

# 504 Procedures



Unified School District No. 232

# Section 504 of the Rehabilitation Act of 1973

## Administrative Guidelines

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## **CHECKLIST**

### **BASIC 504 STEPS**

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- 1. Principal or designee receives request for 504 Evaluation. Confirm with the parent that the request has been received.
- 2. The principal/designee creates 504 Team, identifies a potential case manager, and convenes team to determine whether the 504 Evaluation is the appropriate next step. The request must be responded to within 10 school days.
- 3. If the team is uncertain as to whether a 504 Evaluation is appropriate, follow the steps as outlined in section C1 from the Referring Students for 504 Evaluations section.
- 4. If the response is a denial, send the “denial” form letter that is available in the 504 Tools on Blackboard.
- 5. If the response is affirmative to the evaluation request, follow steps in C2 in Administrative Guidelines. Evaluations should be completed within 60 school days of the signed consent.
- 6. Complete the 504 Evaluation Report and schedule a 504 meeting including parents.
- 7. If the 504 Evaluation Report finds that the student is eligible for a 504, the team should develop a draft 504 Plan. That plan should be reviewed at the initial 504 meeting. Team members and parents must sign the approved 504 Plan.
- 8. Distribute the 504 Plan to all staff members who work with the student. Each staff member should sign the “Documentation of 504 Plan Distribution” form.
- 9. Each staff member working with the student should evaluate the accommodations on a yearly basis. When applicable, use the “Progress Monitoring” form located in the 504 Tools on Blackboard.
- 10. Review the plan on an annual basis. A meeting, including the parents, should be scheduled. A “Notice to Conduct a 504 Meeting” should be sent to the parents by the case manager.

## ***Introduction***

The Rehabilitation Act was passed in 1973 to prohibit entities receiving federal funds from allowing disability discrimination. Subpart C of Section 504 of that act requires school districts to make programs and activities accessible to and usable by all individuals with disabilities. It states: *“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 program or activity receiving Federal financial assistance.”*

The De Soto School District does not discriminate against any student on the basis of his or her disability and allows equal access to and participation in its programs and activities. The District also does not discriminate against anyone because he or she is associated with someone who is disabled. In addition, it is the District's responsibility to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need specially designed instruction or services so that those students may receive free appropriate public education.

At each school, the responsibility for insuring Section 504 compliance rests with the building principal or principal's designee. The USD 232 504 Coordinator coordinates the District's compliance with Section 504. The 504 Coordinator can be contacted at 35200 W. 91st St., De Soto, KS 66018, 913-667-6200.

## ***Eligibility for Section 504 Plans***

An appropriate education for a Section 504 eligible student may require the provision of specific accommodations and related services in order to meet the needs of the student. Student referrals for consideration under Section 504 of the 1973 Rehabilitation Act are to be reviewed using this process and accompanying forms. The following procedures are implemented at the building level with regard to compliance with 504 regulations. *All forms completed pertaining to Section 504 are to be maintained in a lockable office file within the building. Forms should not be kept in a student's cumulative file.*

## ***Referring Students for 504 Evaluations***

When a student is suspected to be in need of accommodations under Section 504, an evaluation must be conducted by a team to determine the student's eligibility. A request for the evaluation can be made by anyone, but most frequently such requests are made by the student's parent(s), or teacher(s).

- A. The referral is directed to the building principal or principal designee who is responsible for the implementation of 504 procedures in the school.
- B. The principal or principal/designee will identify individuals to become part of the student's 504 Team and assign a case manager to coordinate the referral and communicate with the parent(s).

