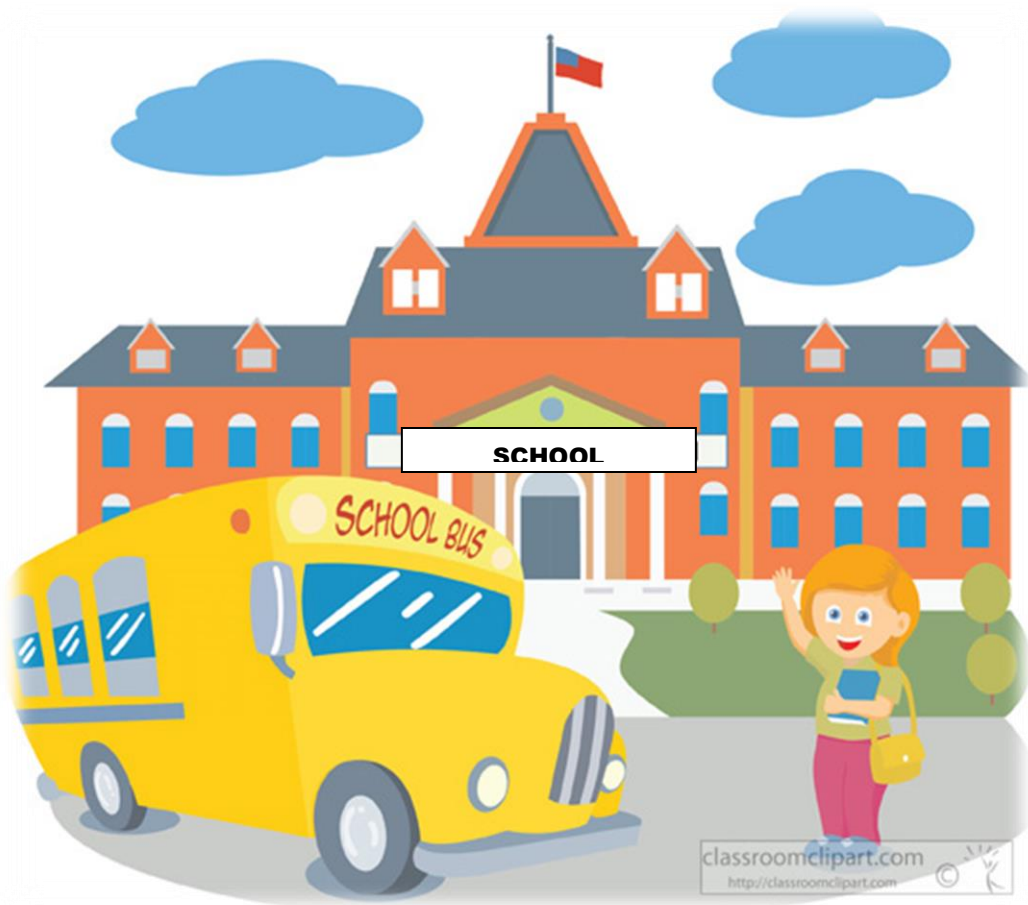


Section 504 of the Rehabilitation Act of 1973



Resource Guide 2015-2016

GONZALES INDEPENDENT SCHOOL DISTRICT
Federal Programs, Special Populations, and Community Services
Central Office Annex
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Preface

It is the policy of the Gonzales School District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or accommodations in order that such students may receive the required free appropriate education.

This Resource Guide provides an overview of Section 504 of the Rehabilitation Act of 1973, Gonzales Independent School District Administrative Regulations and procedures, required forms, and parental rights.

LISD is committed to ensuring that all students have a free appropriate education.

For additional information regarding Section 504, contact the Gonzales ISD 504 Coordinator (Director of Federal Programs, Special Populations, & Community Affairs), Central Office Annex, 535 Fair St., PO Box 157, Gonzales, Texas 78629. Our telephone number is 830.672.9551. Our FAX number is 830-672-8047.

I. Overview of Section 504 and the ADA

Introduction

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are major federal legislative acts that are designed to protect the civil rights of individuals with disabilities. Individuals with disabilities, who are otherwise qualified, are protected. Section 504 applies to entities that receive federal funds, while the ADA applies to virtually every entity except churches and private clubs.

Originally Section 504, which was part of the broader 1973 Rehabilitation Act, was rarely mentioned by public school personnel and was rarely used to ensure equal educational opportunities. Public Law 94-142, which was passed in 1975, was the federal legislation that initially resulted in major changes in the way schools served children with disabilities. This law, which was accompanied by federal funds, was the focal point of schools in serving children with disabilities. Section 504 and the ADA, which provided no funding, were often considered less important for schools.

Recently the role played by Section 504 and ADA has increased dramatically. No longer are schools able to ignore these two laws. As parents and advocates for children learn more about Section 504 and ADA, schools have to respond to requests for protection and services. These are several reasons why Section 504 and the ADA have become more prominent in affecting services for children with disabilities, including:

- The ADA, passed in 1990, mandated nondiscrimination on the basis of disabilities nationwide, without restriction to federal funding. The law was passed with a great deal of publicity, increasing the awareness of individuals about nondiscriminatory legislation.
- Certain disabilities not automatically resulting in eligibility for special education under Public Law 94-142 (now IDEA), such as attention deficit hyperactivity disorder (ADHD), have grown significantly in numbers. Because 504 and the ADA use a different definition of disability than IDEA, many students are covered under these two acts.
- Parents' awareness of Section 504 and the ADA as protection for students who may not be considered eligible for special education under IDEA has increased greatly.
- School personnel are more aware that some students who are not eligible for services under IDEA are eligible for services under Section 504 and the ADA.

An example of the increased attention to Section 504 can be seen as the legislation relates to children with ADHD. In 1991, the U.S. Department of Education issued a policy statement, in conjunction with the Office of Civil Rights and the Office of Elementary and Secondary Education, regarding the appropriate education for children with ADHD.

The policy clarified the responsibilities of schools to provide appropriate programs for children with ADHD, noting that those not eligible for services under IDEA could still qualify for services under 504.

The purpose of this resource guide is to provide school personnel and parents with an overview of Section 504 and the ADA.

What is Section 504 of the Rehabilitation Action of 1973?

