determine if he/she has a mental/physical impairment that substantially limits a major life activity. The attached "Section 504 Evaluation/Eligibility Determination Documentation" summarizes the result of the evaluation and eligibility determination. The decision of the Section 504 Team as to your child is that he/she is:
- ☐ Eligible under Section 504 ☐ Not Eligible under Section 504

You are fully protected under the rights addressed in your copy of the *Parent/Guardian Procedural Safeguards Under Section 504*. If you want another copy of this document or have any questions regarding this Notice, please contact:

Name

Telephone

Signature of Local School Section 504 Coordinator

Date Provided/Sent

Tallassee City Schools
FORM I
SECTION 504 PLAN

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

PARENT OR GUARDIAN: _____

SECTION 504 PLAN - IMPLEMENTATION

(Please select the appropriate option below.)

- ☐ This Section 504 plan will be implemented from _____ to _____.
- ☐ This Section 504 plan will not be implemented due to parent's refusal to provide consent for Section 504 services and accommodations or due to parent's subsequent revocation of consent for Section 504 services and accommodations.

Indicate here the Student's (1) mental/physical impairment, (2) major life activity impaired, and (3) nature of the substantial limitation resulting from the impairment. *(Refer to Form G if needed.)*

SECTION 504 SERVICES AND ACCOMMODATIONS

This section is used to document a student's services and accommodations to be provided under Section 504. Eligibility for a Section 504 plan does not mean that any of the services or accommodations listed below are appropriate and needed for every student. Moreover, the options listed below are not the only services and accommodations available under Section 504. The individual needs of a student should guide the Section 504 team's decision.

Please indicate below the services and accommodations to be provided. Utilize the last page of Form I to provide additional information as needed.	
Oral testing	
Note-taking assistance	
Extended time (by %)	
Shortened assignment (by %)	
Repeat testing when initial score is below _____.	
Peer assistance/tutoring	
Reduced paper/pencil tasks	
Use of calculator	
Preferential seating	
Assignment notebook	
Organizational Strategies	
Re-teach difficult concepts	
Supplemental materials	
Cooling-off period	

ADDITIONAL SECTION 504 TEAM CONSIDERATIONS

1. Does the Student currently have a Health Care Plan? Yes ☐ No ☐

(If so, please, attach the Health Care Plan to this Section 504 Plan.)

2. Does the Student have behavior interfering with learning? Yes ☐ No ☐

3. Does the Student require a Behavior Intervention Plan? Yes ☐ No ☐

(If a BIP is required, complete Form J "Functional Behavioral Assessment and Behavioral Intervention Plan".)

STATEMENT REGARDING LEAST RESTRICTIVE ENVIRONMENT

(Please select the appropriate option below.)

- ☐ The 504 Committee has determined that the services and accommodations required by the student to receive a Free Appropriate Public Education (FAPE) can be provided in the general education environment.
- ☐ The 504 Committee has determined that the listed services are necessary for FAPE, cannot be provided in the regular classroom, and that the location where these services are provided offers the student maximum exposure to nondisabled peers while still meeting his/her educational needs.

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THE SECTION 504 PLAN FOR THE STUDENT

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
LEA Representative		
Student		
Local School Section 504 Coordinator		
Other		
Other		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Name	Information Reviewed

Was a copy of the Section 504 Plan provided to the Parent or Guardian at the Section 504 Team meeting?

Yes ☐ No ☐

If no, date sent to Parent or Guardian: _____

Additional Notes and Information Page

[illegible]

Tallassee City Schools
FORM J
**FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL
INTERVENTION PLAN**

(Form J is to be utilized by the Section 504 team in the development or review of a Student's Section 504 plan if the team determines that the Student's behavior interferes with his or her learning or the learning of others.)

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

**THE FOLLOWING DATA AND INFORMATION WERE REVIEWED IN
CONDUCTING AND PROVIDING THIS FUNCTIONAL BEHAVIORAL ASSESSMENT
AND BEHAVIORAL INTERVENTION PLAN**

Observations	Parent Interview/Input	Behavior Rating Scales
Section 504 Records/File	Discipline Reports	Student Interview/Input
Cumulative Records	Information from outside sources	Other:

I. FUNCTIONAL ASSESSMENT OF BEHAVIOR

Describe the specific behavior(s) of the Student that impedes learning.

Describe the intensity, duration, and locations of the specific behavior(s) of the Student impeding learning. Include information as to impact of behavior(s) on other students, staff, and the instructional environment.

Describe the events that occur immediately before (antecedents) and following the behavior(s) (consequences).

Provide a summary of any previous or ongoing behavioral interventions utilized with the Student to include information as to the effectiveness of such interventions.

Summarize the function of the Student's behavior(s) such as for the Student to gain something (attention, a tangible item, sensory stimulation, etc.) or to avoid something (a task/activity, school, a specific classroom or individual, etc.).

II. BEHAVIORAL INTERVENTION PLAN

Behavioral Interventions. (State the positive interventions, strategies, environmental changes, reinforcers, etc., to be utilized to address the targeted behavior(s) of the Student.)

**THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING
TO PROVIDE AND DEVELOP THE FUNCTIONAL BEHAVIORAL ASSESSMENT AND
BEHAVIORAL INTERVENTION PLAN**

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
LEA Representative		
Student		
Local School Section 504 Coordinator		
Other		
Other		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Signature	Date

Was a copy of the Section 504 FBA/BIP provided to the Parent or Guardian at the Section 504 Team meeting?

Yes

No

If no, date sent to Parent or Guardian: _____

Tallassee City Schools
FORM K
ACKNOWLEDGEMENT OF RECEIPT OF SECTION 504 PLAN

DATE: _____

TO: _____

FROM: _____

(Local School Section 504 Coordinator)

Attached is a copy of the Section 504 plan (or relevant parts thereof) regarding the following Student:

STUDENT:		DOB:	
SCHOOL:			

It is imperative that the accommodations written in the Section 504 plan be fully implemented so that the District is in compliance with Section 504, a federal law that establishes protections for students with disabilities. Your signature below documents that you have been provided a copy of the Section 504 plan (or relevant parts thereof) of the above Student and that you have been informed as to your responsibilities under the Section 504 Plan.

NAME	POSITION	DATE
NAME	POSITION	DATE
NAME	POSITION	DATE
NAME	POSITION	DATE
NAME	POSITION	DATE
NAME	POSITION	DATE

Tallassee City Schools

FORM L

PARENTAL CONSENT, REFUSAL, OR REVOCATION OF SECTION 504 PLAN

PARENT OR GUARDIAN: _____

STUDENT: _____ **DATE OF BIRTH:** _____

STUDENT'S SCHOOL: _____

I have been provided a copy of the proposed Section 504 Plan for my child along with a copy of the "Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act Of 1973". My signature below documents that I understand my Section 504 procedural safeguards and the provisions of the proposed Section 504 Plan.