1. The 504 Team charged to make such a decision will include individuals knowledgeable about the needs of the student, the data being reviewed, and appropriate accommodation options. This team can include (but is not limited to) parents/guardians, teachers, problem solving team members, counselors, related service providers, other school staff and administrators, and staff from community agencies. Parents/guardians should be included in this process whenever possible. The team's role is to determine whether the student will be evaluated for a 504 Plan, evaluate the student to determine whether he or she is eligible for a 504 Plan (when applicable), and develop a 504 Plan (when applicable).
  2. The staff member assigned to be the case manager should be the individual who is in the most favorable position to address the area of concern, contact the parent(s), and monitor the implementation of the process for the student. As an example, in health related disabilities, the school nurse would likely be assigned to manage the case.
  3. The principal or designee will monitor the composition of the 504 Team to ensure that qualified personnel participate.
- C. The case manager will respond to a request for a 504 evaluation within a reasonable time, not to exceed 10 school days from the date of the parents' request.
1. If the school members of the 504 Team are not certain a 504 evaluation is needed, the case manager will prepare a Consent to Evaluate (form 1) informing the parent(s) that the 504 Team will meet to discuss the need for evaluation. In addition to the letter, the case manager will complete the Notice of Meeting (form 2) and send it to the parent(s) along with the Notice of Parent and Student Rights (form 3).
  2. If the team intends to conduct an evaluation, the case manager will prepare a Consent to Evaluate (form 1) informing the parent(s) that the 504 Team will meet to discuss the need for evaluation. In addition to the letter, the case manager will complete the Notice of Meeting (form 2) and send it to the parent(s) along with the Notice of Parent and Student Rights (form 3). This notice indicates the reason for the 504 evaluation. Current Office of Civil Rights (OCR) guidelines require that a school district obtain parent consent to evaluate a student and send parents prior notice of a Section 504 eligibility meeting. Parents should be fully informed regarding their child's rights and safeguards under Section 504.

### ***Conducting an Evaluation***

There are timelines by which the 504 evaluation must be completed and certain information should be considered when conducting the evaluation.

- A. 504 Teams will complete evaluations within 60 school days of the request, unless more time is needed and written notice is given to the parent or student requesting evaluation. The written notice must identify the reason more time is needed.
- B. If the student requesting a 504 evaluation was first evaluated to determine eligibility for special education, the 504 evaluation will be completed in an expedited manner, within 30 school days of the date the student was determined not to be eligible for special education or the request for a 504 evaluation, whichever is later, unless more time is needed and written notice is given to the parent or student requesting evaluation. The written notice must identify the reason more time is needed.
- C. Parents/students may review education records at any time before, during, or after a 504 evaluation. Evaluation paperwork for a student who was not determined eligible will also be stored on Blackboard with the term "evaluation" after the name.
- D. Section 504 evaluations are not intended to be as comprehensive as a special education evaluation. However, in every case the school team needs to investigate the specific concern that triggered the student review request. Information that might be considered includes (but is not limited to) grades, attendance reports, behavior plans, review requests, cumulative file information, psychological evaluations, medical information observations, and standardized testing information. The school team may administer and use other formal and informal measures as deemed necessary. Best practice is to include parents in the evaluation process and to consider any information they provide in addition to the other items already identified.

### ***Determining Eligibility for Protection Under Section 504***

#### *1. Determining Whether a Student Has a Disability.*

For a student to be considered for a Section 504 Plan the student must meet three criteria. The three criteria are: (a) **Has a physical or mental impairment** (b) **which substantially limits**, (c) **one or more of the student's major life activities**. It is important to understand that all three criteria must apply to a student before the team considers whether that student requires accommodations to access De Soto's programs and activities. Additional detail on each of the three criteria is as follows:

**(a) Physical or Mental Impairment:** A student has a diagnosed or perceived physical or mental impairment and is defined as a 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. This criterion does not limit eligibility to specific diseases or categories of medical conditions. The law was intentionally written this way so that the range of diseases or medical conditions that might be considered for Section 504 eligibility is not limited.

**(b) Substantially limits:** Simply having a medical condition does not automatically mean a student is disabled for purposes of Section 504; it must be one that “substantially limits” a major life activity. Section 504 does not specifically define the term “substantially limits”. The basis on which we evaluate this criterion is the impact the impairment has on one or more of the student’s major life activities. It is vital to understand that for a student to meet this prong of the criteria the impairment must impose a “considerable” limitation or limit “to a large degree” one or more major life activities at the current time. The eligibility team will consider the nature and severity of the disability as well as how long the disability is expected to last. The team may consider the manner, conditions, and duration in which a student performs a task in comparison to how non-disabled students perform the same task. The condition must present a barrier to the student’s ability to access the same opportunities as that afforded a nondisabled student or a substantial limitation does not exist. With the exception of contacts and eye glasses, the team may not consider what measures have been taken to mitigate the impairment and its actual impact on the student on a day-by-day basis. This term must be construed in favor of broad coverage of students and should not require extensive analysis.