Section 504 is basically civil rights legislation for persons with disabilities. The legislation prohibits discrimination against individuals who meet the definition of disability in the act, and is applied to entities that receive federal funding. Public schools must provide for Section 504 because they receive federal funds for support in school lunch programs, special education (IDEA) programs, transportation grants, remedial programs, gifted education programs, and other programs not mentioned.

Section 504 states that:

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

The Rehabilitation Act was passed as Public Law 93-112 in 1973, with the regulations going into effect on April 28, 1977. The primary areas that public schools must deal with are those that focus on employment practices, program accessibility, and preschool, elementary, and secondary education.

What is the “Americans with Disabilities Act”?

The ADA is civil rights legislation for individuals with disabilities. Unlike Section 504, the ADA applies to virtually every entity in the United States, regardless of its status of receiving federal funds. Churches and private clubs are the only two entities exempt from ADA. This results in private schools not associated with a religious organization having to comply; these schools may have been exempt from Section 504 because of not receiving federal funds.

The ADA contains several titles that focus on various aspects of disability discrimination. These include Title I–III. Title I prohibits discrimination in employment areas for businesses with 15 or more employees. Employers must make reasonable accommodations to enable disabled employees to do their jobs. Unlike Section 504,

businesses do not have to receive federal funds before they are under the jurisdiction of this act.

Title II deals with state and local government entities. As a result of this title, schools should evaluate all of their physical plants to determine accessibility issues and they must appoint an ADA coordinator for their district.

Title III targets public accommodations such as restaurants, lodging, entertainment and theaters, stadiums, stores, bakeries, service establishments such as banks, cleaners, hospitals, public transportation, places of public display, places of public recreation, education, social services, and place of exercise or recreation.

II. Definitions and Eligibility

Definition of Disability Under 504/ADA

Students who, because of a disability, need or are believed to need special accommodations and/or related services are addressed under this policy. Under the policy, a disabled student is one who: (a) has a mental or physical impairment that substantially limits one or more major life activities, including learning; (b) has a record of such impairment, or (c) is regarded as having such impairment [34 C.F.R. Sec. 104.3 (j)]. Students may be disabled under Section 504 and covered by this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students who are identified as individuals with exceptional needs according to the IDEA criteria are not addressed under this policy, as the needs of such students are provided for elsewhere under state and federal law, and the Special Education Local Plan Area procedures.

“Otherwise Qualified...”

For a person to be covered under Section 504, the individual must be otherwise qualified, meaning that a person with a disability must be qualified to do something before the presence of a disability can be a factor in discrimination. Therefore, if a person wants to participate in some activity, but the individual is not otherwise qualified for that activity, not allowing the person to participate would not be considered discrimination. The following is an example of this: A 17 year old high school boy with ADHD tries out for the basketball team, but is unable to pass, shoot or dribble. The coach will probably not allow the boy to be on the team. This would not be considered discrimination under Section 504 because the boy was not *otherwise qualified* to be on the team.

“Physical or Mental Impairment”

(34 Code of Federal Regulations Part 104.3)

(A) Physical Impairment – “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, genitourinary, hermetic and lymphatic, skin, and endocrine.”

(B) Mental Impairment – “Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.”

“Major Life Activities”

(34 Code of Federal Regulations Part 104.3)

“Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.”

“Has A Record of Such Impairment”

(34 Code of Federal Regulations Part 104.4)

“Has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities.”

“Is Regarded as Having an Impairment”

(34 Code of Federal Regulations Part 104.3)

(A) “Has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;

(B) Has a physical or mental impairment that does not substantially limit major life activities only as a result of the attitudes of others toward such impairment; or

(C) Has none of the impairments as defined but is treated by a recipient as having such an impairment.”

“Substantially Limits”

Section 504 does not provide any operational criteria of substantial limitation. Substantially limits can be defined as:

(1) Unable to perform a major life activity that the average person in the general population can perform, or

(2) Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity when compared to the condition, manner, or duration under which the average person in the general population can perform the same major life activity.

The standard that should be used to determine if a physical or mental impairment results in a substantial limitation is average performance in the general population. Therefore, the standard used is not based on the optimal performance level for a person, but rather the average performance of individuals in the general population.

A student who is determined to have a disability is not automatically eligible for Section 504 services and protections. The disability must substantially limit a major life activity. Furthermore, simply because a student is considered for 504 services, does not always mean that the student is eligible. School personnel with assistance from the District 504 Committee must use their professional judgment to determine eligibility.

Definition of Disability Under IDEA

The Individuals with Disabilities Education Act (IDEA), the legal mandate for children with disabilities to receive an appropriate education in public schools, defines disability using a categorical approach. Children are not eligible for services simply because they need services. Rather, they have to qualify into one of the categories of disabilities recognized in the law.

In order for children to be eligible for services under IDEA (Special Education), they must be classified as having one of the following recognized disabilities:

- Speech and Language Impairment
- Deaf
- Hearing Impairment
- Deaf/Blind
- Visually Impaired
- Specific Learning Disability
- Orthopedically Impaired
- Other Health Impairment
- Established Medical Disability (0-5 years)
- Traumatic Brain Injury
- Emotionally Disturbed
- Cognitively Impaired
- Autistic
- Multiple Disabilities

All individuals who are disabled under IDEA are also considered to be disabled and protected under Section 504. However, all individuals who have been determined to be disabled under Section 504 may not be disabled under IDEA.

Common Elements and Differences of Section 504 and IDEA

Section 504 and Individuals with Disabilities Education Act (IDEA) both address education for students with disabilities. The definition of a disability under Section 504 is much broader than the categorical listing of disabling conditions under IDEA. Section 504 also protects all IDEA students.

Common Elements:

- A free appropriate education must be provided.
- Students with disabilities must be educated with non-disabled persons to the maximum extent appropriate.
- Procedures must be developed for identification and location of all disabled students in the district.
- Evaluation and classification procedures must be established.

Differences:

- Section 504 is a mandatory civil rights statute with which all recipients of federal financial assistance must comply. The government does not provide funds to cover costs related to compliance. IDEA regulates an educational program for which federal funds are provided for students with specific disabilities.
- IDEA is an education law that is monitored by the U.S. Department of Education. Section 504 is a civil rights law monitored and enforced by the Office of Civil Rights.
- Section 504 covers all levels of education, health, welfare and social services as well as the rights of disabled persons as employees of agencies that receive federal financial assistance.
- The definitions of “disability” are different. IDEA lists specific types of disabling conditions that must result in special education. Section 504 eligibility is based more on the impact of a disability, rather than the clinical nature of the disability.
- Section 504 requires that an evaluation be conducted only in suspected areas of need, rather than a comprehensive evaluation as required for IDEA.
Observations, anecdotal information and judgments are considered legitimate sources of assessment data. There are no timelines for evaluations under

Section 504; evaluations must be completed “within a reasonable period of time.”

