

SECTION 504  
ACCESS TO EDUCATIONAL OPPORTUNITY

These guidelines shall be used to ensure that the Board's policies on nondiscrimination AC, ACA, and ACB are implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one of more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
2. has a record of such impairment; or
3. is regarded as having such an impairment.

The Arlington Local School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practices in the school district.

Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

Adopted: April 16, 1996

## SECTION 504 PROCEDURES FOR STUDENTS WITH DISABILITIES

### Evaluation

Any student who needs or is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the Section 504 Committee for evaluation. (This may be a building IAT.)

The team shall be composed of persons knowledgeable about the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options.

The 504 evaluation shall be tailored to the suspected or known disability and how the disability impacts on the student's ability to function in the school setting

The evaluation process may include, but is not limited to, a review of existing academic, behavioral and medical records; interviews of teachers, parents, and/or student; examination of work samples; rating scales and surveys; appropriate testing; and observations in relevant settings.

The team will review the data to determine whether (1) there is evidence that the disability is causing a substantial limitation in learning OR (2) there is no evidence of a substantial limitation in learning,.

The determination of eligibility or noneligibility will be documented on the appropriate forms. Parents shall be notified in writing of the team's determination and recommendation

1. If the team determines that the existence of the disability substantially limits the student's learning, an Educational Accommodation Plan will be developed by the team to define appropriate accommodations and/or classroom interventions/modifications. The principal or designee shall notify and invite parents to participate in the development of the plan.

A copy of this plan will be placed in the student's cumulative file. The principal shall ensure that the parents receive a copy of the plan within 30 days of its development.

Evidence that the plan has been implemented, monitored and regularly revised, as needed, also shall be kept on file. The plan must be reviewed, and revised if necessary, at least annually, to examine student progress, determine whether additional interventions are necessary, and/or modify the plan.