

Special Education Evaluation

The District must conduct an evaluation of any student who it suspects has a disability that would make him/her eligible for special education or related services, placement and procedural safeguards. As a result, following the 504 Plan eligibility, preparation and implementation meeting, the team will determine what domains will be evaluated. The evaluation domains are inclusive of academic performance, health, vision, hearing, social & emotional status, communication, motor abilities, general intelligence, and functional performance. The evaluation cannot proceed until the parent/guardian has provided informed written consent for the district to begin the evaluation. Timelines for completing the evaluation do not begin until consent has been given by the parent/guardian. The District shall invite various participants (evaluation team) having the knowledge and skills necessary to administer and interpret evaluation data. The composition of the team will vary depending upon the nature of the child's symptoms and other relevant factors. The evaluation team shall identify the assessments necessary to complete the evaluation and provide written notification for the parent/guardian. For each domain, the notification shall either describe the needed assessments or explain why none are needed. During a period of up to 60 school days components of the evaluation will take place. By the end of the 60th school day, the evaluation team will re-meet with the parent/guardian to decide if the child is eligible for special education. If the student is eligible for services then an Individualized Education Program (IEP) will be developed and implemented. The information and elements documented as part of the student's 504 Plan (e.g. Individualized Health Care Plan and Emergency Action Plan) will be embedded with the student's IEP. Should the student not be found eligible for special education services, then the 504 Plan shall be reviewed and continued to be implemented as deemed appropriate by the team members.

Procedural Safeguards

No qualified student with a disability within Indian Springs School District 109 shall, on the basis of that disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity offered by the District. With regard to the identification, evaluation and/or placement of student with disabilities under Section 504, the following procedural safeguards shall be provided:

- Notice shall be provided to a student's parent/guardian prior to evaluations, reevaluation, placement and/or significant change in placement.
- Decisions regarding the identification, evaluation and development and implementation of a 504 Plan shall be made by a committee of individuals who are knowledgeable about the student, including the parent/guardian
- The parent/guardian shall have the opportunity to examine the student's educational record.
- Evaluation assessments shall be fair and non discriminatory and shall be provided at no cost to the parent. Parental consent shall be obtained prior to the initiation of assessments.
- For acts of misconduct, when a decision is made to remove a 504 qualified student from school for more than ten consecutive school days or when the 504 qualified student is subjected to a series of removals during a school year such that the pattern of removals constitutes a change in placement, a knowledgeable committee shall convene to determine whether the student's conduct was caused by the student's disability, had a direct and substantial relationship to the student's disability, or was the direct result of the school district's failure to implement the Section 504 Plan.
- Complaints regarding Section 504 may be filed with the U.S. Department of Education Office for Civil Rights, Illinois Regional Office, Citigroup Center, 500 West Madison Street, Suite 1475, Chicago, IL 60661
- The parent/guardian has a right to an impartial hearing and representation at the hearing if he/she is unable to resolve disagreements with the District relative to the identification, evaluation or educational placement of their child. The parent/guardian may seek review of the Impartial Hearing Officer's decision by a court of competent jurisdiction.

Section 504 of the Rehabilitation Act of 1973 Policy and Procedures



INDIAN SPRINGS
SCHOOL DISTRICT 109

*Responsibly preparing everyone today for a better
tomorrow*

Indian Springs School District 109

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Justice, Illinois 60458

Policy

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations prohibit discrimination on the basis of disability by any program or activity that receives or benefits from federal funding. Section 504 requires that disabled students be provided with a free appropriate public education including education with non-disabled peers to the maximum extent appropriate.

Indian Springs School District 109 shall not deny any student with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Amendment Act (ADAA) of 2009, because of his or her disability, participation in activities or services offered to students within the district. The District is committed to identifying, evaluating, and providing students with disabilities under Section 504 a free appropriate public education. The District does not discriminate on the basis of disability with regard to admission, access to education services, treatment or employment in its programs and activities associated with Title II of the Americans with Disabilities Act. Hereafter, the policy will refer to Section 504 with the understanding that the ADAA also applies.

Section 504 Act requires that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities, (for example self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, operation of a major bodily function, and communicating) be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity offered by School District 109. An impairment that is episodic or in remission is a disability if it substantially limits a major life activity when active.

Procedures

A student may be eligible under Section 504 if he/she has a mental or physical impairment which substantially limits one or more major life activity.

Referrals or request for consideration for Section 504 eligibility may be made at any time, including at the time of registration. As part of the Indian Springs School District 109 registration process, the student's parent or guardian must complete a Student Health History Form outlining any medical conditions. Parents will receive Notification of Procedural Safeguards and Parent Consent Form (signed by parent) that will provide permission to the District to contact appropriate specialist(s) (e.g. doctors, psychologist, etc.) and an authorization for Medication/Treatment Plans (signed by the doctor). If student is diabetic, the Diabetes Medication/Treatment Authorization Form will be completed by the student's physician. If the student has a life threatening food allergy, the Food Allergy Emergency Action Plan and Treatment Authorization Form must be completed by a licensed health care provider and signed by parent.

Upon receipt of the request or referral for Section 504 services or accommodations and/or Section 504 eligibility, including any requests made at the time of registration, a 504 Plan Meeting will be scheduled for the purpose of making a determination that the student qualifies for a 504 Plan.

Section 504 Committee will meet with parent/guardian to conduct a Section 504 Eligibility Meeting to determine eligibility, prepare and implement an individualized 504 Plan should the student be found eligible. The Committee will base its determinations on a variety of sources, including any medical documentation provided by the parent to the Committee. At the Section 504 Committee Meeting, the team members will document if the student exhibits a physical or mental impairment. Next, the team will identify the student's impairment and review what major life activities (if any) the impairment substantially limits. Additionally, team members will describe the impact the student's disability has on his/her ability to perform the affected major life activity (ies). Lastly, in accordance with Section 504 eligibility standards, the Committee team members will determine if the student has a physical or mental impairment that substantially limits a major life activity or does not have an impairment that meets the eligibility standard. If the student is found eligible, then the supporting documentation will be noted and dated as part of the eligibility meeting.

Section 504 Diabetes Care Plan

Should the student be eligible for a Section 504 Diabetic Care Plan, the following elements will be documented in accordance with the Care for Students with Diabetes Act:

- Diagnosis
- Prescribed Management Plan (e.g. glucometer readings, insulin administration, student's diabetes independence, checking glucose, etc.)
- Administering insulin, treating hyperglycemia and hypoglycemia and necessary equipment to manage student's impairment
- Services and Accommodations needed at School or During School Sponsored Events
- Student Diabetes Emergency Action Plan

Section 504 Food Allergies Care Plan

Should the student be eligible for a Section 504 Food Allergies Care Plan the following elements will be documented:

- Diagnosis
- Prescribed Management Plan (inclusive of the following)
 - Address life-threatening allergic reaction prevention in all areas (e.g. classrooms, cafeterias, outdoor areas, on school buses, during field trips all instructional areas, etc.)
 - When appropriate, develop allergen-free food strategies
 - The limiting of allergen-free food for various functions; fundraising, birthday celebrations and classroom parties
 - Establishment of cleaning procedures and methods for common areas (e.g. libraries, computer labs, music or art room, hallways)
- Services and Accommodations needed at School or During School Sponsored Events