- Section 504 does not require students to be re-evaluated every three years, but requires periodic re-evaluations and re-evaluation before a significant change of placement.
- Section 504 is intended to “level the playing field” usually by eliminating barriers. IDEA is remedial and often requires additional services and programs.

Section 504 Eligibility

The following questions should be addressed when considering eligibility for Section 504 services:

1. Is the student’s condition mental or physical?
2. Does the student’s condition impair a major life activity? (caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working)
3. Is the degree of this impairment significant? (substantially limits)
4. Does the student’s condition require any accommodations in order for the student to access free and appropriate education?

The following factors should be considered when determining if the substantially limits requirement is met:

1. The nature and severity of impairment
 - a. Is the impairment mild or severe?
 - b. Does the impairment result in failure or the student not achieving near expected levels?
 - c. Does the impairment impact on a major life activity? If so, how?
2. Duration or expected duration of impairment
3. Permanent or long term impact resulting from the impairment

The District 504 Committee should utilize all available assessment information to determine which students may be eligible for Section 504 services.

The following are some examples of disabilities that may be covered under Section 504 but not under IDEA:

- Students with ADHD
- Students with health needs
- Students with a learning disability but without a significant discrepancy between ability and achievement
- Students who no longer qualify for special education

III. Requirements of Section 504 and ADA

Nondiscrimination

Non-discrimination is one of two requirements of Section 504 and ADA. For example, students with disabilities should be allowed to participate in all activities that are available for students without disabilities. These include participation in the same academic curriculum as well as extracurricular activities. Students must have equal access to health services, athletics, clubs, employment, and field trips.

When granting access to extracurricular activities, schools may use the otherwise qualified criteria. In other words, if a student is not otherwise qualified to be a member of the swim team, then the school is not discriminating against the student when the student is denied participation.

Section 504 and the ADA require that programs are physically accessible for persons with disabilities. For example, if a sophomore in high school, in a wheelchair, wants to take biology, the school cannot deny the student taking this course simply because the class is located on the second floor of an inaccessible building. In another example, a student with a visual impairment must be allowed to enroll in shop classes. The school would be asked to make reasonable accommodations and modifications to enable the student to participate and be successful.

Free Appropriate Public Education

Section 504 and the ADA require that schools provide students with disabilities with a Free and Appropriate Public Education (FAPE). This may include a variety of services including education in general education classes, education in general education classes with supplementary aids, or special education and related services outside the general education setting.

Related services should be provided for students with disabilities if these services are required to meet the student's educational needs. For example, a student may receive physical therapy and no other special services under 504.

FAPE requires that students with disabilities be educated with their peers, to the maximum extent appropriate, while meeting the needs of the students with disabilities.

IV. Administrative Regulations

Purpose and Responsibility

It is the intent of the Luling Independent School District to identify, evaluate and provide a free, appropriate education to each disabled student within its jurisdiction regardless of the nature or severity of the disability.

It is the further intent of the District to ensure that students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with the appropriate education: i.e., general or special education and related aids and services that are designed to meet the needs of each disabled person as adequately as the needs of non-disabled persons.

Campus 504 Coordinator

The Campus 504 Coordinator, in conjunction with Campus Administrator(s), reviews all "Requests For Section 504 Plan" submitted pertaining to their respective campus(es). Each request is evaluated for eligibility according to Section 504 guidelines. Campus Coordinator then reviews all requests for assistance and decides if the necessary resources for assistance are available at the school site. If the resources are available at the school site, then the 504 Coordinator **may** make recommendations for accommodations without the writing of a section 504 plan. If the necessary resources are not available at the school site, then the Campus Coordinator will complete a request for a Section 504 plan.

Identification and Referral Procedures

1. Any student who because of a disability, needs or is believed to need general or special education and related aids and services not available through existing programs in order to receive a free appropriate public education, may be referred by a parent, guardian, teacher or other staff member, or by a community agency to the school-site RTI chairperson or principal.
2. The RTI chairperson or principal will bring the referral to the school's RTI team, which will be composed of persons knowledgeable about the student's individual needs, the student's school history, the meaning of evaluation data and placement/accommodation options. The principal, to ensure that qualified personnel participate, will monitor the composition of the CAMPUS 504 TEAM.
3. The RTI will promptly consider the referral and, based upon a review of the student's school records, (including academic, social, and behavioral records), a discussion with the parent/guardian, and the student's current documented needs, make a determination as to whether an evaluation by the District Committee is appropriate.
4. If the RTI determines that no accommodations and/or no services are necessary, the record of the RTI meeting will reflect the identification of the student as a non-disabled person under Section 504 and will state the basis for the decision that no special services are presently needed.
5. If the District Committee denies a request for evaluation, the RTI will inform the parents(s) or guardian in writing of this decision and of the procedural rights as described herein.

Evaluation

The evaluation of qualified disabled students within the meaning of Section 504 and formulation of a plan for services will be carried out by the RTI according to the following procedures:

1. The RTI will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria (such as age) for

participation in the educational program and/or activities. The evaluation will comply with the requirements of 34 C.F.R. Sec. 104.35 (a) (b).

2. No final determination to identify a student as a disabled individual within the meaning of Section 504 will be made by the RTI without first inviting the parent(s) or guardian of the student to participate in a meeting and with an approval to do so by the Campus Administrator.

3. A final decision will be made by the RTI and/or the District Section 504 Committee in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing as described herein.

Plan For Services

1. For a student who has been RTI identified and approved by the Campus 504 committee as a qualified disabled student within the meaning of Section 504, the CAMPUS 504 TEAM shall be responsible for determining what special services are necessary to ensure that the student receives a free appropriate public education.

2. This determination will be made in compliance with C.F.R. Sec. 104.35 (c). The RTI shall consider all available relevant information, drawing upon information from a variety of sources including and not limited to; aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

3. The parent(s) or guardian shall be invited to participate in the RTI meeting where services for the student will be determined, and shall be given an opportunity to present independent relevant records for consideration by the CAMPUS 504 TEAM and to examine in advance all relevant District records.