**(c) Major life activities:** Major life activities include but are not limited to eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communicating, caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

## *2. Review Existing Data and/or Collect Data and Conduct Necessary Observations and Assessments*

If existing data is insufficient to determine whether a student is in need of accommodations to access De Soto’s programs and activities, the team can conduct additional observations and/or assessments to obtain the necessary data.

## *3. 504 Evaluation Report*

The 504 Evaluation Report (form 4) will be completed to indicate the findings of the team as to the student’s eligibility for a Section 504 Plan. A 504 meeting will be held to discuss the 504 Evaluation Report and a copy of the report will be provided to the parent(s).

## *4. Develop a Draft 504 Plan (form 5)*

If the school members of the team believe that the student’s impairment substantially limits a major life activity they should draft a proposed 504 Plan that outlines the necessary accommodations for the student. When drafting a 504 Plan, the focus is to determine what policies, procedures, practices or rules require modification so that the student can gain equal access to the district’s programs and activities. The 504 Team should consider all available relevant information, drawing upon a variety of sources, including, but not limited to, assessments conducted by the district’s professional staff.

Since 504 is expected to be managed within the domain of general education, when students require academic accommodations the plan will usually pertain to the teacher's instruction or to general rules applicable to students in the classroom. Accommodations for field trips, extracurricular activities, and other programs sponsored by the school district should also be included if the student requires such accommodations to gain equal access to them.

### ***Notice To Conduct a 504 Meeting***

A 504 Evaluation Report (form 4) and any draft 504 Plan (form 5) should be reviewed at a 504 meeting. The case manager is responsible for scheduling a meeting at a time that is mutually convenient for the team and the student's parents. Once a meeting date is selected the case manager should send to parents the Notice of Meeting (form 2) at least 10 calendar days before the meeting will be held, whenever possible. If parents cannot attend a meeting, every effort should be made to reschedule. If several attempts to reschedule the meeting are unsuccessful, the team may meet without parents present.

Along with the Notice, the case manager should, if possible, send home a copy of the draft 504 Evaluation Report and draft 504 Plan several days ahead of the meeting.. These documents may also be presented for the first time at the 504 meeting. A signed copy of the Parental Rights (form 3) should also be collected to file.

### ***504 Plan***

Once the draft 504 Plan is reviewed and changes are made at the 504 meeting, team members, including the parent(s) will sign the 504 Plan. A copy of the signed plan will be distributed to all faculty members who work with the student. After the case manager reviews the plan and the necessary accommodations with the faculty members, each faculty member will sign the Documentation of 504 Plan Distribution form. Plan will be saved to Skyward and Blackboard.

### ***Annual Review/Progress Monitoring***

The 504 Plan must be reviewed and rewritten (if necessary) on at least an annual basis. The case manager must schedule a meeting and send the Notice of Meeting (form 2) to the parent(s). All faculty members responsible for implementing accommodations for a student must evaluate the effectiveness of the accommodations on a yearly basis and report to the case manager. Individual accommodations included in the plan may be reviewed more frequently at the discretion of the individual implementing the plan in concert with the parent and the student (when appropriate). A signed copy of the Parental Rights (form 3) should also be collected to file. The plan shall be updated on Skyward and a notice sent to teachers as well as updating the school Blackboard storage page.

### ***File Storage***

All paperwork associated with the 504 process shall be maintained in a supplemental file. A note shall be placed in the cumulative file that indicates that a supplemental file exists

and that also states where the file is stored. Files related to the 504 process must be maintained in a secure location. Access to 504 files will be restricted to personnel who have a legitimate education interest in the information contained in the file and other reasons allowed by FERPA.

