

# **Tantasqua Regional/Union 61 School Districts**

**SECTION**

**504**

**HANDBOOK**

# Tantasqua Regional/Union 61 School Districts

## **TABLE OF CONTENTS**

Overview of Section 504 .....	<a href="#">1-3</a>
Definitions .....	<a href="#">4-5</a>
Parents’/Guardians’ Rights.....	<a href="#">6-7</a>
Placement Process – Building Based .....	<a href="#">8-10</a>
Discipline of Students with Disability .....	<a href="#">11-12</a>
Grievance Process .....	<a href="#">13-14</a>
District and Building Coordinators .....	<a href="#">15</a>

## **SECTION 504 FORMS**

504 Referral .....	<a href="#">16</a>
Request for Consent for Section 504 Evaluation .....	<a href="#">17</a>
Section 504 Assessment Assignment .....	<a href="#">18</a>
Invitation to section 504 Meeting .....	<a href="#">19</a>
Section 504 Meeting Attendance Sheet.....	<a href="#">20</a>
Student Accommodation Plan.....	<a href="#">21</a>
Proposed Action Plan .....	<a href="#">23</a>
Explanation of Refusal .....	<a href="#">24</a>
Section 504 Grievance Form .....	<a href="#">25</a>
Parent/Student Rights Receipt.....	<a href="#">26</a>

# Tantasqua Regional/Union 61 School Districts

## OVERVIEW OF SECTION 504

### 1. Background

- A. Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities within the work and school setting.
- B. Section 504 was passed into law before the Individuals with Disabilities Education Act (IDEA).
- C. Section 504 is a federal civil rights law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . 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 . . . ."
- D. Students who do not qualify for special education under the IDEA may qualify for protection and services under Section 504.
- E. Accommodations and services provided under Section 504 may consist of regular education or special education interventions. Building administrators are fully responsible for its implementation.
- F. The Section 504 regulations require a school District to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school District's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

### 2. Section 504 Definitions

- A. Section 504 covers qualified students with disabilities who attend schools receiving Federal

# Tantasqua Regional/Union 61 School Districts

financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such impairment. Section 504 requires that school Districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

## B. Examples of mental or physical impairments that may qualify under Section 504:

- ADD/ADHD
- Anxiety
- Allergic reactions
- Asthma
- Cancer
- Cerebral Palsy
- Depression
- Diabetes
- Eating disorders
- Emotional/Behavioral disorders
- Heart disease
- Hemophilia
- Post-Traumatic Stress
- Speech articulation

## C. Enforcement:

In the context of education, Section 504 is enforced by the U. S, Department of Education's Office for Civil Rights (OCR). The statute prohibits discrimination against individuals with disabilities by school Districts receiving federal funding of any type.

The Massachusetts Bureau of Special Education Appeals also has jurisdiction to resolve complaints between and among parents, school Districts, private schools and state agencies concerning a student's rights under Section 504.

## D. Eligibility:

- a. Section 504 eligibility is broad and may cover certain disabling conditions, which are not covered by IDEA.
- b. Schools are required to identify and locate students who are entitled to the protections of Section 504.
- c. When determining eligibility, two questions are foremost:

# Tantasqua Regional/Union 61 School Districts

- i. Is there a physical or mental impairment present?
- ii. Does the impairment substantially limit one or more major life activities?

## E. Examples of Major Life Activities:

- |                            |                   |
|----------------------------|-------------------|
| 1. Self-care               | 6. Speaking       |
| 2. Performing manual tasks | 7. Breathing      |
| 3. Walking                 | 8. Reading        |
| 4. Seeing                  | 9. Learning       |
| 5. Hearing                 | 10. Concentrating |

## 3. Eligibility Process

### A. Referral:

- 1 Federal regulations do not delineate a specific procedure for referral.
- 2 A referral can be made by anyone familiar with the student, including administrators, teachers, parents, or agencies.