☐ I CONSENT to my child's receipt of services offered in the attached Section 504 Plan.

☐ I REFUSE CONSENT for my child's receipt of services offered in the attached Section 504 Plan. I understand that because I have refused consent for the Section 504 Plan offered, the attached Section 504 will not be implemented for my child.

☐ I REVOKE CONSENT for my child's continued receipt of services offered in the current or proposed Section 504 Plan. I understand that because I have revoked consent for continued Section 504 services, the attached Section 504 will not be implemented for my child.

PARENT/GUARDIAN

DATE

If you have questions or need further assistance in understanding your child's Section 504 Plan or your procedural safeguards, please contact the below designated Section 504 Coordinator. If not, please return this completed form to:

_____, Local School Section 504 Coordinator
_____ School

Address: _____

Phone: _____

Email: _____

FORM M

SECTION 504 MANIFESTATION DETERMINATION REVIEW/EVALUATION

STUDENT: _____ **DATE OF BIRTH:** _____

SCHOOL: _____

**THE FOLLOWING DATA AND INFORMATION WERE REVIEWED IN
CONDUCTING AND PROVIDING THIS FUNCTIONAL BEHAVIORAL ASSESSMENT
AND BEHAVIORAL INTERVENTION PLAN**

Observations	Parent Interview/Input	Behavior Rating Scales
Section 504 Records	Discipline Reports	Student Interview/Input
Cumulative Records	Information from outside sources	Other

Code of Conduct Violation(s): _____

Date(s) of Code of Conduct Violation(s): _____

Describe the specific actions of the Student which served as the basis for the Student's code of conduct violation(s).

--

Based upon a review of the above designated information and Section 504 team input/discussion, the Section 504 team makes the following determinations.

Question #1: Was the conduct in question caused by or does it have a direct and substantial relationship to the Student's disability.	Yes	No
Question #2: Was the conduct in question a direct result of the school's failure to implement the Student's Section 504 Plan?	Yes	No

(If the answer to either of the above two questions is “YES”, then the determination of the Section 504 team must be that the conduct in question is a manifestation of the Student’s disability. If the answers to both questions are “NO”, then the conduct in question is not to be considered as a manifestation of the Student’s disability.)

- ☐ The Section 504 Team has determined that the conduct being considered for disciplinary action *is not a manifestation of the Student's disability* and the Student may be disciplined in the same manner as students who are non-disabled. The Section 504 team will determine the educational services to be provided to the Student during the disciplinary change of placement so that the Student continues to receive a free appropriate public education consistent with the requirements of Section 504. The Section 504 Team will also consider the appropriateness or need to conduct a functional behavioral assessment and develop a behavioral intervention plan designed to address the conduct in question.
- ☐ The Section 504 Team has determined that the conduct being considered for disciplinary action *is a manifestation of the Student's disability*. The Student will return to the placement as specified in his or her current Section 504 Plan (unless the school and Parent agree to a change of placement through the Section 504 process). The Section 504 team will also review and revise the Student's current Section 504 Plan and behavioral intervention plan to provide revisions to address the conduct in question. If the Student is not currently provided with a behavioral intervention plan, the Section 504 team will conduct a functional behavioral assessment (through the reevaluation process) and provide a behavioral intervention plan designed to address the conduct in question.

I **AGREE** with the conclusions written in this report.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Section 504 Coordinator/Designee		
Local School Section 504 Coordinator		
Student		
Other		

I **DO NOT AGREE** with the conclusions written in this report. The attached statement represents my conclusions in this area.

Position	Signature	Date

You are fully protected under the rights addressed in your copy of the Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

Local School Section 504 Coordinator

Telephone

Signature

Tallassee City Schools

FORM N

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

The Section 504 Team has met to consider the following regarding the educational program for:

STUDENT: _____ **DATE OF BIRTH:** _____

<input type="checkbox"/> Identification/Eligibility	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Placement
<input type="checkbox"/> Section 504 Plan	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED

If action is required by the education agency regarding this decision, it will be implemented immediately or without unnecessary delay after the date of this form.

BASIS FOR DECISION

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION

<input type="checkbox"/> Grades	<input type="checkbox"/> Behavior	<input type="checkbox"/> Academic Testing	<input type="checkbox"/> Medical Records
<input type="checkbox"/> Discipline	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

You are fully protected under the rights addressed in your copy of the *Parent/Guardian Procedural Safeguards Under Section 504*. If you want another copy of this document or have any questions regarding this Notice, please contact:

Name

Telephone

Signature of Local School Section 504 Coordinator

Date Provide/Sent

Tallassee City Schools
FORM O
SECTION 504 COMPLAINT FORM

Last Name:		First Name:	
Street Address/Apt. No.:			
City:		State:	Zip Code:
Home Phone:		Work Phone:	
Email:			
Concerning:	Student:		School:

Please check below – This complaint concerns allegations of:

A violation of Section 504 policy/procedure.

A disagreement with the Section 504 Team's decision to identify, evaluate, and/or to make accommodations for a student (This form must be completed within 30 days of receiving the decision notice).

Disability-based discrimination/harassment.

- 1. Please provide facts about the complaint. Provide details such as names of those involved, dates whether witnesses were present, etc., that might be helpful to the complaint investigator.**

--

- 2. Please attach copies of any written documents that may be relevant to or supportive of your complaint. I have attached such documents:** **Yes** **No**

3. Please explain or summarize the resolution you are seeking.

4. Have you discussed with or brought your complaint to any District personnel? If so, to whom and what was the result?

*I certify that to the best of my knowledge the above statements and information are true and correct.

Signature

Date

If you have questions or need further assistance in completing Form O, please contact:

Address:

Telephone:

Email:

Tallassee City Schools
Section 504 of the Rehabilitation Act

Accommodations for Extracurricular Athletics

(This form should be utilized when a student requests accommodations in extracurricular athletics outside of a Section 504 evaluation meeting and when no Section 504 meeting is pending. The form both documents the interactive process and the school's commitment to accommodations for the student. This form will serve as an addition to the student's Section 504 Plan (Form J). This form is based on OCR's *Dear Colleague Letter of January 25, 2013*, 113 LRP 51638 (OCR 2013), which authorizes the determination of accommodations, aids and services necessary for equal participation in extracurricular athletics to be made without the need for a Section 504 meeting.)