4. If found eligible by the District 504 Committee, the RTI will develop a written Section 504 Plan describing the disability and any modifications needed. The plan will specify how the general or special education and related aids and services will be provided, and by whom. A copy of this plan shall be maintained in the student's cumulative file. The student's teachers, aides, and other school employees who provide services to the student shall be informed of the services necessary for the student, to the extent that any of these individual(s) needs to be informed in order to provide for the student in the school setting. A copy of the plan will be forwarded to Special Program and Services Department.

5. In all cases, a disabled student shall be placed in the general educational

environment of the District, with the use of reasonable accommodations, unless the District demonstrates that such a placement cannot be achieved satisfactorily. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

6. The parent(s) or guardian shall be notified in writing of the final decision concerning the services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing as to such decision.

Review of Student Progress

1. The RTI will monitor the progress of the disabled student and the effectiveness of the student's plan tri-annually to determine whether the services are appropriate and necessary, and the disabled student's needs are being met as adequately as the needs of the non-disabled students.
2. Prior to any subsequent significant change in placement, or change in services provided, a reevaluation of the student's needs will be conducted.

Notification to Parents of Procedural Rights

1. The parent(s) or guardian of students being considered for Section 504 eligibility shall be given the "Notice of Parent and Student Rights."
2. The parent(s) or guardian of a qualified disabled student shall be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of their child made under this regulation.
3. The parent(s) or guardian of a qualified disabled student has the right to review relevant records regarding the student. Records may be reviewed at the school site if unavailable at the District office. Copies of student records may be obtained pursuant to Education Code Section 49065.
4. The parent(s) or guardians shall have the right to an impartial hearing with opportunity for participation by the parent(s) or guardian and representation by counsel as to District decisions concerning the identification, evaluation, or educational placement of the student. In the notice of any District decision concerning identification, evaluation or placement of a student, the parent(s) or guardian will be advised of: (a) the date on or before which they must file a

request for a Section 504 due process hearing, as specified below, (b) the person to whom they shall make such request as set forth below, (c) the procedures for conduct of the hearing, and (d) the fact that reimbursement of attorney's fees, expert witness fees and other cost is available only as authorized by law.

5. A request for a Section 504 due process hearing must be filed in the Office of Civil Rights, 1200 Main Tower Building, Room 1935, Dallas, Texas 75202., within thirty calendar days of the date of notification of the District decision.

6. A request for a hearing must be in writing. A parent, guardian or student making an oral request will be assisted by the District in making a written request. A request for a hearing shall contain the following:

- a. The specific nature of the decision(s) made by the District with which the person disagrees.
- b. The specific relief the person seeks.
- c. Any other information the person believes will assist in understanding the request.

7. Within twenty calendar days of receipt of a timely request for hearing, the District Section 504 Coordinator will select an impartial hearing officer in the each case for which a hearing has been requested, unless such time is extended for good cause or by mutual agreement of the parties.

8. A hearing officer selected by the District must satisfy the following requirements;

- a. Be qualified to review district decisions relating to Section 504.
- b. Not be an employee of, or under contract with the District in any capacity other than that of a hearing officer.
- c. Not have any professional or personal involvement that would affect his or impartiality or objectivity in the matter.

9. Within forty-five calendar days of the selection of the hearing officer, the hearing shall be conducted and a written decision mailed to all parties, unless such a time is extended for good cause or by mutual agreement of the parties.

10. Any party to the hearing shall be afforded the following rights:

- a. The right to be accompanied and advised by counsel and by counsel and individuals with special knowledge or training relating to the problems of the student who are qualified handicapped within the meaning of Section 504.
- b. The right to present evidence, written and oral.

- c. The right to question and cross-examine witnesses.
 - d. The right to written findings of fact, conclusions of law and a decision prepared by the hearing officer.
 - e. The right to a written or electronic verbatim record of the hearing prepared at the expense of the individual requesting such record.
 - f. The right to prohibit the introduction of evidence at the hearing that has not been disclosed to the other party or parties at least five calendar days prior to the hearing, except for good cause shown.
 - g. The right to receipt of notice from the other party or parties at least ten calendar days prior to the hearing that they will utilize the services of an attorney, except for good cause shown.
11. The hearing officer shall render a decision pursuant to the legal standards set forth in the 34 C.F.R. Part 104.
12. Either party may seek review of the hearing officer's decision by a court of competent jurisdiction.

V. Using the Section 504 Flow-Chart and the Related Forms

(Please refer to flow-chart at the end of this text)

The flow-chart on the next page is a schematic of the Section 504 process. Enclosed in the appendix of this resource guide are the five necessary forms that should be used during the various stages of developing a Section 504 plan.

1. Either the parent/guardian or concerned teacher(s) will submit a request to the RTI team at school requesting the need for special services or accommodations for the student based on a disability. In ESPED, the parent and/or teacher should fill out the Parent Input Form (screen 31) and/or Teacher Input Form (screen 24). The Section 504 Review Committee Referral should be completed with as well.

- Use Preview Feature in ESPED to print hard copy for parent/ teacher to complete

- Enter information from input form into ESPED

2. If the school staff can provide services, accommodations, or make modifications for the student without making a formal 504 plan, then the school team should develop the plan and monitor the services.

3. If the school staff is unable to do Step 2, then the 504 Coordinator should complete a *Section 504 Notice of Consent and Evaluation*

4. If Campus 504 Coordinator determines with further evaluation that the student is 504 eligible, the site staff or the site staff with a member of the

Campus 504 Coordinator will develop a plan with the parent/guardian.

5. The school staff will send *504 Meeting Notice (ESPED)* to the parent/guardian.
6. Upon discussion with the parent/guardian, school staff, and the Campus 504 Coordinator as needed, the group will develop a 504 Service Plan and a 504 Accommodation Plan (ESPED)
7. All of the student's teachers and school staff as needed, will be notified of the 504 Plan. Everyone has an obligation to carry out the Service Plan and/or Accommodation Plan once it has been signed by the interested parties.
8. A copy of the plan is to be placed in the cumulative folder, a copy given to the teachers and parent/guardian, and a copy sent to Special Program and Services Department.
9. A 504 Plan must be reviewed at least every three years. It should also be reevaluated when the student has a change of school site.

