

IDEA – 20 U.S.C. 1401(3)(A)	Section 504 – 29 U.S.C. 5794
Applies only to students ages 3 – 21 in public elementary and secondary schools.	Schools that receive federal funds are prohibited from discrimination against individuals on the basis of disability
“Child with a disability: means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities	A person has a disability under Section 504 if he or she has a mental or physical impairment, defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities
AND	Which substantially limits
Who, by reason thereof, needs special education and related services (i.e., specially designed instructional response to a specific “adverse effect”)	One or more major life activities, which includes but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working

Mental or Physical Impairment substantially limiting one or more major life activities.

- Episodic Impairment – ADA-2008 – an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Ex. Crohn’s Disease
 - Mitigation – may be eligible if disability is controlled or mitigated by medication, cochlear implants, asthma inhaler, Oxygen therapy, - only exception is eye glasses.
 - Major life activity – expanded in 2008 to include eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating
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- ⊙ 504 Accommodations – Change the way a student accesses information – reduce the effects of the disability not learning expectations ex. Extended time, Homework broken down into sections, peer notes, study guides
 - ⊙ IEP Modifications – Requiring the student to learn less material, revising/shortening tests, giving student a modified grade, etc....

504 Evaluation

Data Collection Form

Click here to enter a date.

Student Name: Click here to enter text.	ID# Click here to enter text.
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Academic information

Total credits earned: Click here to enter text.

Cumulative weighted GPA: Click here to enter text.

(Attach unofficial Transcript)

Test Data

(Attach eschool test score “summary” screen)

Teacher Feedback/Grade information by class

Recommended feedback questions for teachers:

1. To what degree have you observed (student) having difficulties with (areas of impairment cited on the request for evaluation/consent for evaluation)
2. Has the student ever asked or been given extra time on assignments and/or tests? How often has this accommodation been provided and to what degree was it helpful to the student?
3. What other challenges have you observed that have impacted (student)’s performance or learning in your class?
4. To what degree is there a discrepancy between what this student is capable of and the grades/scores earned on summative assessments?

Teacher: Click here to enter text.		Class: Click here to enter text.		
Overall Avg %:Click here to enter text.	Assignment %: Click here to enter text.	Quiz Avg: Click here to enter text.	Tasks Avg: Click here to enter text.	Tests Avg: Click here to enter text.
Response to teacher feedback questions: Click here to enter text.				

Teacher: Click here to enter text.		Class: Click here to enter text.		
Overall Avg %:Click here to enter text.	Assignment %: Click here to enter text.	Quiz Avg: Click here to enter text.	Tasks Avg: Click here to enter text.	Tests Avg: Click here to enter text.
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Response to teacher feedback questions: Click here to enter text.				

Academic history information related to the identified impairment:
Click here to enter text.

Summary of data collected from outside evaluator(s) noting identified impairment and recommended accommodations: Click here to enter text.

Additional information related to the determination that the impairment is “substantially” impacting one of more major life areas: Click here to enter text.

Department of Counseling and Student Support Services

504 Procedural Safeguards & Parent/Guardian Rights

The Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The intent of this notice is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. Participate in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, without discrimination based on disability.
3. An appropriate education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. A placement in the least restrictive environment (the right to be educated with other students without disabilities to the extent appropriate for your child).
4. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student.
5. Facilities, services, and activities that are comparable to those provided for non-disabled students.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores.
7. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) persons knowledgeable about the student, the meaning of the evaluation data, the placement options and the legal requirements for the least restrictive environment and comparable facilities.
8. Periodic reevaluations.
9. Provide your input regarding evaluation, placement and other educational decisions regarding your child. Receive notice of conferences to discuss these educational decisions.
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student.

11. Refuse to consent for the evaluation and initial placement of your child.
12. Examine relevant records.
13. A manifestation determination review to determine if misconduct by your child is related to his or her disability, if discipline for that misconduct would be a significant change in placement.
14. Request an impartial hearing and to have representation at the hearing if you are unable to resolve disagreements with the District relative to the identification, evaluation, or educational placement of your child, and to seek review of the Impartial Hearing Officer's decision by a court of competent jurisdiction.
15. A review by a court of competent jurisdiction of the impartial hearing officer's decision. Any appeal must be filed in a court of competent jurisdiction within 120 days after the impartial due process hearing officer's decision is mailed to the party.
16. File a grievance under the District's Uniform Grievance Policy regarding any complaints that allege action prohibited by Section 504, and to appeal any decision under that grievance to the extent allowed by District policy.
17. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights U.S. Department of Education Citigroup Center

500 West Madison Street, Suite 1475 Chicago, IL 60661

Phone: 312/730-1560 Fax: 312/730-1567

TDD: 877/521-2172 Email: OCR.Chicago@ed.gov

Impartial Hearing Procedures

If parents/guardians disagree with the District relative to their child's identification, assessment, special services, or change or termination of services under Section 504, they should notify the District's 504 Coordinator and attempt to resolve their differences informally. If informal procedures fail, the parents/guardians may request a hearing before an impartial hearing officer. The due process review procedures set forth in the IDEA and in Article 14 of the Illinois School Code shall not be employed unless the parents/guardians are contesting or asserting a right to services under Article 14 or IDEA. The parents/guardians request for a hearing shall be submitted in writing to the Superintendent within the (10) days of the date of the decision to be reviewed.

The Superintendent shall appoint the hearing officer, who shall be the principal or other administrator of the District not familiar with the student or a qualified person from outside the District.

The parents/guardians shall be provided with written notice of the hearing, which shall include the time, date, and location of the hearing and the identity of the hearing officer. Generally, the notice shall be sent a least five business days in advance of the hearing. The notice shall inform the parents/guardians that they have the right to review any relevant records before the hearing. The parents/guardians shall have the right to be represented by counsel at the hearing and shall have the opportunity to participate in the hearing. The decision of the impartial hearing officer shall be in writing and shall be rendered within the (10) days of the hearing.