Student's Name:		Birthdate:
Date:	School:	Grade:
Student Address:		Phone:
Student's physical and mental impairments:		
Extracurricular activity for which accommodations are sought:		
Names of individuals making the decision (attach additional page if necessary):		
Parent:		
Coach or representative of athletic department:		
Other:		

Overview of Section 504 With Respect to Extracurricular Activities:

1. The Section 504 student has the right to equal participation in extracurricular athletics.
2. The student must meet legitimate nondiscriminatory requirements that apply to all students to earn a place on the team (including demonstration of skills during tryouts and providing evidence of medical clearance to play).
3. Once a member of the team, the student must meet performance standards (including disciplinary and attendance rules) applicable to all students to remain on the team.
4. The Section 504 right to participation in extracurricular athletics does not mean:
 - that the student will play in games. The team's coach has discretion to play members of the team that in the coach's judgment, place the team in the best posture to compete and win;
 - that student safety is compromised;
 - that the student with the disability has an unfair advantage over the student's competitors;
 - accommodations or other changes are required that affect the fundamental nature of the game.

The process for determining Section 504 accommodations, aids and services for extracurricular activities:

"What is called for is a reasonable, timely, good-faith effort by the individuals with the appropriate knowledge and expertise to determine whether there are reasonable modifications or aids and services that would provide that student with equal access to the particular activity."

"Examples of such modifications and aids and services include using a light along with a starter pistol so that a deaf runner can compete and assisting with the administration of needed medicine like insulin so a student with diabetes can take part in an after-school gymnastics club."

Section 504 accommodations, aids and services agreed to:

PART IV

OVERVIEW OF SELECTED SECTION 504 FORMS

Tallassee City Schools Board of Education
Section 504 of the Rehabilitation Act

PART IV

Overview of Selected Section 504 Forms

1. **Section 504 Referral Form (Form A):** This is a document that begins the process of Section 504 for a child. It gathers basic information on the child's academic, behavioral, and social progress at school, and serves as the basis for the determination of whether a Section 504 evaluation should be sought.
2. **Notice of Proposed Section 504 Meeting (Form B):** This document is sent to the parent/guardian prior to each Section 504 meeting, describing what will occur and giving the time and place of the meeting.
3. **Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973 (Form C):** A document to inform parents of their rights under Section 504. This document is provided to the parent/guardian after referral, regardless of whether the decision is made to evaluate under Section 504 and at least on an annual basis otherwise.
4. **Notice and Consent for Section 504 Evaluation/Reevaluation (Form D):** Following the receipt of the referral and the decision that a Section 504 evaluation should be pursued, this form is provided to the parents to gain consent for the initial evaluation.
5. **Section 504 Teacher Input Form (Form E):** A document designed to seek information from a student's teacher or teachers about classroom performance and behavior.
6. **Section 504 Parent Questionnaire/Input Form (Form F):** A document designed to seek information from the parent/guardian about the child's functioning and activities at home. It also provides the parents an additional opportunity to be involved in the process.
7. **Section 504 Evaluation and Eligibility Determination Form (Form G):** This form is used by the Section 504 Team to determine eligibility in Section 504, and to fulfill the regulatory requirement for periodic reevaluation (at least every three (3) years). The form prompts the Team to ask the right questions and to review the required data and includes the Notice of Section 504 Evaluation results.
8. **Section 504 Plan (Form I):** Should the Section 504 Team determine that the student is eligible and in need of a Plan, it uses this form to create the plan. A copy of the plan is provided to the parent/guardian, school personnel, and third-party contractors who have the duty to implement the plan. A behavior management form is part of the Plan form and is completed if necessary.

- 9. Parental Consent, Refusal, or Revocation of Section 504 Plan (Form L):**
Consistent with OCR guidance in the *Frequently Asked Questions about Section 504 and the Educational of Children with Disabilities*, this form documents the parent's consent for Section 504 services, refusal to consent for initial Section 504 services, as well as a parent's decision to revoke consent for continued Section 504 services.
- 10. Section 504 Manifestation Determination Review/Evaluation (Form M):**
When disciplinary removals trigger a change of placement, this document walks the Team through the required questions.
- 11. Accommodations for Extracurricular Athletics (Form P):** This form is designed to address the dynamic created by OCR's 2013 guidance on extracurricular athletics. That guidance recognized that accommodations for Section 504 students in extracurricular athletics did not have to be determined in a Section 504 meeting. The form provides pertinent pieces of the OCR guidance and may serve to document in writing the accommodations agreed to outside of a Section 504 meeting.

PART V

FREQUENTLY ASKED QUESTIONS ABOUT SECTION 504

Tallassee City Schools Board of Education
Section 504 of the Rehabilitation Act

PART VI

Frequently Asked Questions About Section 504

INTRODUCTION

An important responsibility of the Office for Civil Rights (OCR) is to eliminate discrimination on the basis of disability against students with disabilities. OCR receives numerous complaints and inquiries in the area of elementary and secondary education involving Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504). Most of these concern identification of students who are protected by Section 504 and the means to obtain an appropriate education for such students.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . .”

OCR enforces Section 504 in programs and activities that receive Federal financial assistance from ED. Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

This resource document clarifies pertinent requirements of Section 504.

For additional information, please contact the Office for Civil Rights.

INTERRELATIONSHIP OF IDEA AND SECTION 504

- 1. What is the jurisdiction of the Office for Civil Rights (OCR), the Office of Special Education and Rehabilitative Services (OSERS) and state departments of education/instruction regarding educational services to students with disabilities?**

OCR, a component of the U.S. Department of Education, enforces Section 504 of the Rehabilitation Act of 1973, as amended, (Section 504) a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504. The standards adopted by the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations. This guidance focuses primarily on Section 504.

Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education. Title II prohibits discrimination on the basis of disability by state and local governments. The Office of Special Education and Rehabilitative Services (OSERS), also a component of the U.S. Department of Education, administers the Individuals with Disabilities Education Act (IDEA), a statute which funds special education programs. Each state educational agency is responsible for administering IDEA within the state and distributing the funds for special education programs. IDEA is a grant statute and attaches many specific conditions to the receipt of Federal IDEA funds. Section 504 and the ADA are antidiscrimination laws and do not provide any type of funding.

2. How does OCR get involved in disability issues within a school district?

OCR receives complaints from a parent, students or advocates, conducts agency initiated compliance reviews, and provides technical assistance to school districts, a parent or advocates.

3. Where can a school district, parent, or student get information on Section 504 or find out information about OCR's interpretation of Section 504 and Title II?

OCR provides technical assistance to school districts, a parent, and students upon request. Additionally, regulations and publicly issued policy guidance is available on OCR's website, at <http://www.ed.gov/policy/rights/guid/ocr/disability.html>.