### B. Evaluation

- 1 The purpose of a Section 504 evaluation is to determine if the child is eligible for accommodations or related aids and services and if so, what services under Section 504 would be appropriate.
- 2 The evaluation must answer two questions (i.e., is there a physical/mental impairment, and does the impairment substantially limit one or more major life activities?).
- 3 An examination of “substantial limitation” includes the following:
  - a. Nature and severity of impairment;
    - Is it mild or severe?
    - Does it affect a major life activity? How?
  - b. Permanent or long term impact resulting from the impairment;
    - Will the impairment be long or short term?
    - If of long duration, will the impact negatively affect the child’s status academically, socially, emotionally, or behaviorally?
- 4 In interpreting the evaluation(s), the District must draw upon information from a variety of sources, establish procedures to ensure that information obtained from all such sources is documented and carefully considered, and ensure that all placement decisions are made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

# Tantasqua Regional/Union 61 School Districts

## DEFINITIONS UNDER SECTION 504

“No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, 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 or under any program or activity conducted by any executive agency or by the United States Postal Service.” (29 U.S.C. & 794)

Individual with Handicaps

- ”...any individual who
- (i) has a physical or mental impairment which substantially limits one or more of such person’s major life activities,
  - (ii) has a record of such impairment, or
  - (iii) Is regarded as having such an impairment.” (29 U.S.C. Sec 706(8))

Physical or mental impairment

“... (A) any physiological disorders 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; hermic and lymphatic; skin; and endocrine; or  
(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.”  
(34 C.F.R. Part 104.3)

Major life activities

“... functions such as caring of one’s self; performing manual tasks; walking; seeing; hearing; speaking; breathing; learning; and working.”

# Tantasqua Regional/Union 61 School Districts

Has a record of such an impairment

“...has a history of, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.”  
(34 C.F.R. Part 104.3)

Is regarded as having an impairment

“... (A) has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;  
(B) 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; or  
(C) has none of the impairments defined but is treated by a recipient as having such an impairment.” (34 C.F.R. Part 104.3)

# Tantasqua Regional/Union 61 School Districts

## PARENT(S)/GUARDIAN(S) NOTICE OF RIGHTS UNDER SECTION 504

You have the right to:

- Have your child take part in, and receive benefits from public education programs without discrimination based on his/her handicapping condition(s).
- Have the school District advise you of your rights under the Federal law;
- Receive notice with respect to identification, evaluation, or placement of your child;
- Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided to non-handicapped students;
- Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options;
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the District;
- Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the District;
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
- Obtain copies of educational records at a reasonable cost (limited to the cost of reproduction), unless this fee would effectively deny you access to the records;

# Tantasqua Regional/Union 61 School Districts

- Receive a response from the District to reasonable requests for explanations and interpretations of your child's records;
- Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the District refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation request may be made to: Massachusetts Bureau of Special Education Appeals, One Congress Street, 11<sup>th</sup> Floor, Boston, MA 02114 Phone - (617)626-7250
- File a complaint with the Office of Civil Rights (OCR), 5 Post Office Square, Suite 900 Boston, MA 02109-3921, Phone- (617) 289-0111.

The person in this District who is responsible for assuring compliance with Section 504 is the Section 504 District Coordinator:

Brenda Looney

Special Education Director

**TANTASQUA REGIONAL/UNION 61 SCHOOL DISTRICTS**

320A Brookfield Rd.

Fiskdale, MA 01518

(508) 347-3077 ext. 0822

# Tantasqua Regional/Union 61 School Districts

## PLACEMENT PROCESS – BUILDING BASED

The Section 504 regulations require a school District to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school District's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

### Referral for a Section 504 Evaluation

Section 504 services are a part of the Tantasqua/Union 61 School Districts Public Schools system of services to support the success of all students in school. The system of services begins with the General Education Team process. Accommodations are made in the general education program and data is collected to assess the success of accommodations. If the accommodations were successful no other systems will be deployed. If the student continues to experience problems the student will be referred for an evaluation to assess his/her eligibility for special education or Section 504 services. A written referral form is completed by the building administrator, teacher(s) and/or parent and/or guardians(s) and forwarded to the Section 504 School Coordinator. Parents and/or guardians and students, may also refer a student for a Section 504 evaluation.