VI. Sample 504/ADA Accommodations

There are numerous accommodations and modifications that are necessary for students with disabilities under Section 504 and ADA. An accommodation is an adaptation or adjustment that is supplied for convenience or because it is needed. A modification is making or offering a limited or minor change that results in altering the original standards. Because students qualifying for Section 504 can have a variety of needs, the following are some of the common strategies that can help:

Accommodations to the physical environment

- Seat the student near the teacher.
- Seat the student near someone who will be helpful and understanding.
- Seat the student in an area free from distraction.
- Seat the student out of main traffic area.
- Provide more space for the student to store and use various instruction aids and equipment.
- Allow the student additional break or rest times.
- Establish and use learning centers.
- Arrange classroom to facilitate small group, large group, and peer learning opportunities.
- Ensure proper desk height and seating comfort.
- Ensure proper lighting.
- Ensure that various materials, supplies, and room composition do not result in allergic reactions by student.
- Ask parents to structure study time. Give them information about your long-term assignments.
- Encourage teacher to move around the classroom for proximity control.

Accommodations for Organization

- Help student use an assignment notebook or monthly calendar.
- Allow additional time to complete tasks/take tests.
- Help student organize notebook or provide a folder to organize work,
- Help student set time limits for assignment completion; structure is important.
- Help student set up timeline for completion of long assignments.
- Question student to help focus on important information.
- Help highlight the main concepts in student's books.
- Ask student to repeat directions before beginning tasks.

Accommodations to Instructional Materials

- Use large print materials for low vision students.
- Use Braille for students who cannot read print.
- Use high interest, low vocabulary reading materials.
- Allow student to highlight texts and show him how to do it.
- Use multi-sensory materials.
- Allow tape-recorded materials.
- Allow student to use calculator.
- Use concrete manipulative materials.
- Provide student with advance organizers.
- Provide student with advance lecture outline.
- Provide students with lecture notes.
- Have spell-check capabilities available for student.
- Provide student with pretest questions.

Accommodations During Testing

- Allow student to take tests orally.
- Allow student to use a scribe during testing.
- Allow student more time during testing.
- Allow student to break tests into shorter testing sections.
- Allow student to use spell check or dictionary.
- Allow student to tape record answers.
- Allow student to provide answers orally.
- Use different test formats (essay, short answer, objective).
- Shorten length of test.
- Use simple directions.
- Use instructional aids to facilitate testing.
- Allow student to take test in a quiet area.

Accommodations to Instructional Method and Presentation

- Use peer tutoring
- Use peer buddies
- Provide note-takers
- Use graphic organizers
- Use study guides

- Allow student to use tape recorder
- Use multi-sensory instructional materials
- Use audio-visual resources
- Use computer and computer programs
- Use simple directions
- Provide short term feedback for students
- Teach and reinforce study skills
- Break long assignments into multiple, short assignments to facilitate closer monitoring and feedback
- Provide extensive feedback and monitoring
- Use culturally sensitive materials
- Use low vocabulary/high interest materials
- Use flexible homework criteria for different students
- Use a homework assignment book
- Use materials that are age and developmentally appropriate
- Provide photocopies of teacher's notes
- Stress auditory, visual, kinesthetic mode of presentation
- Recap or summarize the main ideas of the lecture
- Use verbal cues to help students organize notes such as "The next important step is ..."
- Avoid embarrassing student by requiring him/her to read orally in class (unless student can be successful.)
- Encourage student to ask for assistance when needed.
- Be aware of possible frustrations.
- Reinforce appropriate participation in class.
- Use nonverbal communication to reinforce appropriate behavior.
- Develop and maintain regular school-home communication.
- Encourage development and sharing of special interests.
- Use memory devices to help student remember facts and concepts.

Accommodations to Curriculum

- Help provide supplementary materials that student can read.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of materials. (Shorten spelling and vocabulary lists.)
- Provide alternative assignments that don't require writing.
- Allow student to print.
- Supply student with samples or work expected.
- Encourage good quality of work and not quantity.
- Use worksheets that are visually clear and adequately spaced.

- Allow student to have sample tests.
- Provide all possible test items and student or teacher selects specified number.
- Give oral quizzes.
- Provide extra assignments/test time if necessary.
- Make sure assignments are started correctly in class.

Accommodations to Homework

- Give student more time to complete homework
- Allow student to complete assignments using a tape recorder
- Modify the amount of homework.
- Tape -record the homework assignment for the student.
- Write the homework assignment on the board for the student.
- Use a homework assignment notebook to communicate with the parents.
- Repeat homework assignments.
- Use variable grading scales.
- Give homework assignment for one week at a time rather than one day at a time.
- Use peer grading in homework assignments.
- Use peer buddies in homework assignments.

Accommodations Addressing Specific Behaviors

Listed below are examples of accommodation for particular behaviors that schools may wish to use in developing a plan to address a student's needs.

When You See This Behavior	Try This Accommodation
1. Difficulty following a plan (has high aspirations, but lacks follow-through) set out to get straight A's, end up with F (sets unrealistic goals).	<ul style="list-style-type: none">• Assist student in setting long-range goals; break the goal into realistic parts.• Use a questioning strategy with the student: ask, "What do you need to be able to do this?" Keep asking that question until the student has reached an obtainable goal.• Have student set clear time lines, and establish how much time he or she needs to accomplish each step. (Monitor student's progress frequently).
2. Difficulty sequencing and completing steps to accomplish specific tasks (e.g., writing a book report, term papers, organized paragraphs: solving division problems).	<ul style="list-style-type: none">• Break up task into workable and manageable steps.• Provide examples and specific steps to accomplish task.
3. Shifting from one uncompleted activity to another without	<ul style="list-style-type: none">• Define the requirements of a completed activity

closure.	(e.g., your math is finished when all six problems are completed and corrected; do not begin on the next task until the first task is finished)
4. Difficulty following through on instructions from others.	<ul style="list-style-type: none">• Gain student's attention before giving directions. Use alerting cues. Accompanying oral directions with written directions.• Give one direction at a time. Quietly repeat direction to the student after they have been given to the rest of the class. Verify understanding by having the student repeat the direction.• Do not present the command as a question or favor.• Place general methods of operations and expectations on charts displayed around the room and/or sheets to be included in the student's notebook.• Make work cards.
5. Difficulty prioritizing from most to least important.	<ul style="list-style-type: none">• Prioritize assignments and activities.• Provide a model to help students. Post the model and refer to it often.
6. Difficulty sustaining effort and accuracy over time.	<ul style="list-style-type: none">• Reduce assignment length and strive for quality (rather than quantity).• Increase the frequency of positive reinforcements (catch the student doing right and let him/her know it).
7. Difficulty completing assignments	<ul style="list-style-type: none">• List and/or post (and say) all steps necessary to complete each assignment.• Reduce the assignment into manageable sections with specific due dates.• Make frequent checks for work assignment completion.• Arrange for the student to have the phone number of a "study buddy" in each subject area.
8. Difficulty with any task that requires memory.	<ul style="list-style-type: none">• Combine seeing, saying, writing, and doing; student may need to sub-vocalize to remember.• Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, numerous repetitions)
9. Difficulty with test taking.	<ul style="list-style-type: none">• Allow extra time for testing; teach test-taking skills and strategies; and allow student to be tested orally. Use clear,