4. What services are available for students with disabilities under Section 504?

Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in

regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

5. Does OCR examine individual placement or other educational decisions for students with disabilities?

Except in extraordinary circumstances, OCR does not review the result of individual placement or other educational decisions so long as the school district complies with the procedural requirements of Section 504 relating to identification and location of students with disabilities, evaluation of such students, and due process. Accordingly, OCR generally will not evaluate the content of a Section 504 plan or of an individualized education program (IEP); rather, any disagreement can be resolved through a due process hearing. The hearing would be conducted under Section 504 or the IDEA, whichever is applicable.

OCR will examine procedures by which school districts identify and evaluate students with disabilities and the procedural safeguards which those school districts provide students. OCR will also examine incidents in which students with disabilities are allegedly subjected to treatment which is different from the treatment to which similarly situated students without disabilities are subjected. Such incidents may involve the unwarranted exclusion of disabled students from educational programs and services.

6. What protections does OCR provide against retaliation?

Retaliatory acts are prohibited. A recipient is prohibited from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Section 504.

7. Does OCR mediate complaints?

OCR does not engage in formal mediation. However, OCR may offer to facilitate mediation, referred to as “Early Complaint Resolution,” to resolve a complaint filed under Section 504. This approach brings the parties together so that they may discuss possible resolution of the complaint immediately. If both parties are willing to utilize this approach, OCR will work with the parties to facilitate resolution by providing each an understanding of pertinent legal standards and possible remedies. An agreement reached between the parties is not monitored by OCR.

8. What are the appeal rights with OCR?

OCR is committed to a high quality resolution of every case. OCR affords the complainant an opportunity to appeal OCR’s letters of finding(s) issued pursuant to Section 303(a) of the *Case Processing Manual*, and to request reconsideration of administrative closures or dismissals. The appeal/reconsideration process provides an opportunity for complainants to bring information to OCR’s attention that would change OCR’s decision. The complainant may send an appeal to the Deputy Assistant’s Secretary for Enforcement within 60 days of the date of OCR’s letter of finding(s). The complainant must explain

why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this would change OCR's determination in the case.

9. What does noncompliance with Section 504 mean?

A school district is out of compliance when it is violating any provision of the Section 504 statute or regulations.

10. What sanctions can OCR impose on a school district that is out of compliance?

OCR initially attempts to bring the school district into voluntary compliance through negotiation of a corrective action agreement. If OCR is unable to achieve voluntary compliance, OCR will initiate enforcement action. OCR may: (1) initiate administrative proceedings to terminate Department of Education financial assistance to the recipient; or (2) refer the case to the Department of Justice for judicial proceedings.

11. Who has ultimate authority to enforce Section 504?

In the educational context, OCR has been given administrative authority to enforce Section 504. Section 504 is a Federal statute that may be enforced through the Departments administrative process or through the Federal court system. In addition, a person may at any time file a private lawsuit against a school district. The Section 504 regulations do not contain a requirement that a person file a complaint with OCR and exhaust his or her administrative remedies before filing a private lawsuit.

STUDENTS PROTECTED UNDER SECTION 504

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

12. What is a physical or mental impairment that substantially limits a major life activity?

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as 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 any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The Section 504 regulatory provision, though not as comprehensive as the Amendments Act, is still valid — the Section 504 regulatory provision's list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

13. Does the meaning of the phrase “qualified student with a disability” differ on the basis of a student’s educational level, i.e., elementary and secondary versus postsecondary?

Yes. At the elementary and secondary educational level, a “qualified student with a disability” is a student with a disability who is: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

At the postsecondary educational level, a qualified student with a disability is a student with a disability who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity.

14. Does the nature of services to which a student is entitled under Section 504 differ by educational level?

Yes. Public elementary and secondary recipients are required to provide a free appropriate public education to qualified students with disabilities. Such an education consists of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to

afford an individual with a disability an equal opportunity to participate in a school's program. Recipients are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.

15. Once a student is identified as eligible for services under Section 504, is that student always entitled to such services?

Yes, as long as the student remains eligible. The protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability. If a recipient school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

16. Are current illegal users of drugs excluded from protection under Section 504?

Generally, yes. Section 504 excludes from the definition of a student with a disability, and from Section 504 protection, any student who is currently engaging in the illegal use of drugs when a covered entity acts on the basis of such use. (There are exceptions for persons in rehabilitation programs who are no longer engaging in the illegal use of drugs).

17. Are current users of alcohol excluded from protection under Section 504?

No. Section 504's definition of a student with a disability does not exclude users of alcohol. However, Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

EVALUATION

At the elementary and secondary school level, determining whether a child is a qualified disabled student under Section 504 begins with the evaluation process. Section 504 requires the use of evaluation procedures that ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

18. What is an appropriate evaluation under Section 504?

Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. The Section 504 regulatory provision at 34 C.F.R. 104.35 (b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other

factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

19. How much is enough information to document that a student has a disability?

At the elementary and secondary education level, the amount of information required is determined by the multi-disciplinary Team gathered to evaluate the student. The Team should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The Team members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The Section 504 regulatory provision at 34 C.F.R. 10435(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. In evaluating a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons. Compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made is satisfactory under Section 504.

20. What process should a school district use to identify students eligible for services under Section 504? Is it the same process as that employed in identifying students eligible for services under the IDEA?

School districts may use the same process to evaluate the needs of students under Section 504 as they use to evaluate the needs of students under the IDEA. If school districts choose to adopt a separate process for evaluating the needs of students under Section 504, they must follow the requirements for evaluation specified in the Section 504 regulatory provision at 34 C.F.R. 104.35. 21.

21. May school districts consider "mitigating measures" used by a student in determining whether the student has a disability under Section 504?

No. As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school districts had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. In the Amendments Act (see FAQ 1), however, Congress specified that the ameliorative effects

of mitigating measures must not be considered in determining if a person is an individual with a disability.

Congress did not define the term “mitigating measures” but rather provided a non-exhaustive list of “mitigating measures.” The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low-vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

22. Does OCR endorse a single formula or scale that measures substantial limitation?

No. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

23. Are there any impairments which automatically mean that a student has a disability under Section 504?

No. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

24. Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?

No. A physician’s medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. As noted in FAQ 22, the Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

25. Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?

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

26. How should a recipient school district handle an outside independent evaluation? Do all data brought to a multi-disciplinary Team need to be considered and given equal weight?

The results of an outside independent evaluation may be one of many sources to consider. Multi-disciplinary Teams must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable Team members. The weight of the information is determined by the Team given the student's individual circumstances.