### Referral and Eligibility Determination

#### Referral



- 504 Coordinator initiates contact with parents
- Consent to evaluate is sent home (include parents' rights)

• Within 5 School Working Days

Timeline is initiated once the District receives signed parental consent for evaluations.

#### Eligibility Evaluation Guidelines / Timelines



- 504 Coordinator Initiates & Monitors Evaluation Team Process and Timelines
- Team Members begin Evaluation of Student
- Home Visit Considered
- Classroom Observation Occurs

• Within 30 School Working Days

# Tantasqua Regional/Union 61 School Districts



At least 3-5 Days  
Prior to Meeting

- All Testing Reports sent to 504 Coordinator and sent to Parent(s) or others as needed.



Within 45 School  
Working Days

- Evaluation Team Conference Scheduled
- Written Notification sent to Parent(s) and all Participants
- Meeting Invitation and Attendance Sheet sent to Parent(s)

## Evaluation Guidelines

Evaluations of the student are tailored to assess specific areas of educational need in order to determine eligibility for Section 504. Evaluation activities should be tailored to the specific referral questions for the individual student and need to address whether or not there is a disability, and if the disability substantially limits a major life function. No single test is used as the sole criterion for determining eligibility. Rather, a variety of techniques (both formal and informal assessments), including information provided by parents, observation of the student in the classroom, work samples/portfolios, interviews, and review of the record are used.

Evaluation testing cannot be performed without parental notification and consent.

**When any action is taken with respect to identification, evaluation, or placement, the parent(s)/guardian(s) should be given a copy of the Parent(s)/Guardian Notice of Rights under Section 504.**

## Section 504 Team Meeting

Section 504 Team Meetings are convened and chaired by the guidance department in each school. The Team consists of a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, including the student's parent(s), teachers and appropriate specialists such as nurses, guidance counselors, psychologists, and therapists. The Team reviews the evaluation data and develops a plan.

## Elements of a 504 Plan

The Section 504 Plan (Esped) includes the following elements:

- Demographic information
- Description of the mental or physical impairment
- Data used to determine impairment
- Documentation of a substantial limitation in a major life activity
- Recommended accommodations
- Least restrictive environment consistent with the provision of 504 services

# Tantasqua Regional/Union 61 School Districts

An attendance sheet with signature is kept with the 504 Plan. A sheet summarizing Parent(s)/Guardian Notice of Rights under Section 504 should be sent out to parents with a copy of the plan.

## **Parental Signature of Section 504 Plans**

The Section 504 Plan has a place for parental signature and it is recommended parents sign the plan, but a parental signature is not required. If a student needs more supervision due to a specialized service outside of the regular classroom, or a medical treatment, service providers are encouraged to obtain a signature to ensure parents are aware of the services / treatment.

## **Eligibility Determination**

To be eligible under Section 504, a student must have a mental or physical impairment that substantially limits a major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Section 504 eligibility determinations should be made without regard for ameliorative effects of medication or other personal aides. For example, when determining eligibility for a student who takes medication for ADHD, the Section 504 Team should consider whether the impairment substantially limits a major life activity when the student does not take the medication.

**Note:** If an initial (or reevaluation) special education team does not find a student eligible for special education services, the special education Team may discuss eligibility for Section 505 based on the same evaluative data. If eligible, the Team may also draft a 504 Plan.

## **Annual Review**

A student's progress on his/her 504 Plan is reviewed annually with the parent and a summary is placed in the students' file.