	readable, and uncluttered test forms. Use a test format that the student is most comfortable with. Allow ample space for student response. Consider having short answer tests.
10. Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> • Directly teach (tell the student) what non-verbal cues mean. Model and have student practice reading cues in safe setting.
11. Confusion from written material (difficulty finding main idea from a paragraph, attributes greater importance to minor details).	<ul style="list-style-type: none"> • Provide student with copy of reading material with main ideas underlined or highlighted. • Provide an outline of important points from reading material. • Teach outlining, main idea/details concepts. • Provide tape of text/chapter.
12. Confusion from spoken material, lectures and audiovisual material (difficulty finding main idea from presentation, attributes too much importance to minor details).	<ul style="list-style-type: none"> • Provide student with a copy of presentation notes. • Allow peers to share copies of notes from presentation. (Have student compare own notes with copy of peer's notes). • Provide framed outlines of presentations (introducing visual and auditory cues to important information). • Encourage use of tape recorder. • Teach and emphasize key words (the following, the most important point, etc.)
13. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	<ul style="list-style-type: none"> • Reward attention. Break up activities into small units. Reward for timely accomplishments. • Use physical proximity and touch. Use earphones and/or study carrels, quiet place or preferential seating.
14. Frequent messiness or sloppiness.	<ul style="list-style-type: none"> • Teach organizational skills. Be sure student has daily, weekly, and monthly assignment sheets: list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers. Reduce distractions. • Give reward points for notebook checks and proper paper format. • Provide clear copies of worksheets and handouts and consistent format for worksheets. Establish daily routine;

	<p>provide models for what you want the student to do.</p> <ul style="list-style-type: none"> • Arrange for peer who will help him/her with organization. • Assist student to keep materials in a specific place (e.g., pencils and pen in pouch). • Be willing to repeat instruction.
15. Poor handwriting (often mixing cursive with manuscript and capitals lower-case letter).	<ul style="list-style-type: none"> • Allow for scribe and grade content, not handwriting. Allow for use of computer or typewriter. • Consider alternative methods for student response (e.g., tape recorder, oral reports). • Do not penalize student for mixing cursive and manuscript (accept any method of production).
16. Difficulty with fluency in handwriting (e.g., good letter/work production but very slow and laborious).	<ul style="list-style-type: none"> • Allow for shorter assignments. (Emphasize quality over quantity). • Allow alternate method of production (computer, scribe, oral presentations. etc.)
17. Inappropriate responses in class often blurted out answers given to the questions before they have been completed.	<ul style="list-style-type: none"> • Seat student in close proximity to teachers so that the teachers can do visual and physical monitoring of student behavior. • State behavior that you do want (tell the student how you expect him/her to behave).
18. Agitation under pressure and competition (athletic or academic).	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities; structure class for team effort and cooperation.
19. Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations).	<ul style="list-style-type: none"> • Give the student a responsible job (e.g., team captain, care and distribution of the balls, score-keeping); consider leadership role. • Have student in close proximity to teacher.
20. Frequent involvement in physically dangerous activities without considering possible consequences.	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan in advance. • Stress Stop-Look-Listen. • Pair with responsible peer. (Rotate responsible students so that they don't burn out).
21. Poor adult interactions; defies authority; manipulates passive); hangs on.	<ul style="list-style-type: none"> • Provide positive attention. • Talk with student individually about the inappropriate behavior (a better way of getting what you need or want is...).
22. Frequent self-put-downs, poor personal	<ul style="list-style-type: none"> • Structure for success. Train student for

<p>care and posture, negative comments about self and others, low self-esteem.</p>	<p>self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?)</p> <ul style="list-style-type: none"> • Allow opportunities for the student to show his/her strengths. • Give positive recognition. • Remain calm, state infraction of rule, and don't debate or argue with student. • Have a pre-established consequence for misbehavior. • Administer consequences immediately and monitor proper behavior frequently. • Enforce rules of the classroom consistently. • Design discipline to "fit the crime," without harshness. • Avoid ridicule and criticism. Remember ADHD children have difficulty staying in control. • Avoid publicly reminding students on medication to "take their medicine." • Reward more than you punish in order to build self-esteem. • Praise immediately all good behavior. • Change rewards if not effective in motivating behavioral change. • Find a way to encourage the child. • Teach the child to reward him/herself. <p>Encourage positive self-talk (e.g. "You did very well remaining in your seat today. How do you feel about that?"). This encourages the child to think positively about him/herself.</p>
<p>23. Difficulty using unstructured time, recess, hallways, lunchroom, locker room, library and assembly.</p>	<ul style="list-style-type: none"> • Provide student with a definite purpose during unstructured activities. (e.g. "The purpose of going to the library is to check out...; The purpose of...is...") • Encourage group games and participation (organized school clubs and activities).
<p>24. Losing things necessary for task or activities at school or at home (e.g., pencils, books, assignments before, during, and after completion of a given task).</p>	<ul style="list-style-type: none"> • Help students organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks. (Emphasize a place for everything and

	everything in its place.) <ul style="list-style-type: none">• Provide positive reinforcement for good organization. Provide student with a list of needed materials and their locations.
25. Poor use of time (sitting, staring off into space, doodling, not working on task at hand).	<ul style="list-style-type: none">• Teach reminder cues (a gentle touch on the shoulder, hand signal, etc.).• Tell the student your expectations of what paying attention looks like. (e.g. You look like you are paying attention when...)• Give the student a time limit for a small unit of work with positive reinforcement for accurate completion.• Use a contact, time, etc., for self-monitoring.