27. What should a recipient school district do if a parent refuses to consent to an initial evaluation under the Individuals with Disabilities Education Act (IDEA), but demands a Section 504 plan for a student without further evaluation?

A school district must evaluate a student prior to providing services under Section 504. Section 504 requires informed parental permission for initial evaluations. If a parent refuses consent for an initial evaluation and a recipient school district suspects a student has a disability, the IDEA and Section 504 provide that school districts may use due process hearing procedures to seek to override the a parent' denial of consent.

28. Who in the evaluation process makes the ultimate decision regarding a student's eligibility for services under Section 504?

The Section 504 regulatory provision at 34 C.F.R.104.35 (c) (3) requires that school districts ensure that the determination that a student is eligible for special education and/or related aids and services be made by a group of persons, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options. If a parent disagrees with the determination, he or she may request a due process hearing.

29. Once a student is identified as eligible for services under Section 504, is there an annual or triennial review requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the same Section 504 plan in place indefinitely after a student has been identified?

Periodic re-evaluation is required. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

30. Is a Section 504 re-evaluation similar to an IDEA re-evaluation? How often should it be done?

Yes. Section 504 specifies that re-evaluations in accordance with the IDEA is one means of compliance with Section 504. The Section 504 regulations require that re-evaluations be conducted periodically. Section 504 also requires a school district to conduct a re-evaluation prior to a significant change of placement. OCR considers an exclusion from the educational program of more than 10 school days a significant change of placement. OCR would also consider transferring a student from one type of program to another or terminating or significantly reducing a related service a significant change in placement.

31. What is reasonable justification for referring a student for evaluation for services under Section 504?

School districts may always use regular education intervention strategies to assist students with difficulties in school. Section 504 requires recipient school districts to refer a student for an evaluation for possible special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

32. A student is receiving services that the school district maintains are necessary under Section 504 in order to provide the student with an appropriate education. The student's parent no longer wants the student to receive those services. If the parent wishes to withdraw the student from a Section 504 plan, what can the school district do to ensure continuation of services?

The school district may initiate a Section 504 due process hearing to resolve the dispute if the district believes the student needs the services in order to receive an appropriate education.

33. A student has a disability referenced in the IDEA, but does not require special education services. Is such a student eligible for services under Section 504?

The student may be eligible for services under Section 504. The school district must determine whether the student has an impairment which substantially limits his or her ability to learn or another major life activity and, if so, make an individualized determination of the child's educational needs for regular or special education or related

aids or services. For example, such a student may receive adjustments in the regular classroom.

34. How should a recipient school district view a temporary impairment?

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

In the Amendments Act (see FAQ 1), Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

35. Is an impairment that is episodic or in remission a disability under Section 504?

Yes, under certain circumstances. In the Amendments Act (see FAQ 1), Congress clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

PLACEMENT

Once a student is identified as being eligible for regular or special education and related aids or services, a decision must be made regarding the type of services the student needs.

36. If a student is eligible for services under both the IDEA and Section 504, must a school district develop both an individualized education program (IEP) under the IDEA and a Section 504 plan under Section 504?

No. If a student is eligible under IDEA, he or she must have an IEP. Under the Section 504 regulations, one way to meet Section 504 requirements for a free appropriate public education is to implement an IEP.

37. Must a school district develop a Section 504 plan for a student who either “has a record of disability” or is “regarded as disabled”?

No. In public elementary and secondary schools, unless a student actually has an impairment that substantially limits a major life activity, the mere fact that a student has a “record of” or is “regarded as” disabled is insufficient, in itself, to trigger those Section 504 protections that require the provision of a free appropriate public education (FAPE). This is consistent with the Amendments Act (see FAQ 1), in which Congress clarified that an

individual who meets the definition of disability solely by virtue of being “regarded as” disabled is not entitled to reasonable accommodations or the reasonable modification of policies, practices or procedures. The phrases “has a record of disability” and “is regarded as disabled” are meant to reach the situation in which a student either does not currently have or never had a disability, but is treated by others as such.

As noted in FAQ 34, in the Amendments Act (see FAQ 1), Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

38. What is the receiving school district’s responsibility under Section 504 toward a student with a Section 504 plan who transfers from another district?

If a student with a disability transfers to a district from another school district with a Section 504 plan, the receiving district should review the plan and supporting documentation. If a group of persons at the receiving school district, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options determines that the plan is appropriate, the district is required to implement the plan. If the district determines that the plan is inappropriate, the district is to evaluate the student consistent with the Section 504 procedures at 34 C.F.R. 104.35 and determine which educational program is appropriate for the student. There is no Section 504 bar to the receiving school district honoring the previous IEP during the interim period. Information about IDEA requirements when a student transfers is available from the Office of Special Education and Rehabilitative Services at <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2c>.

39. What are the responsibilities of regular education teachers with respect to implementation of Section 504 plans? What are the consequences if the district fails to implement the plans?

Regular education teachers must implement the provisions of Section 504 plans when those plans govern the teachers’ treatment of students for whom they are responsible. If the teachers fail to implement the plans, such failure can cause the school district to be in noncompliance with Section 504.

40. What is the difference between a regular education intervention plan and a Section 504 plan?

A regular education intervention plan is appropriate for a student who does not have a disability or is not suspected of having a disability but may be facing challenges in school. School districts vary in how they address performance problems of regular education students. Some districts employ Teams at individual schools, commonly referred to as “building Teams.” These Teams are designed to provide regular education classroom teachers with instructional support and strategies for helping students in need of assistance. These Teams are typically composed of regular and special education teachers who provide

ideas to classroom teachers on methods for helping students experiencing academic or behavioral problems. The Team usually records its ideas in a written regular education intervention plan. The Team meets with an affected student's classroom teacher(s) and recommends strategies to address the student's problems within the regular education environment. The Team then follows the responsible teacher(s) to determine whether the student's performance or behavior has improved. In addition to building Teams, districts may utilize other regular education intervention methods, including before- school and after-school programs, tutoring programs, and mentoring programs.

PROCEDURAL SAFEGUARDS

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services.

41. Must a recipient school district obtain parental consent prior to conducting an initial evaluation?

Yes. OCR has interpreted Section 504 to require districts to obtain parental permission for initial evaluations. If a district suspects a student needs or is believed to need special instruction or related services and parental consent is withheld, the IDEA and Section 504 provide that districts may use due process hearing procedures to seek to override the a parent' denial of consent for an initial evaluation.

42. If so, in what form is consent required?

Section 504 is silent on the form of parental consent required. OCR has accepted written consent as compliance. IDEA, as well as many state laws, also requires written consent prior to initiating an evaluation.

43. What can a recipient school district do if a parent withholds consent for a student to secure services under Section 504 after a student is determined eligible for services?

