INDIVIDUALS WITH DISABILITIES PURSUANT TO SECTION 504
OF THE REHABILITATION ACT OF 1973

Policy 4321.7 and Section 504 of the Rehabilitation Act of 1973 requires the school district to provide a full range of special accommodations and services to ensure that students with special needs can participate in and benefit from public education programs and activities.

1. An individual with a handicap is defined as a person with a mental or physical impairment which substantially limits one or more major life activity. (Major life activities, include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); or has a record of such impairment; or is regarded as having such an impairment.

2. Pursuant to Policy 4321.7 the District will provide for:
   2.1 Appointment of a Section 504 Compliance Officer
   2.2 A free and appropriate public education (FAPE)
   2.3 An evaluation which draws on information from a variety of sources in the area of concern. Decisions must be made by a group knowledgeable about the student, the evaluation data, and placement options
   2.4 Obtaining the informed consent of the parent for evaluation
   2.5 Notification of the students parent/guardian with respect to identification, evaluation and/or placement by written notice.
   2.6 A written plan for special services. The district will appoint a committee to determine the appropriate services.
   2.7 "Appropriate" services to offer an education comparable to the education provided to nonhandicapped students, requiring that reasonable accommodations be made. Related services, independent of any special education services as defined under IDEA, may be the reasonable accommodation.
   2.8 Building and program accessibility, requiring that reasonable accommodations be made.
   2.9 Its own funding for services IDEA funds may not be used to serve children found eligible under Section 504
   2.10 Periodic reevaluations
   2.11 Changes in placement only after reevaluation

3. Referral Procedures

3.1 Pre-Referral Process
   3.1.1 When a student presents observable difficulties which have an impact upon his/her performance in the class, it is recommended that the teacher...
the family to discuss the problem. In this initial teacher-parent conference, the teacher should obtain the support of the family to enlist the help of Child Study Team in order to develop and implement a pre-referral intervention program to help the child succeed in his/her classroom.

The Child Study Team should provide relevant materials to help the classroom teacher provide environmental and instructional classroom accommodations, that would be helpful in addressing the students identified needs.

3.1.2 To the extent that the student’s difficulties are evident at home, the pre-referral intervention program should incorporate recommendations; i.e.; behavior management strategies and other relevant environmental modifications that would assist the family to address the child’s difficulties.

3.1.3 The initial development of the intervention program should include the input of the family, teacher and other support team members in a formal school conference. Establishing a school/parent partnership is a critical step. The team should develop specific behavioral outcomes and criteria for determining if the intervention is effective.

4. Referrals

4.1 If the pre-referral intervention program is unsuccessful, a referral should be submitted to the building principal by a parent or staff member. The referral should contain the nature of the concern, the action to date, substantive documentation, the report card, and other relevant information.

4.2 The building principal forwards a copy to the District 504 Coordinator

4.3 The Section 504 Coordinator will convene a meeting of the Section 504 Committee.

4.4 The Section 504 Committee in each school building shall include the principal, the psychologist, students teacher, parent, 504 Coordinator, and additional staff when appropriate.

4.5 The Section 504 Committee convenes to determine the assessments/evaluations needed

4.6 The Section 504 Committee sends notice and consent for the assessment to the parent. It is recommended that the time from receipt of parent consent for evaluation and convening of the Section 504 Committee to determine eligibility and develop an accommodation plan not to exceed 45 school days.
4.7 Upon completion of the assessments/evaluation, the Committee reconvenes to determine handicapped eligibility under Section 504

4.8 A Section 504 Student Accommodation Plan is developed for the student during a meeting with Committee members and parents

4.9 A copy of the plan is sent to appropriate staff and to the parent

4.10 The 504 Student Accommodation Plan is reviewed by the Section 504 Committee and parents on a scheduled basis to determine continuing need/modifications or additions

5. Notification

5.1 A letter should be sent to parents or guardians requesting consent for evaluation

5.2 A statement of information regarding Section 504 should be sent to parents/guardians

5.3 A notice of Due Process Rights under Section 504 should be sent to parents

5.4 A notice should be sent to parents advising that a Section 504 Committee meeting will be held.

5.5 A letter should be sent to parents/guardians informing them of the decision of the 504 Committee and that a Student Accommodation Plan has been developed for their child. The Student Accommodation Plan should accompany this letter.

5.6 A Student Accommodation Plan should be completed by 504 committee team when a student is deemed eligible for reasonable accommodations. The Plan should be given to the student’s teacher and support staff working with the child. It should be placed in the student’s permanent file.

5.7 A notice should be sent to staff regarding the reasonable accommodations to which a child is entitled.

5.8 A notice should be sent to staff regarding parental request to determine 504 eligibility.

Approved June 20, 1995
Dear Parent/Guardian:

This letter is to inform you that there is a concern regarding your child's school performance. Your child may be entitled to reasonable accommodations as defined by Section 504 of the Rehabilitation Act. Please see attachment.