VII. Discipline and Section 504 and the ADA

Students served under Section 504 and ADA are treated similar to students served under IDEA with respect to discipline. Rules and standards can be applied to disabled students just as they are applied to non-disabled students. Sometimes a behavioral plan needs to be in place to ensure that a disabled student will receive equal opportunities to be successful with classroom rules through all of his/her teachers working together in a supportive way.

The following summarizes some of the considerations when working with students protected by Section 504 and the ADA:

- Disciplinary procedures for students under Section 504 and ADA are similar to those under IDEA.
- Under IDEA, Section 504, and ADA, all students are entitled to oral or written notice of charges and the opportunity to tell their side before suspensions of 10 days or less, and a formal hearing before a suspension of more than 10 days.
- Expulsion or suspension of 10 or more days, or a series of suspensions totaling to 10 or more days is considered a change of placement and require procedural requirements of IDEA or 504/ADA.
- A *manifest determination* must be made before suspending a student for more than 10 days or for expelling him under IDEA or 504/ADA. If a manifest

determination shows no relationship between the behavior and disability, then the student may be disciplined as any other student.

- If the *manifest determination* shows that there is a relationship between the behavior and the disability, then the student may NOT be suspended or expelled; the school should consider the appropriateness of the current program and consider appropriate changes.
- IDEA students who are expelled must continue to receive FAPE; 504 students do not have to be provided with FAPE during expulsion or suspension.
- Students currently engaged in drug or alcohol abuse are not protected under Section 504.

Questions and Answers

1. Are individual behavior management plans required under Section 504?

The Office of Civil Rights (OCR) interprets Section 504 as requiring districts to develop an individualized behavior management plan for a student disability when that student's behavioral difficulties significantly interfere with his ability to benefit from his education. This is not to mean that the District must develop a behavioral plan for every 504 student.

2. Must all school officials and employees discipline a student in accordance with his behavioral management plan?

Yes. All teachers, bus drivers, etc. need to know the plan and implement the plan regardless of whether they agree with the plan.

3. Does Section 504 have a stay-put provision that parents can invoke to stay disciplinary action?

No.

4. Does the Gun-Free Schools Act apply to students with disabilities eligible for coverage under Section 504 only?

Yes. Under Section 504 and IDEA, a student with a disability may be expelled only if a group of persons knowledgeable about the student determines that the bringing of a gun to school was not a manifestation of the student's disability.

5. May the district change the placement of dangerous students with disabilities without conducting a reevaluation and providing Section 504 safeguards?

It is possible that a district may unilaterally change the placement of a student

covered with Section 504 to the same extent that it is permitted to do under the IDEA. In 1994, Congress amended the IDEA (often referred to as the Jeffords Amendment) to give school authorities the flexibility to place a student with a disability, who brought a gun to school, in an interim alternative placement setting (IAES) for up to 45 calendar days, even before making a determination whether bringing a “weapon” to school was a manifestation of the student’s disability.

6. Must a district conduct a functional behavior assessment prior to placing a student with a disability protected only under Section 504 in an interim alternative educational setting?

Under Section 504, the decision to conduct a functional behavior assessment appears to remain discretionary, despite changes made to IDEA making the performance of such an assessment mandatory. A “functional behavior assessment” is a specific type of psychological evaluation designed to analyze the relationship between classroom variables (antecedent behaviors) and resulting challenging behaviors (target behaviors) in order to design an effective plan of intervention.

VIII. LISD Nondiscrimination Grievance Procedure

Purpose

The Luling Independent School District does not discriminate on the basis of disability in any of its policies, procedures, programs, or practices. This nondiscrimination procedure covers admission and access to District facilities and programs, and in employment in the District.

It is desirable that problems and complaints of alleged discrimination on the basis of disability brought by students, employees, parents, or other members of the community be resolved in a prompt and equitable manner. If possible such problems and complaints should be resolved in an informal manner as provided herein.

Retaliation in any form for the filing of a grievance, the reporting of instances of discrimination, or any participation in the grievance procedure is prohibited. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Definitions

Grievance -- A grievance shall mean the filing of a written complaint with the responsible district official alleging that there has been an act of discrimination on the basis of disability as prohibited by Section 504 of the Rehabilitation Act of 1973, in the District's education program or activities, including employment therein and admission thereto. The grievance shall state the nature of the Section 504 violation with sufficient specificity to allow for suitable response.

Complainant—An individual(s) who brings either a formal or informal complaint of alleged discrimination governed by Section 504 of the Rehabilitation Act of 1973. A complainant who brings a complaint shall be informed that the complaint must be presented as a written complaint. As appropriate, staff will assist those who have difficulty writing a complaint. A complainant may be:

1. An employee of the District; an employee group; or an individual or group acting on the employee's behalf with written consent.
2. A student; or parent guardian acting on the student's behalf; a student group; or individuals or groups acting on a student's behalf with written consent.
3. Any other interested individual or group alleging discrimination under Section 504 in District programs or practices.

Procedure

When a complainant has a complaint against the District on disability discrimination, the following procedures will be followed in the handling of such complaint. A complainant will be provided a copy of these procedures when the complaint is filed with the District.

Level One

The complainant will first meet with the person immediately involved in an attempt to informally resolve the complaint. If the complaint is not resolved as a result of that meeting, or if the complainant wishes to bypass the first level, the complainant shall file a grievance.

Level Two

If the complainant is an employee or representative of employee(s) the grievance shall be filed with the principal or his/her designee. If the complainant is a student or representative of students the grievance shall be filed with the principal. The complainant shall meet with the appropriate school site representative to discuss the grievance and attempt to informally resolve the complainant. The representative will respond to the complainant in writing within (10) working days, unless extended by consent of the

complainant, setting forth the representative's findings and/or any resolution of the grievance agreed to by the complainant.

Level Three

In the event that a grievance has not been satisfactorily resolved at Level Two, the grievance will be forwarded to the District Section 504 Coordinator and the complainant will meet with the District Coordinator. Every reasonable attempt will be made to resolve the complaint in a manner acceptable to all parties. The District Coordinator shall respond to the complainant in writing within ten (10) working days, unless extended by consent of complaint.

The District Coordinator shall conduct any investigation necessary to resolve the grievance including discussion with the complainant, the person(s) against whom the complaint was filed, appropriate staff members, students and others, and review of all relevant documents. In the event that the investigation necessitates contacting parties other than the complainant and the persons against whom the complaint was filed, the District Coordinator may designate up to ten (10) additional working days for investigation of the grievance.