## **Section 504 Reevaluation**

A reevaluation of students on 504 plans is conducted every 3 years and before any change in placement. This also includes students who transfer into the District throughout the school year.

## **Discipline**

Students on 504 Plans are subject to the same disciplinary procedures as apply to students eligible for special education services.

# Tantasqua Regional/Union 61 School Districts

## Discipline of Students with Disabilities

In general, if a student with a disability—whether under a 504 Plan or an IEP—has violated the school’s disciplinary code, the school may suspend or remove that student from his or her current educational placement for no more than 10 consecutive school days, or 10 cumulative school days in any school year, using the same disciplinary procedures as apply.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special education law. These include the following:

- (a) For any student served on a 504 Plan or IEP, the Section 504 Team or special education Team should consider the need to conduct a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (b) 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (c) Prior to any disciplinary removal that constitutes a change in placement; the school District must inform the parent/guardian that the law requires that the school District consider whether or not the behavior that forms the basis for the student’s disciplinary removal is related to his or her disability. This is called a “manifestation determination.” Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

### **Consideration of whether the behavior is a manifestation of the student’s disability:**

The law provides that the school district, parent, along with relevant Team members, must consider all evaluation information, observational information, and the student’s 504 Plan or IEP; and must determine whether the student’s behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of the student’s disability, if

- i. the conduct in question was caused by, or was a direct result of the school district’s failure to implement his or her 504 plan or IEP.
- ii. the conduct was caused by, or had a direct relationship to, the student’s disability.

If the manifestation determination decision is that the behavior **was** related to the student’s disability, then he/she must be immediately returned to his or her current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another, as discussed below). The student cannot be removed unless the Team and the parent/guardian agree on a different placement, or Hearing Officer orders a removal from the current educational placement to another placement.

# Tantasqua Regional/Union 61 School Districts

If the manifestation determination is that the behavior **was not** related to the student's disability, then the school may remove the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school district must provide the student with educational services that allow the student to continue to make educational progress.

**In the case of a disagreement with the Team's determination:**

If the parent/guardian disagrees with the "manifestation determination" or with the decision relating to placement of the student in an interim alternative education setting or any other disciplinary action, the parent/guardian has the right to appeal the manifestation determination by requesting a due process hearing from the Bureau of Special Education Appeals (BSEA).

If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school District must provide the student with educational services that allow the student to continue to make educational progress. The school District must determine the educational services necessary, manner and location for providing those services.

**In the case of a disagreement with the Team's determination:**

If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of the student in an interim alternative education setting or any other disciplinary action, the parent/guardian has the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

(c) If, after the manifestation determination, the student on a 504 Plan or an IEP is nonetheless removed from school, he/she is entitled to receive FAPE as of Day 11 of being removed from his or her educational placement. What services are necessary to provide FAPE during the student's removal should be determined by the Team.

## **Interim Alternative Educational Setting (IAES)**

If the student possesses, uses, sells or solicits illegal drugs on school grounds or at a school sponsored event; carries a weapon to school or to a school function; or inflicts serious bodily injury upon another person at school or at a school sponsored event, the school district may place that student in an interim alternative educational setting (IAES) for up to 45 school days, regardless of whether the behavior was a manifestation of the student's disability. After 45 school days, the student is entitled to return to his or her educational placement, unless the parent and the school have agreed otherwise. In addition, the parent or the school may initiate a due process hearing at the Bureau of Special Education Appeals (BSEA) to contest an IAES placement or to seek relief from the student's stay-put placement.

# Tantasqua Regional/Union 61 School Districts

## GRIEVANCE PROCEDURE

### A. DEFINITIONS

A “Grievance” is a complaint made pursuant to, and arising out of, the Tantasqua Regional/Union 61 Public School District’s obligations under Section 504 of the Rehabilitation Act.

An “Aggrieved Party” is a person or persons making the complaint.

### B. PURPOSE

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances that may, from time to time, arise pursuant to Section 504.