Finalized or yearly updated copies of the 504 Plan Paperwork (forms 5) should be saved to the District 504 Blackboard Page.

### ***Frequency of Review of 504 Plans: 3 Year Re-Eval***

At least once every three years and also before any significant change in the 504 Plan is made, the 504 Team, which includes the parent(s), should re-evaluate the student's needs. All evaluation information should be maintained with the student's 504 Plan in a lockable office file and saved with other documents on Blackboard.

### ***Transition Guidelines***

For students with disabilities it is essential that transitions be made as smooth as possible. Clear communication between sending and receiving schools is essential for successful transitions of students with 504 Plans. Special care should be given to preparing each of the student's learning and school-sponsored environments for success. When a student is moving from grade to grade, level to level (elementary to middle; middle to high school), or from one school to another it is recommended that the following steps are taken:

#### **If moving from grade to grade within the same building:**

- Evaluate the student's next learning environment.
- Plan to communicate with the student's current and next teacher or teachers to share pertinent transition information.
- Include other appropriate team members in the planning meeting (including parents and the students, if appropriate).
- Rewrite/revise the plan to make it relevant for the next learning environment.

#### **If moving from level to level or transferring to another building:**

Each level (elementary, middle, and high school) designs plans that reflect the way in which that school level operates. Consequently, 504 Plans developed at an elementary school will include accommodations that will be somewhat different from those at a middle school. Therefore, it may be necessary for a receiving school to redesign a 504 Plan once teachers and administrators have the chance to get to know the student. The transition plan is the responsibility of the receiving school. Transition meetings between case managers shall take place in the spring.

The case manager at the new level will contact the parents to review the student's needs and apprise them of the transition process. If it is quite apparent that the disabling condition will warrant the continuation of a 504 Plan, the school team should rewrite the plan and implement it upon the student's entry into the next level. If the receiving team does not feel a continuation of a 504 Plan is warranted, a meeting needs to be arranged to review the plan a to make the final determination with the input of the parents and, if appropriate, the student.

In circumstances where there is question or concern about the need for a 504 Plan at the next level, the new case manager should request that the faculty monitor the student's academic performance and access to district programs and activities closely during the first few weeks of attendance in the new school. A 504 Plan should be re-written at any time during this transition phase that the need becomes apparent.

### ***Terminating a 504 Plan***

If the school team determines that there is no longer a need for a 504 Plan, Notice of Termination (form 6) should be completed. If a parent withdraws consent for a 504 Plan, the case manager must require that the parent do so in writing and respond in writing that their withdrawal of consent was received and accommodations will cease as of a specific date. A signed copy of the Parental Rights (form 3) should also be collected to file. The student Blackboard File shall be transferred to the Terminated 504 Section and include the final paperwork.

### ***Grievance Process***

For issues pertaining to implementation of Section 504 which cannot be resolved at the building level, a grievance procedure is provided. Students who are denied eligibility for a 504 Plan or who are not satisfied with the contents of a 504 Plan may contact the Section 504 Coordinator, who will reconsider the decision. The Grievance Form (form 7) is to be completed and sent to the Section 504 Coordinator within five (5) school days of the decision being appealed. The review by the Section 504 Coordinator may include a meeting with the student, a meeting with other members of the 504 evaluation team, as appropriate, and a review of the file and supporting documentation. The Section 504 Coordinator may also meet with other district staff members who have information about the student. Based on this review, the Section 504 Coordinator will make a determination in writing to grant or deny the appeal.

If a parent/guardian is not satisfied with the Section 504 Coordinator's decision, they can request review by an impartial hearing officer. This request must be in writing, state the reasons for the appeal and be made within five (5) school days of the Section 504 Coordinator's decision. The district will arrange for an independent hearing officer to hear the appeal.

If either the district or the parent/guardian is not satisfied with the hearing officer's decision, there is a right to appeal to federal court. Parents can also lodge a complaint with the Regional Office of Civil Rights at any point during the grievance process or subsequent appeals.