In order to determine your child's eligibility for these accommodations, the following evaluations/assessments will be conducted:

You have a right to examine your child's records and review the results of these evaluations. After the completion of the evaluations you will be notified of the results. If you agree with our desire to evaluate your child, please sign the attached consent and return to the building principal.

I agree to have my child evaluated I understand that I am invited to
(student's name)
attend a building team meeting after the evaluation is completed.

Parent/Guardian Signature (s)

Date

If you have any questions or concerns, please call

Sincerely,

Form 5.1 1995

Regulation 4321.7R
INFORMATION REGARDING SECTION 504
OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal assistance. The Act defines a per-son with a disability as anyone who:

1. has a mental or physical impairment which substantially limits a major life activity (major life activities include 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

in order to fulfill its obligation under Section 504, the Port Washington School District recognizes its responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system

The school district has specific responsibilities under the Act which include the responsibility to identify, evaluate and, if a child is determined to be eligible under Section 504, afford access to appropriate educational services

If a parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has right to a hearing with an impartial heating officer

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: inspect and review his/her child’s educational records; make copies of these records; receive a list of all individuals having access to those records; ask for an explanation of any item in the records; ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child’s rights; and a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact the building principal.
Port Washington Public Schools
Port Washington, New York

NOTICE OF SECTION 504 COMMITTEE MEETING

PARENT NOTIFICATION

Dear Parent/Guardian:

This is to advise you that a meeting of the Section 504 Committee will be held on
at o'clock at (school) to review the results of the assessments/evaluations conducted.

Your consent to evaluate your child was previously received. These evaluations will assist in
determining if your child is entitled to reasonable accommodations under Section 504 of the

Please call my office at (phone number) to let me know if you will be attending.

Sincerely,
Principal

cc: 504 Team
Classroom Teacher

Form 5.4 1995
Regulation 43213R.
SECTION 504 STUDENT ACCOMMODATION PLAN

Dear Parent/Guardian:

Attached please find a Student Accommodation Plan which we developed for your child. This plan is in fulfillment of Section 504 of the Rehabilitation Act of 1973 and describes the reasonable accommodations which we agreed should be implemented in your child’s educational program.

If you have any questions regarding this plan, please call the building principal or myself immediately.

Sincerely,

Building Team Chairperson

c: Building Principal Enc.

Form 5.5 1995

Regulation 4321.7R
SECTION 504 STUDENT ACCOMMODATION PLAN

Student Name: Date of Birth: Grade: 
School: Date of Meeting: 

I. Describe the nature of the disability and concern: 

2. Describe the basis for the determination of disability (include evaluations and dates) 

3. Describe how the disability affects a major life activity: 

4. Describe the accommodations that are necessary for access to regular district programs: 

Participants (Name and Title): 

Parent (s) Signature Date 

cc: Cumulative File 
    Section 504 Coordinator 

Form 5.6 1995 

Regulation 4321.7R.
Port Washington Public Schools
Port Washington, New York

NOTICE OF REASONABLE ACCOMMODATIONS SECTION 504

To:

From: Principal

Re: child's name

Date:

Under Section 504 of the Rehabilitation Act of 1973 the above named child has been assessed/evaluated. It has been determined that he/she is entitled to reasonable accommodations in fulfillment of this federal regulation.

The accommodations to which this student is entitled are:

The review date is at o’clock.

Please implement these accommodations so that this student may benefit from instruction. Please note the scheduled review date. If you have any questions or concern, please see me. Thank you.

Form 5.7 1995

Regulation 4321 .7R
NOTICE OF PARENTAL REQUEST FOR 504 ELIGIBILITY

To: 504 Building Team

From:

Re: Parental Request

The parent (s) of grade has requested that an evaluation be conducted to determine if their child is entitled to reasonable accommodations under Section 504.

Please meet with me on at to discuss which appropriate assessments/evaluations need to be administered in order to determine if this child qualifies as handicapped under Section 504.

Thank you.

Form 5.8 1995

Regulation 4321.7R.
Port Washington Public Schools  
Port Washington, New York  

504 DUE PROCESS NOTICE

As a parent of a child who will be considered for or has been determined to have 504 eligibility you have the following due process rights.

1. The right to examine your child's educational records.
2. The right to an evaluation that draws on information from a variety of sources.
3. The right to be informed of any proposed actions related to eligibility or plan for services.
4. The right to receive information in your primary language.
5. The right to periodic re-evaluations and an evaluation prior to any significant change in program or service modifications.
6. The right to file a grievance with the Districts 504 Compliance Officer, over an alleged violation of Section 504 regulations.
7. The right to an impartial hearing if there is disagreement with the school districts proposed action. This request must be made in writing to the districts compliance officer.
8. The right to be represented by counsel in the impartial hearing process.
9. The right to appeal the impartial hearing officer's decision.