### C. GENERAL

No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All document, communications, and records dealing with the filing of a Grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by the Tantasqua Regional/Union 61 Public Schools’ District Section 504 District Coordinator, Brenda Looney. Tantasqua Regional/Union 61 Public Schools, 320A Brookfield Rd., Fiskdale, MA 01518. Tel. 508-347-3077 x0822, fax: 508-347-2697.

### D. PROCEDURE

Any student, parent/guardian of a minor student or employee of the Tantasqua Regional/Union 61 Public Schools who believes that he/she has been discriminated against or excluded from participation in or denied the benefits of any program, activity or service of the Tantasqua Regional/Union 61 Public Schools because of his or her disability, the individual may file a written grievance under this procedure. The grievance should provide the factual basis of the grievance, and the requested remedy. Such grievances may be filed with the building principal or Section 504/ADA Coordinator, when such grievance arises from an alleged discriminatory practice occurring in a school or related to a school program or policy. The principal or the principal’s designee, and/or the Section 504/ADA Coordinator will investigate the grievance and respond, in writing, within reasonable school working days.

The investigation will include an interview of the aggrieved party, and he/she shall have the opportunity to identify witnesses and present evidence. If the grievance alleges discrimination that is

# **Tantasqua Regional/Union 61 School Districts**

**based upon a policy or District-wide procedure or event then the aggrieved party should file the grievance directly with the Section 504/ADA Coordinator for the system.**

**If the complaint is not satisfactorily resolved at the principal's level, the written complaint may be forwarded to the Tantasqua Regional/Union 61 Public School District's Section 504/ADA Coordinator who is Brenda Looney. At any time, an aggrieved party may obtain assistance from the Section 504/ADA Coordinator in reducing the grievance to writing.**

**The Section 504/ADA Coordinator will conduct a review, and respond in writing within fourteen (14) school working days.**

**At any time, even without filing a written grievance, an aggrieved party has the right to request a hearing before the BSEA if the aggrieved party has a concern regarding the identification, evaluation, or placement of a student under Section 504, at Massachusetts Bureau of Special Education Appeals, One Congress Street, 11<sup>th</sup> Floor, Boston, MA 02114 Phone - (617)626-7250;**

**Aggrieved parties may also seek assistance at any time from the U.S. Department of Education's Office of Civil Rights, at 5 Post Office Square, Suite 900 Boston, MA 02109-3921, Phone- (617) 289-0111.**

# Tantasqua Regional/Union 61 School Districts

**Dr. Erin Nosek, Superintendent of Schools**

## 504 DISTRICT AND SCHOOL PRINCIPALS/COORDINATORS

<b>504 District Coordinator</b>	<b>Address</b>	<b>Telephone</b>
Mrs. Brenda Looney	Student Support Office 320A Brookfield Rd. Fiskdale, MA 01518	(508) 347-3077 x0822

### Section 504 School Principals and Coordinators

<b>School</b>	<b>Principal/ Coordinator</b>	<b>Address</b>	<b>Telephone</b>
Brimfield Elementary	Mr. Brian Ledbetter Ms. Dianna Fuller	22 Wales Rd.	(413) 245-7337
Brookfield Elementary	Mrs. Kathleen Hosterman Mrs. Kristine Camacho	37 Central St.	(508) 867-8988
Holland Elementary	Mrs. Jennifer Dold Mr. Lou Albana	28 Sturbridge Rd.	(413) 245-9644
Sturbridge Elementary	Ms. Kathy Pelley Ms. Mary Jaeger	45 Burgess School Rd.	(508) 347-7041
Wales Elementary	Mr. Richard Zinkus	41 Main St.	(413) 245-7748
Tantasqua Regional Jr. High	Mr. Chris Starczewski Ms. Holly Calianga	320B Brookfield Rd.	(508) 347-7381
Tantasqua Regional High School	Mr. Mike Lucas Ms. Natalie Jangl	319 Brookfield Rd.	508-347-9301