## ***Disciplining a 504 Student***

As with special education students who are subject to IDEA, a student with a 504 Plan may not be suspended for more than 10 days unless a manifestation determination meeting is first held, to determine if the student's misconduct is related to the student's disability. Likewise, a manifestation determination *may* be required if the student is to be suspended for less than 10 days, but that proposed suspension in combination with prior suspensions would result in total suspensions of more than 10 days during the school year.

In deciding whether a manifestation determination is required under those circumstances, school personnel must consider the length of each suspension, the proximity of the suspensions to one another, the nature of the misconduct giving rise to each suspension, and the total amount of time the student has been or will be excluded from school. If, after considering these factors, school personnel conclude that the proposed suspension will amount to a "pattern of exclusion," then a manifestation determination is required.

As with IDEA, if the student's misconduct is found to be a manifestation of the student's disability, the student cannot be suspended for more than 10 school days. The major difference between IDEA and 504 is that if a student with a 504 Plan commits an infraction that is not a manifestation of his or her disability, and is suspended for more than 10 school days, there is no obligation to provide any educational services to the student with the 504 Plan during the suspension. It is vitally important, however, that the student with the 504 Plan be punished no more severely than a non-disabled student would be punished under the same circumstances.

### **Who makes the manifestation determination for a student on a 504 Plan and what information is included in this process?**

Those involved in a manifestation determination meeting need to be knowledgeable about the student and the meaning of the data being reviewed. When possible, it is beneficial to convene those individuals who designed the student's 504 Plan. When this is not possible teachers, parents, health professionals, counselors, etc. can serve on the team that makes a manifestation determination provided they have knowledge of the student and the data being reviewed. The Office of Civil Rights indicates that those making the manifestation determination must have available information that professionals would require when making such a decision. Examples might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, staff observations, annotative records, etc. It is important that the information considered is recent enough to afford an understanding of the student's current behavior. Refer to forms 7 and 8 for Section 504 Plan Manifestation Determination Evaluation and Results communication letter.

### ***Frequently Asked Questions***

#### **1. Are there any impairments that automatically qualify as 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.

**2. Can a medical diagnosis constitute an evaluation for purposes of determining whether a student is eligible for a 504 Plan?**

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 that substantially limits a major life activity. Other sources include, but are not limited to, assessments administered by the district, teacher recommendations, physical condition, social and cultural background, adaptive behavior, parent input, and outside evaluations provided by parent(s).

**3. Does a medical diagnosis automatically mean the student qualifies for a 504 Plan?**

No. A medical diagnosis does not automatically guarantee a student a 504 Plan. The impairment must substantially limit a major life activity. If the impairment does not in any way limit the student's ability to learn or perform another major life activity, or results in only a minor limitation, the student would not qualify for a 504 Plan.

**4. How should the 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. This must be resolved on a case-by-case basis, taking into consideration the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the student.

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

Yes, under certain circumstances. A 504 Team can develop a 504 Plan for the student that contains accommodations available to the student when the impairment is active.

**6. Are there situations when it is inappropriate to offer a 504 Plan?**

Yes! Whether a student has a disability that may entitle him or her to a 504 Plan is always decided by evaluating and determining that all three criteria are met: (a) the student must have a perceived physical or mental impairment; (b) that mental or physical impairment must be substantially limiting of (c) one or more major life activities. If any of the three criteria is missing or if there is no impact on the student's access to school programs or services because of the disability, do not create a 504 Plan for the student. Keep in mind that while a 504 Plan might not be appropriate, other kinds of plans may be appropriate. Here are some of the common misuses of the 504 review request process.

- A parent and/or doctor presents the school with a disability diagnosis and a 504 Plan is written without first determining if the disability causes substantial limitation of a major life activity.
- A student is placed on a 504 Plan solely because the parent wants the student to have additional time on college qualifying examinations (e.g. ACT, SAT).

- A student fails to qualify for special education support and is automatically signed up for a 504 Plan without first qualifying him based on Section 504 criteria.
- A student has an IEP.
- A student is automatically placed on a 504 Plan when the student no longer qualifies for special education services without first qualifying him based on the three Section 504 criteria, which are different from special education criteria.
- A student is placed on a 504 Plan as an alternative way to receive special education services because the parent refuses to “label” a student by consenting to the student’s placement in a special education program.

