

Will D91 automatically implement a Section 504 plan from a different district, charter school, or private school?

No. Different school districts have different facilities, schedules, curriculum, and expectations. The accommodations and related services in the previous Section 504 plan may not be appropriate in a D91 school. Parent/guardians should contact their child's school, provide supporting information and documentation, to refer their child to the Section 504 process.

Idaho Falls School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all individuals.



Idaho Falls School District 91 Strives to Program Individually for Students with Disabilities in Order for Them to Participate with Their Typical Peers to the Greatest Extent Possible.

Idaho Falls School District 91
District Office
690 John Adams Pkwy
Idaho Falls, ID 83404
208-525-7500

Lead Civil Rights Compliance Officer
Heather Wade
690 John Adams Pkwy
Idaho Falls, ID 83404
208-525-7500
TDD/TTY 18003773529

Section 504

A Parent Information Guide for Section 504 of the Rehabilitation Act of 1973



Idaho Falls School District 91



What is a Section 504?

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination on the basis of disability. Unlike Individuals with special education, Section 504 is not an education, service, or funding status. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as are their nondisabled peers.

Who is eligible under Section 504?

Students may qualify for protection under Section 504 if they have a mental or physical impairment that substantially limits one or more major life activities. A label, disability, or diagnosis, alone does not make a student eligible under Section 504. The disability must substantially limit the student's performance as compared to the performance of the average student in the general population.

Does Section 504 require an evaluation to determine eligibility?

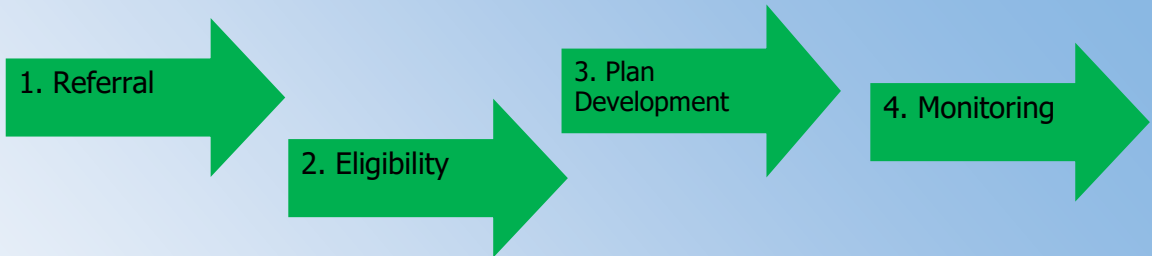
Yes. However, evaluation does not necessarily mean a test or formal psychological evaluation. It refers to the gathering of data and/or information from a variety of sources so that the Section 504 committee may make the required determinations. Depending on the suspected disability, common sources of evaluation data are grades, attendance records, health information, standardized test scores, teacher comments, observations, medical records, discipline referrals, etc. The committee will consider any data provided by the parent, including medical documentation and private evaluations.

What is a 504 Plan?

This is a written document outlining specific accommodations and/or related services that are necessary for the student to access all programs and facilities. This may include extracurricular activities as well. All accommodations that are approved by the Section 504 committee must be necessary due to the specific substantial limitations caused by the student's documented disability. Accommodations are intended to level the playing field and not to give an unfair advantage.



The Section 504 Process in D91



1. Referral: Parents/Guardians are invited to refer their child to the 504 process if they believe that their student has a physical or mental impairment that could make their child eligible for Section 504 protections. Each school has a Section 504 coordinator who will facilitate the process. Other individuals may also make referrals, such as health care professionals, teachers, and other school staff members.
2. Eligibility: Once the referral has been received by the school, the Section 504 coordinator will ask the parent/guardian to provide medical documentation or additional information and invite the parent/guardian to attend a Section 504 determination meeting. At the meeting, the committee will review all available information and determine whether or not the student is eligible for Section 504.
3. Plan Development: If the student is determined to be eligible then the Section 504 committee will write a Section 504 plan for the student, describing the accommodations and services that the student needs in order to access the general education curriculum at school.
4. Monitoring: The Section 504 committee will meet annually to review the student's Section 504 plan and to review the student's Section 504 plan and to determine whether any changes are needed. Parent/guardians can also request a meeting if they think that the Section 504 plan needs to be reviewed or updated. In addition, to reviewing the student's Section 504 plan each year, the Section 504 committee may also review the student's eligibility for Section 504 every three years.

All decisions are made by the Section 504 committee at the school. The committee includes school individuals who are knowledgeable about the student, the evaluation date, or about the accommodations and curriculum. Although parents/guardians are not considered committee members, their participation and feedback are welcomed and encouraged.