# Tantasqua Regional/Union 61 School Districts

## SECTION 504 REFERRAL

STUDENT \_\_\_\_\_ D/O/B \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE: \_\_\_\_\_

PARENT(S)/Guardian \_\_\_\_\_ ADDRESS \_\_\_\_\_ HOME PHONE \_\_\_\_\_

WORK PHONE \_\_\_\_\_

1. Referred by:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

2. Reason(s) for referral:

Referring Person \_\_\_\_\_ Date \_\_\_\_\_

(Signature)

Original received by Section 504 School Coordinator on \_\_\_\_\_

Date

Copies sent to Parent(s)/Guardian(s), Principal, Referring Person, Cumulative Folder on:

\_\_\_\_\_

# Tantasqua Regional/Union 61 School Districts

School District Name: School  
District Address: School  
District Contact:

---

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ LASID#: \_\_\_\_\_ SASID#: \_\_\_\_\_

To: \_\_\_\_\_

Notice Date: \_\_\_\_\_

Subject: [Request for Consent for Section 504 Evaluation](#)

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Section 504 of the *Rehabilitation Act of 1973* prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students who are covered by 504 are those:

- who have a physical or mental impairment,
- where the impairment substantially limits one or more major life activities, and
- where the impairment results in a need for reasonable accommodations and/or services to access a free and appropriate public education.

We would like to conduct an evaluation to determine if your student meets the above eligibility requirements and requires a Section 504 Accommodations Plan to meet his/her educational needs. Once the evaluation is completed, you will be invited to a meeting to discuss the results.

Enclosed is a copy of the *Section 504 Parent/Student Rights in Identification, Evaluation and Placement*. Please review the document regarding the proposed evaluation, which will include:

The sources of evaluation information will include:

Please review the above and sign and return one copy of this form. Once your consent is received, the assessments can begin. We look forward to working with you. If you have any questions, please contact me at \_\_\_\_\_

Sincerely,

,  
**Enclosure:**  
 Section 504 Parent/Student Rights in Identification, Evaluation and Placement

---

## Parental Agreement

Select One:  I give my permission for the assessment(s) listed above.  
 I give permission for only the following recommended assessments:

- 
- I do not give permission to the proposed assessment(s) at this time. I am aware of the concerns regarding my child's progress and my Parent(s)/Guardian Notice of Rights under Section 504.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Tantasqua Regional/Union 61 School Districts

## SECTION 504 ASSESSMENT ASSIGNMENT

To \_\_\_\_\_ Position \_\_\_\_\_

From \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Please complete the following assessment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ on the above name student and return it to me prior to the  
scheduled Section 504 Meeting on \_\_\_\_\_.

\_\_\_\_\_  
Section 504 Coordinator

\_\_\_\_\_  
School

# Tantasqua Regional/Union 61 School Districts

School District Name:  
School District Address:  
School District Contact:

---

Student: \_

Grade: \_ DOB: \_ LASID#: \_ SASID#: \_

---

To:

Notice Date: \_

Subject: [Invitation to Section 504 Meeting](#)

Meeting Purpose:

Date:

Time:

Location:

Room:

---

Section 504 of the *Rehabilitation Act of 1973* prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students who are covered by 504 are those who have a physical or mental impairment, where the impairment substantially limits one or more major life activities, and where the impairment results in a need for reasonable accommodations and/or services to access a free and appropriate public education.

Participants:

\_\_\_\_\_  
\_\_\_\_\_

You have the right to bring other individuals, at your discretion, to this meeting. If you are in need of an interpreter or translator, please notify me as soon as possible.