**7. What should you do if a transferring student has a 504 Plan created by another school district?**

If a student with a disability transfers into the De Soto School District with a 504 Plan developed by another school district, a 504 Team should review the plan and supporting documentation. If a group of persons, including those knowledgeable about the meaning of evaluation data and knowledgeable about available accommodations determines the 504 Plan is appropriate, the 504 Plan must be implemented. If the district determines the plan is inappropriate, the evaluation process should be initiated.

**8. Are Other Students Protected By Section 504?**

Yes. Students who do not qualify for a 504 Plan may still be protected by Section 504. The law prohibits discrimination against students who have a record of an impairment or are regarded as having an impairment.

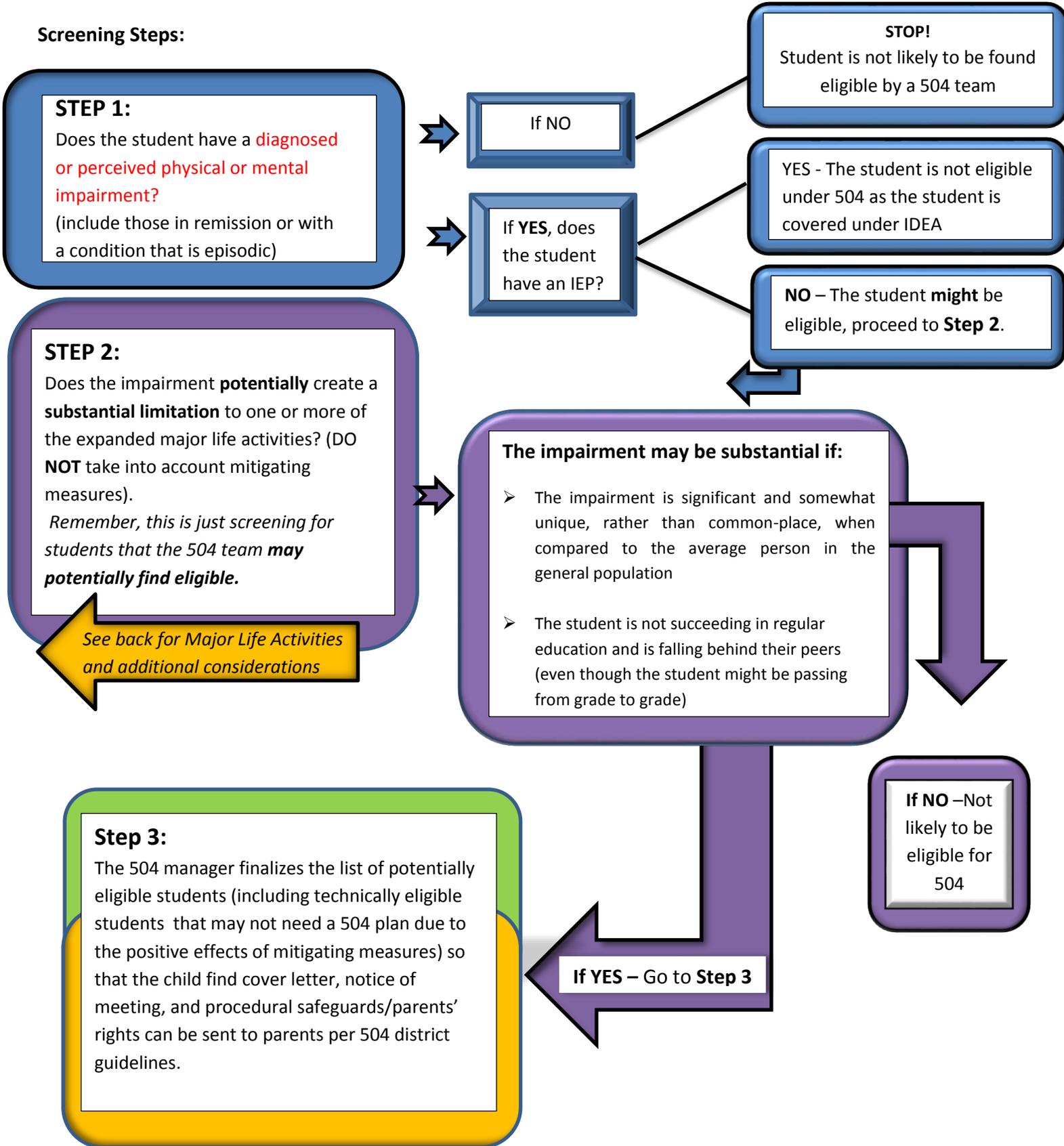
**(a) “Has a record of such an impairment”** means that a person has a history of, or has been misclassified (by a recipient of federal funding) as having a mental or physical impairment that substantially limits one or more major life activities.