Section 504 neither prohibits nor requires a school district to initiate a due process hearing to override a parental refusal to consent with respect to the initial provision of special education and related services. Nonetheless, school districts should consider that IDEA no longer permits school districts to initiate a due process hearing to override a parental refusal to consent to the initial provision of services.

44. What procedural safeguards are required under Section 504?

Recipient school districts are required to establish and implement procedural safeguards that include notice, an opportunity for a parent to review relevant records, an

impartial hearing with opportunity for participation by the student's a parent or guardian, representation by counsel and a review procedure.

45. What is a recipient school district's responsibility under Section 504 to provide information to a parent and students about its evaluation and placement process?

Section 504 requires districts to provide notice to a parent explaining any evaluation and placement decisions affecting their children and explaining the a parent' right to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing.

46. Is there a mediation requirement under Section 504?

No. However, the District provides and encourages mediation in order to resolve Section 504 disputes.

TERMINOLOGY

The following terms may be confusing and/or are frequently used incorrectly in the elementary and secondary school context.

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits, or services

Free appropriate public education (FAPE): a term used in the elementary and secondary school context; for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context or to refer to academic adjustments, reasonable modifications, and auxiliary aids and services in the postsecondary school context

Reasonable modifications: under a regulatory provision implementing Title II of the ADA, public entities are required to make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

Part VI

SECTION 504 RESOURCES

Possible Section 504 Accommodations/Services/Resources

Section 504 requires that schools provide (for those students who meet the criteria for a Section 504 Plan) supplementary/related aids and/or services in the general education classroom as determined necessary to meet the educational needs of the student as adequately as the needs of his/her non-disabled peers.

Below are some possible aids, services or accommodations that may be appropriate, depending upon the student's individual needs. This list is a resource to be considered by the Section 504 Team as they develop the student's plan. Remember, a student on a Section 504 Plan cannot receive "specially designed instruction" nor services from a Special Education teacher.

Section 1: Related Services/Aids

- | | |
|--|---|
| <input type="checkbox"/> Speech Therapy | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Specialized Transportation |
| <input type="checkbox"/> Behavioral Services | <input type="checkbox"/> Counseling |

Section 2: Accommodations

PHYSICAL ARRANGEMENT OF ROOM:

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- increasing distance between desks

LESSON PRESENTATION:

- pairing students to check work
- writing key points on the board
- providing peer tutoring
- providing visual aids, large print, films
- providing peer notetaker
- making sure directions are understood
- repeating directions to the student after they have been given to the class: then have him/her repeat and explain directions to teacher
- providing written outline
- allowing student to tape record lessons
- having child review key points orally
- teaching through multi-sensory modes, visual, auditory, kinesthetics, olfactory
- using computer-assisted instruction
- accompany oral directions with written directions for child to refer to blackboard or paper
- provide a model to help students, post the model and refer to it often
- provide cross age peer tutoring
- breaking longer presentations into shorter segments

ASSIGNMENTS/WORKSHEETS

- giving extra time to complete tasks
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- requiring fewer correct responses to achieve grade (quality vs. quantity)
- allowing student to tape record assignments/homework
- providing a structured routine in written form
- providing study skills training/learning strategies
- giving frequent short quizzes and avoiding long tests
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed.
- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- student should not be allowed to use cursive or manuscript writing
- reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections
- do not require lengthy outside reading assignments
- teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
- arrangements for homework assignments to reach home with clear, concise directions
- recognize and give credit for student's oral participation in class

TEST TAKING:

- allowing open book exams
- giving exam orally
- giving take home tests
- using more objective items (fewer essay responses)
- allowing student to give test answers on tape recorder
- giving frequent short quizzes, not long exams
- allowing extra time for exam
- reading test item to student
- avoid placing student under pressure of time or competition

ORGANIZATION:

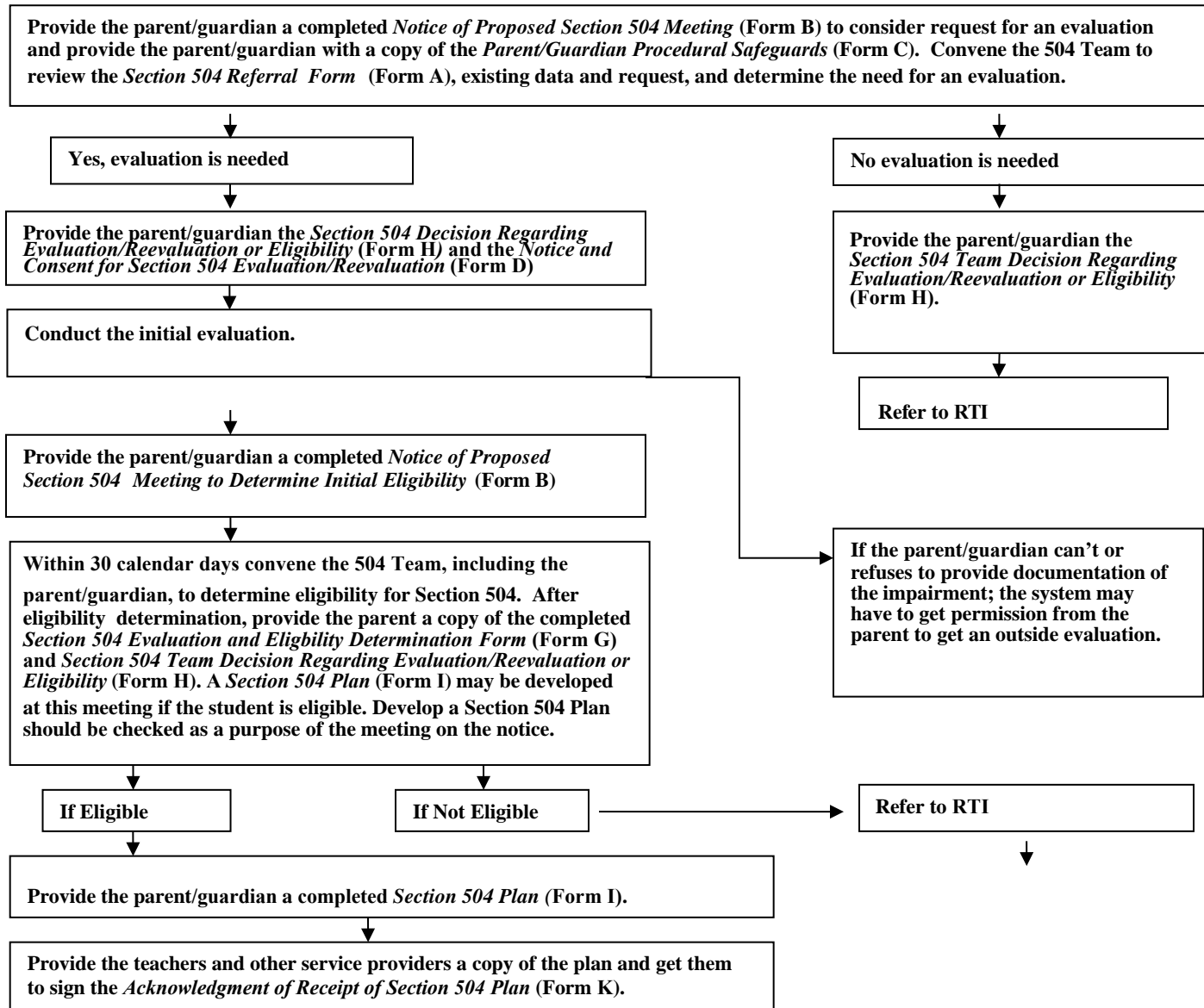
- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home
- developing a reward system for in-schoolwork and homework completion
- providing student with a homework assignment notebook