We look forward to working with you. If you have any questions, please contact me at

Sincerely,

-  
,

Enclosure:

Section 504 Parent/Student Rights in Identification, Evaluation and Placement



# Tantasqua Regional/Union 61 School Districts

Massachusetts DOE/Chapter 504

School District Name:  
School District Address:  
School District Contact:

Student: \_

Grade: \_ DOB: \_ LASID#: \_ SASID#: \_

## Student Accommodation Plan Section 504, Rehabilitation Act of 1973

School:

Phone:

Address:

Plan Date:

List the sources of information considered by the team:

List the student's mental and/or physical impairment(s) and the appropriately licensed educational, medical and/or mental health professionals who made the determination:

Explain, by answering each of the following questions, how the impairment substantially limits one or more major life activities or major bodily functions:

*What are the major life activity(ies) at issue?*

*Is/are the major life activity(ies) limited?*

*Is/are the limitation(s) substantial?*

Specify the necessary accommodations:

**State and District-wide Assessments:**

Will the student participate in MCAS testing within the period covered by this 504 Plan?  Yes  No

If yes, complete the following:

Can the student participate in the MCAS test under routine conditions?  Yes  No

If no, can the student participate in the MCAS test with accommodations?  Yes  No

If yes:

Select the MCAS tests which require accommodations:

- English Language Arts     History/Social Science     Mathematics     Science & Technology     Reading

# Tantasqua Regional/Union 61 School Districts

Specify which accommodations are necessary in order for the student to participate in State and District-wide assessments, if any:

**Additional Information:**

**Meeting Participants:**

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**School District Name:**  
**School District Address:**  
**School District Contact:**

Student: Grade:

DOB:

LASID#:

SASID#:

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**Student Accommodation Plan  
Section 504, Rehabilitation Act of 1973**

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Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over

Date



# Tantasqua Regional/Union 61 School Districts

**School District Name:**  
**School District Address:**  
**School District Contact:**

**Student:**                      **Grade:**                      **JOB:**                      **LA SID#:**                      **SASID#:**

*Directions to School Staff:*

*Describe any refusal to initiate or change the identification, evaluation, or the provision of accommodations by answering the following questions:*

- 1. What action is the school district refusing to take?*
- 2. Why is the school district refusing to act?*
- 3. What rejected options were considered and why was each option rejected?*
- 4. What evaluation procedure, test, record or report was used as a basis for the refusal to act?*
- 5. What other factors were relevant to the school district's decision?*
- 6. What next steps, if any, are recommended?*

[Explanation of Refusal:](#)

# Tantasqua Regional/Union 61 School Districts

## SECTION 504 GRIEVANCE FORM

Student's Name \_\_\_\_\_  
School \_\_\_\_\_  
Parent/Guardian(s) \_\_\_\_\_  
Address \_\_\_\_\_  
Grievance made by \_\_\_\_\_

Name

Date of Birth \_\_\_\_\_  
Grade \_\_\_\_\_  
Phone (H) \_\_\_\_\_  
(W) \_\_\_\_\_

Date

Explain your grievance

What resolution are you seeking?

Return to your child's Section 504 School  
Coordinator \_\_\_\_\_

or the building principal. \_\_\_\_\_

# Tantasqua Regional/Union 61 School Districts

## Receipt for

### Section 504 Parent/Student Rights in Identification, Evaluation and Placement

Student:     —

State ID:     —

School:     —

Date of Birth:     —

This is to verify that I have received a copy of the **Section 504 Parent/Student Rights in Identification, Evaluation and Placement** which informs me of my rights throughout the child-centered educational process.

I understand that I can have these rights explained and/or my questions answered by contacting:

I understand that my rights include the right to receive:

1. This and all other written notices in the language I understand, or if needed, a translation of such orally, in sign language, or Braille, as appropriate, and
2. Answers from school personnel to additional questions I may have.

My signature below indicates that I received the information titled **Section 504 Parent/Student Rights in Identification, Evaluation and Placement**, and understand its contents.

\_\_\_\_\_  
Signature of Parent, Guardian, Educational Surrogate, or Student age 18 or over

\_\_\_\_\_  
Date