Level Four

In the event that the District 504 Coordinator is unable to resolve the complaint, the complainant shall contact the Office of Civil Rights.

Miscellaneous

Failure to exhaust remedies at each level, or follow specified timelines, may be considered an abandonment of the grievance. In the event the District fails to provide written findings at any step within the time limits prescribed, the complainant shall have the right to proceed immediately to the next level.

In the event the complainant is against the individual responsible for following the grievance procedure at any level, the complainant can address the grievance directly to the next level.

If the nature of the complaint is governed by another District policy or procedure, the school site representative will assist the complainant to file a complaint under the appropriate procedure.

The existence of this District grievance procedure does not affect the right of an individual or group to file a federal complaint directly with the Office for Civil Rights Department of Education.

APPENDIX

Required Forms

1. Referral for Section 504 Plan.....E504
2. Notice of Parent and Student Rights.....504-1
3. Parent/Guardian Invitation to Section 504 Eligibility Meeting.....E504
4. Notice of Evaluation for Section 504.....E504
5. Section 504 Service Plan.....E504
6. Section 504 Accommodation Plan.....E504

Other Forms

7. Section 504 Manifestation Determination.....E504
8. Request for 504 Review Hearing.....504-4

SECTION 504 PARENT AND STUDENT RIGHTS

The Rehabilitation Act of 1973, Section 504, is a statute whose purpose is to prohibit discrimination. Under this statute, disabled students under Section 504 (defined as one who has, has a record of having, or is regarded as having, a physical or mental impairment which substantially limits a major life activity) have educational opportunities and benefits equal to those of nondisabled students.

The purpose of this letter is to inform you of the rights afforded those parents and/or students who qualify for protection under Section 504:

1. You have the right to be informed of the rights. This letter satisfies this requirement.
2. The student has the right to an education designed to meet his/her appropriate educational needs as adequately as nondisabled students needs are met.
3. The student has the right to be placed in the least restrictive educational environment.
4. The student has the right to comparable facilities, services, and activities which are provided to nondisabled students.
5. The student has the right to free educational services. Those fees which are charged nondisabled students or their parents may be charged to the student or guardian.
6. You have the right to notification prior to any action the school District may take to place, to identify, or to evaluate the student.
7. The student has the right to an evaluation prior to Section 504 placement.
8. After initial placement, the student has the right to an evaluation prior to any significant change in placement.
9. All testing and evaluation of the student must conform with the requirements of the Rehabilitation Act 1973. The District must consider information from a variety of sources which may include: aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student's grades, progress reports, parental input, anecdotal reports, and TAKS scores.
10. Decisions on placement must be made by a group of people knowledgeable about the student, the evaluation data, interpretation of such data, placement options, least restrictive environment requirements, and comparable facility requirements.

11. Once under the protection of Section 504, the student has the right to periodic reevaluations, generally every three years.
12. You have the right to examine any records which are relevant.
13. You have the right to request an impartial hearing to challenge any of the District's decisions involving placement, evaluation, or identification of the student.
14. If you wish to challenge the actions of the District's Section 504 Committee in regard to the student's placement, identification, or evaluation, you should file a written Notice of Appeal with the District's Section 504 Coordinator (Gonzales ISD Director of Federal Programs, Special Populations, & Community Affairs) Central Office Annex, 535 Fair St., PO Box 157, Gonzales, Texas 78629. The appeal notice must be returned with 15 calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the time, date and place for the meeting.
15. You have the right to appeal the impartial hearing officer's decision in a court of law.
16. You have a right to file a complaint with the District's Section 504 Coordinator on matters other than the student's placement, evaluation, and/or identification.
17. You also have the right to file a complaint with the Office of Civil Rights:

Director, Region VI
Office of Civil Rights
1200 Main Tower Building, Room 1935
Dallas, Texas 75202
(214) 767-3959

NOTICE TO PARENTS OF SECTION 504 EVALUATION

Date: _____

Dear Parent or Guardian,

Your child _____, has been referred to the school district as possibly being eligible for educational and/or behavioral modifications under Section 504 as a disabled student.

This letter provides written notice that an evaluation of your child will be performed at a section 504 committee meeting to determine whether or not your child is eligible under Section 504.

The committee will make every effort to review all pertinent information in order to make a properly informed decision. If there have been any outside screenings or evaluations which may have a bearing on the committee's decision or if you have any additional information which may impact our decision, please forward that information as soon as possible.

If your child is determined to be eligible under Section 504, the committee will develop an Individual Accommodation Plan to address your child's educational and/or behavioral needs and place your child in the least restrictive environment to meet those needs.

Following the meeting, you will be informed in writing of all decisions regarding your child's identification, evaluation, or placement as a Section 504 student with a disability.

In order for you to be aware of your rights, we are enclosing a Notice of Parent and Student Rights under Section 504, Rehabilitation Act of 1973.

Sincerely,

Gwen Hodges, Ed.D.
Gonzales ISD 504 Coordinator
Director of Federal Programs, Special Populations, & Community Affairs

Campus 504 Coordinators:

Gonzales Primary Academy School	Nancy Pesek	830-519-4110
East Avenue Primary School	Nancy Pesek	830-672-2826
Gonzales Elementary School	Jackie Kridler	830-672-1467
North Avenue Intermediate School	Debbie Gregory	830-672-9557
Gonzales Junior High School	Shari Barta	830-672-8641
Gonzales High School	Michelle Workman	830-672-7535

**Gonzales Independent School District
Request for 504 Review Hearing**

Date: _____

As the parent/ guardian of _____, who attends
_____ School,

I hereby request a hearing on the following issue(s):

- Identification

- Assessment/ Evaluation

- Eligibility

- 504 Accommodation/ Service Plan

- Manifestation Determination/Discipline

The Parent/ Guardian has a right to a hearing to resolve disagreements with the District relating to assessment needs, eligibility, program placement, related service needs and issues related to discipline (relationship of behavior to handicap, appropriateness of placement).

A request for a hearing must be filed in writing with the District within the specified time frame (5 calendar days for discipline related issues and 14 calendar days for other regulations).

Parent/ Guardian Signature

Date

Submit Request To:
Gonzales Independent School District
Section 504 Coordinator
Director of Federal Programs, Special Populations, & Community Affairs
Central Office Annex
535 Fair St., PO Box 157
Gonzales, Texas 78629