BEHAVIORS:

- use of timers to facilitate task completion
- structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cueing student to stay on task (nonverbal signal)
- marking student's correct answers, not his mistakes
- implementing a classroom behavior management system
- allowing student time out of seat to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing time-out procedures

Tallahassee City Schools
SECTION 504 PROCESS CHART
Referral Through 504 Plan Implementation

Referral or Request for a Section 504 Evaluation



Tallassee City Schools Summary of Section 504 Process

When a parent/guardian, school employee or other responsible person makes a referral for services under Section 504 of the Rehabilitation Act of 1973, the following steps should take place. These steps are also shown on the Section 504 Process Chart.

- I. Step one is the referral step. This step does NOT require a formal meeting and a referral can be submitted by a parent/guardian or school staff. When an inquiry is received, the Section 504 Referral form (**Form A**) should be completed. This initiates the 504 process.
- II. Step two is provision of notice of a meeting to consider the referral. In this step, the parent/guardian should be provided a Notice of Proposed Section 504 Meeting (**Form B**) with a proposed date and purpose for the meeting. This form should be used EVERY time that a meeting is called and the purpose should be marked each time. In addition, the parent/guardian should be provided a copy of the Notice of Parent/Guardian Procedural Safeguards Under Section 504 (**Form C**) at least annually.
- III. Step three requires the initial meeting of the 504 team. This meeting is to consider if the child should be evaluated for Section 504 services or not. Initial consideration of the need should include basic information from the parent/guardian in order to ascertain if a full evaluation is appropriate. Provide the parent/guardian a copy of **Form H**, Section 504 Team Decision Regarding Evaluation/Reevaluation or Eligibility, along with **Form D**, Notice and Consent for Section 504 Evaluation/Reevaluation (if applicable). Completion of the evaluation should occur within 60 days of receipt of **Form D** signed by the parent/guardian. **Reminder:** All meetings should be team meetings. At no point should the Coordinator or any other administrator make a unilateral decision related to disability determination or the 504 plan. As with IEPs for students under IDEA, it must always be a team decision.
- IV. Step four consists of the actual evaluation. In completing this process, the Building 504 Coordinator should have each teacher of the child (and other staff as appropriate) complete **Form E**, Section 504 Teacher Input Form and the parent/guardian complete **Form F**, Section 504 Parent Questionnaire/Input Form. In addition to this form, the Coordinator should complete **Form G**, Section 504 Evaluation and Eligibility Determination Form. Again, this process should be completed within 60 days of when parental consent was received. A meeting will be held to review the results of the evaluation and make a disability determination. If the determination is that no 504 plan is needed, the parent/guardian should be given a copy of **Form H**, Section 504 Team Decision Regarding Evaluation/Reevaluation or Eligibility, and **Form G**, Section 504 Evaluation and Eligibility Determination Form.
- V. Step five is where the 504 plan is developed, if appropriate. The meeting to complete the Section 504 plan (**Form I**) should take place within 30 days of the Eligibility Determination.
Note: The eligibility and 504 plan meeting may take place at the same time if the Coordinator is prepared to do so.
Reminder: When you schedule any meeting, you must send a Notice of Proposed Section 504 Meeting (**Form B**) with the purpose(s) of the meeting marked.

Tallassee City Schools
308 King Street
Tallassee, AL 36078
(334) 283-6864

CONFERENCE RECORD

This document shall serve as a record of the conference held between the parties listed below:

Date of Meeting _____ Student's Name _____

I. Participants at the meeting were (please print each name and have each participant initial beside his/her name at the end of the meeting).

_____	_____	_____
_____	_____	_____
_____	_____	_____

Were the parent rights provided at this meeting? Yes ☐ No ☐

II. Purpose(s) of the meeting.

III. Items on the agenda for discussion:

1. _____
2. _____
3. _____
4. _____
5. _____

IV: Notes from the meeting: List key discussion points.

V. Summary: List decisions made, proposals accepted or actions to be taken as a result of the conference.

Signature of Person Completing Conference Record

Date

Signature of Section 504 Coordinator/LEA Representative

Date

Signature of Parent/Guardian

Date

Signature of Teacher

Date

Section 504 Compliance Checklist Tallassee City Schools

Steps when a Student is Referred and Found to Need a Section 504 Plan:

- ___ Received/Documented Initial Inquiry (RtI Documents, Parent Communication)
- ___ Referral Form Completed (Form A, Section 504 Referral Form)
- ___ Meeting to Consider Referral (Form B, Notice of Proposed Section 504 Meeting)
- ___ Provide Parent Rights (Form C, Parent/Guardian Procedural Safeguards Under Section 504)
- ___ Provide Decision (Form H, Section 504 Team Decision Regarding Eval/Reeval or Eligibility)
- ___ Obtain Consent (Form D, Notice and Consent for Section 504 Eval/Reeval)
- ___ Obtain Teacher Input (Form E, Section 504 Teacher Input Form)
- ___ Obtain Parent Input (Form F, Section 504 Parent Questionnaire/Input Form)
- ___ Meeting to Consider Eligibility (Form B, Notice of Proposed Section 504 Meeting)
- ___ Complete Evaluation & Eligibility (Form G, Section 504 Evaluation and Eligibility Form)
- ___ Obtain Consent (Form L, Parental Consent, Refusal, or Revocation of Section 504 Plan)
- ___ Complete 504 Plan (Form I, Section 504 Plan Form)
- ___ Provide copies & obtain signatures (Form K, Acknowledgement of Receipt of Section 504 Plan)

Other Forms and Circumstances that Necessitate Use of this Form:

- ___ If team decides not to accept the referral for evaluation (Form H)
- ___ If team decides a student is not eligible for Section 504 (Form H)
- ___ If team decides a student needs a Behavior Intervention Plan (Form J)
- ___ If team needs to conduct a Manifestation Determination Review (Form M)
- ___ If a parent/guardian expresses desire to file grievance/complaint (Form O)

Please check all forms that were provided to parents during the process of consideration of the 504 referral. Include this document as a cover to the 504 plan documents that are submitted to the District 504 Coordinator annually.