**(b) “Is regarded as having an impairment”** means that an individual has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient (of federal funds) as constituting such a limitation; or has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment.

Thus, in the case of “has a record of” and “is regarded as having”, individuals receive Section 504 protection not necessarily because they have a qualifying disability, but to protect them from being injured by the prejudice or stereotypic attitudes of others. Schools have no obligation to identify these students or provide them with a Section 504 Plan. However, schools are prohibited from discriminating against these students in all programs and activities.

# Section 504 Child Find Process for Students with Health Concerns

## Screening Steps:



## In answering Step 2, consider the following...



### Red Flags To Consider for Screening:

- Have there been frequent or excessive absences as the result of a medical condition or threats or attempts to commit suicide?
- How often does the student need to visit the nurse?
- How much instructional time has the student missed due to their health condition?
- What do medical reports say about the severity of the condition?
- Is the condition short-term or chronic (needs to be longer than six months to qualify for 504)?
- Is the student able to self-monitor his/her symptoms?
- How many staff members need to be aware of the student's condition?
- For asthma, what factors, such as seasonal or environmental allergies, trigger the student's asthma attacks?

### Health Conditions Very Likely To Warrant 504 Eligibility Consideration:

- Severe allergies –consider all students with history of an actual severe reaction or with coexisting diagnosis of asthma
- Asthma – consider all students with a history of past serious episodes where immediate access to medication is of importance.
- Seizure disorder with rectal Diastat  order and/or history of life-threatening seizure episode
- Type 1 diabetes
- History of Depression and/or past suicide attempt
- Bowel/bladder disorders
- Impaired mobility disorders
- Any student with a diagnosis that potentially limits life expectancy



### Major Life Activities:

- Thinking • Concentrating • Learning • Reading • Speaking • Communicating
- Performing manual tasks • Working • Caring for oneself
- Eating • Sleeping • Seeing or Hearing • Walking or Standing
- Lifting or Bending • Breathing

The operation of a major bodily function, including but not limited to, the function of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.



## De Soto USD # 232 Section 504 Parental Rights

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

**YOU HAVE THE RIGHT TO:**

1. Have the school advise you as to your rights under federal law.
2. Receive prior notice with respect to identification, evaluation, or placement of your child under Section 504.
3. Have evaluation, educational, and placement decisions based upon a variety of information sources, and by individuals who know your child, the evaluation data, and placement options (available resources).
4. Have your child participate in public school programs free from discrimination based on a physical or mental impairment.
5. Have your child receive equal educational opportunities. This includes the right to be educated within the regular education environment unless it is demonstrated by the school that even with the use of supplementary aids (accommodations) and services, their achievement is unsatisfactory.
6. Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
7. Have transportation provided to a school placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the school.
8. Examine all records relating to decisions regarding your child's identification, evaluation, educational program and placement.
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Receive a response from the school to reasonable requests for explanations and interpretations of your child's records.
11. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
12. Request mediation or an impartial due process hearing related to decisions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you.
13. Review of an adverse hearing decision.

Person at the school responsible for 504 compliance	Phone number
Building Principal:	
Section 504 Building Coordinator:	

I have received a copy of Section 504 Parental Rights.

I have been offered and declined a copy of Section 504 Parental Rights.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

De Soto USD 232 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Special Services, 35200 West 91st Street, De Soto, KS 66018 (913)667-6200.