School Name: _____

Student Name: _____

Person Completing this Form: _____

PART VII

Homebound Instruction Procedures

Homebound Instruction Procedures

General Procedures

In accordance with School Board Policy, Tallassee City Schools (TCS) provides homebound instruction as a service to students who are not able to attend school for medical and/or mental health reasons. If a student's anticipated duration of absence from school exceeds 2 weeks, the student will be eligible to request services under the provisions of these procedures.

To be considered for homebound services, a student's parent/guardian must present written documentation from a licensed physician, psychiatrist or psychologist prior to consideration for services. In addition, a student may become eligible for homebound services based upon a finding by the student's Individualized Education Program (IEP) or 504 Team that homebound services are necessary and appropriate for the student. In all cases, the appropriate Committee/Team shall provide a copy of IDEA procedural safeguards to students with IEPs and a 504 Form C to parents of all other students.

The purpose of homebound instruction is to help students keep up with their work even though they are unable to attend school or have been excluded from school for disciplinary reasons. IEP/504 teams may, in accordance with state and federal guidelines, remove a student from regular attendance and place them on homebound services.

Tallassee City Schools (TCS) shall provide homebound instruction to students with and without disabilities. In accordance with appropriate state and federal provisions, TCS will provide homebound services based upon the following guidelines:

1. In the case of a student not otherwise in need of special education and related services or services under Section 504, homebound instruction shall maintain the continuity of the student's regular program. The requirements of IEP development or 504 Plan development shall not apply and a committee consisting of the 504 Coordinator, school administrator and pertinent teachers of the student shall coordinate services for the student based on his/her individual needs.
2. In the case of a student not previously receiving special education and related services or services under Section 504, an individualized plan may apply if there is reason to believe that the student needs or may continue to need special education or Section 504 services.
3. In the case of a child receiving special education and related services or services under Section 504, the IEP Team/504 Team shall, where necessary, modify the individualized education program and its instructional goals and objectives as necessary and in accordance with all state and federal provisions to reflect the need for and provision of homebound services. Nothing in this procedure may limit the ability of the IEP team to determine the specifics of a "free appropriate public education."

Homebound Services Plan

1. Students without an IEP or 504 Plan.
 - a) When it is anticipated that a student will be absent in excess of two weeks due to an illness or other temporary medical condition, the principal, school counselor, nurse or parent/guardian shall contact the District 504 Coordinator.
 - b) A ***Homebound Services Referral Form*** shall be forwarded to the parent/guardian and/or physician. A completed referral, including a parent/guardian signature and appropriate physician documentation is required prior to any homebound services beginning.
 - c) Once the referral is completed, the committee shall meet and review the referral. The committee shall consist of the 504 Coordinator, school administrator and pertinent teachers of the student.
 - d) If the committee approves the referral, the 504 Coordinator, or his/her administrative designee, shall complete, in consultation with the parent/guardian of the student, a ***Homebound Services Plan***
 - e) A member of the committee will meet with the parent/guardian to provide copies of the ***Homebound Services Plan*** and will also provide a copy of the ***Notice of Parent/Guardian Procedural Safeguards under Section 504***. The ***Homebound Services Plan*** will fall under the procedural requirements of the district's Section 504 policy.
2. Students with an IEP or 504 Plan and/or those for whom it is anticipated that eligibility may occur due to the nature of the condition or illness.
 - a) Students with, or anticipated to possibly have, a disability as a result of a medical condition will have their information reviewed by a school level IEP/504 team.
 - b) All deliberations regarding students who are eligible or anticipated to need evaluation to determine if they are eligible under IDEA or Section 504, will follow district policies and procedures as well as all state and federal statutes.
 - c) Change of placement requirements will apply to any student with disabilities who is placed on homebound instruction.

Location and Amount of Time

1. Homebound instruction shall take place under the following guidelines:
 - a) A minimum of three (3) hours of instruction may be provided for an initial period of time, not to exceed two weeks, in order to initially evaluate the level of need, ability to tolerate the workload and the appropriate type of instruction for each student. In addition, in limited instances where the IEP/504 Team deems more than three hours as the appropriate amount for a student with a disability, that amount may be provided from the initial provision of homebound services.
 - b) For students in grades K-12, barring other unforeseen circumstances to be evaluated by the district committee, no less than 3 hours per week shall be provided for the duration of the plan.
 - c) When a student on homebound is able to participate in virtual instruction through Imagine Learning (or other similar programs), the direct homebound instruction requirement may be waived and a homebound teacher serving in the role or facilitator may contact the student from 1-3 hours per week, as determined by the parent/guardian and the school committee.

**Tallassee City Schools
308 King Street
Tallassee, AL 36078**

Homebound Services Referral Form

Student's Name: _____ Date of Request: _____

School the Child Attends: _____ Current Grade Level: _____

Student's Address: _____

Student's Date of Birth: _____ Last Day Attended: _____

Parent/Guardian Name: _____

Anticipated Date of Return to School: _____

For Use by Physician

1. Diagnosis:

2. Estimated Duration: _____

3. Degree of Restriction:

a. _____ Part-time School Attendance with Homebound Services (please state
how much time student will be able to attend school daily and/or weekly)

b. _____ Full-time Homebound

4. Other Recommendations or Comments:

Physician Signature: _____ Date: _____

Printed Name: _____ Phone #: _____

Address: _____ Best contact person: _____

***Please attach additional documentation as appropriate.**

**Tallassee City Schools
308 King Street
Tallassee, AL 36078**

Homebound Services Plan

Student's Name: _____ Date: _____

School the Child Attends: _____ Current Grade Level: _____

Student's Address: _____

Homebound Instructor: _____

Beginning Date for Homebound Instruction: _____

Anticipated Length of Homebound Instruction: _____

Location of Homebound Instruction: _____

Student's Current Academic Information

Current Course	Regular Teacher	Minutes of Instruction Weekly	Homebound Instruction Needed (Time per week)

Number of Hours of Homebound Instruction per week: _____

Signature: _____
Principal/Assistant Principal

Date Approved