

Medway Public Schools 504 Policies and Procedures

MPS

Section 504

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Overview

Section 504 is a federal statute that prohibits discrimination based on disability. A person may be considered disabled under the definition of 504 if the individual has a mental or physical impairment which substantially limits one or more major life activities, has a record as having such an impairment, or is regarded as having such an impairment. A major life activity includes; caring for oneself, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing and working.

Teachers accommodate all the time for students. District Curriculum Accommodation Plans (found [here](#)), required in Massachusetts, should incorporate the most common ways in which all students' learning styles are addressed. It is only when a *qualified* student with a disability needs a systematic, consistently implemented battery of accommodations in order to have his needs met as adequately as non-disabled children that a 504 Accommodation Plan becomes necessary.

A student may need an evaluation under section 504 if there is the possibility the student needs aids or supports in order to access educational opportunities as adequately as a child without a disability. The 504 Team determines whether a child needs to be evaluated for a disability and whether the disability substantially limits a major life activity. Evaluations can consist of any of the following existing and available information chosen by the district:

- Teacher reports
- Teacher observations form
- Informal observations
- Work samples
- Informational inventories
- Medical or health data
- Assessment data results

Common misunderstandings of the 504 process:

- A parent and/or a doctor presents the school with a disability diagnosis and a 504 Accommodations Plan is written without first determining if the disability causes significant impairment of a major life activity.
- A student is provided with a 504 Accommodation Plan solely because the parent wants the student to have additional time on tests such as the SAT.
- A student fails to meet eligibility requirements for special education and is automatically signed up for a 504 Accommodation Plan without first qualifying him based on the Section 504 criteria. A 504 Accommodation Plan is NOT the consolation prize for failure to qualify for special education.
- A student is automatically provided with a 504 Accommodation Plan when the student no longer qualifies for special education services without first qualifying him or her based on Section 504 criteria, which are different.

- A student is provided with a 504 Accommodation Plan as an alternative way to receive special education services because the parent refuses to 'label' a student by including them in a special education program.

504 Team

The 504 Team at each building reviews information for consideration of a 504 Accommodation Plan or the review of an existing 504 plan. The Team consists of individuals in addition to the Parent, General Education Teacher and 504 Coordinator, who are knowledgeable about the student. These roles may include:

- Parent/student*
- Guidance Counselor
- School Nurse
- General Education Teacher*
- Principal/ Assistant Principal
- School Psychologist
- School Adjustment Counselor/ School Social Worker

Roles and Responsibility

504 Accommodation Plans are developed, implemented and reviewed by general educators. While special education teams may be instrumental in making eligibility determinations and may provide important consultation, the responsibility for 504 process and implementation does not belong to the special education department.

General education teachers should participate in any meetings where a 504 Accommodation Plan may be developed. Further, general education teachers should be ready to supply pertinent data and documentation such as test scores, curriculum-based data , discipline referrals, and anecdotal information to assist in the writing of the plan.

Speech and language therapists, occupational therapists, physical therapists, psychologists, counselors, vision and hearing specialists and special educators may provide services to students with 504 Accommodation Plans. These services are usually on a short term, or consultation basis.

Educators are legally responsible to implement the designated accommodations and/or strategies on the plan. The classroom teacher(s) and/or other professionals maintain regular and consistent documentation to demonstrate that the school has implemented the plan. For example: a teacher may keep a file of student work, or write special notations in a gradebook, or maintain personal notes. Other forms of data collection should be considered by the 504 Team to show compliance and to aid in reviewing the efficacy of accommodations. Teachers should keep copies of any adjusted tests, assignments, behavior plans, and all notes to and from the parents/legal guardians. Any concerns about the plans effectiveness should be immediately shared with the building coordinator.

Eligibility

In order to be eligible for a 504 Accommodation Plan the student must be identified as having a disability as defined by the statute. In order to be considered a student with a disability under Section 504, the student must have ***a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.***

Major Life Activities

Students with 504 Accommodation Plans have a disability that impacts a major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. The phrase 'major life activities' includes those basic activities that the average person in the general population can perform with little or no difficulty. Under recent amendments to the Americans with Disabilities Act, "Major life activities" include

- Caring for oneself
- Performing manual tasks
- Seeing
- Hearing
- Eating
- Sleeping
- Walking
- Standing
- Lifting
- Bending
- Speaking
- Breathing
- Learning
- Reading
- Concentrating
- Thinking
- Communicating
- Working
- Operation of major bodily function

It is important to note that a student does not need to have a disability limiting *learning* to qualify for a 504 Accommodation Plan. Students may have a disability that in no way affects their ability to learn, yet they may need extra help of some kind from the district to access education or school sponsored activities. For example, a child may have very severe asthma (affecting the major life activity of breathing) that requires regular medication and regular use of an inhaler while in school. Without regular administration of the medication and inhaler, the child cannot remain in school.

The ADAAA broadens the definition of "**major life activities**" and provides that the impairment **only needs to limit one major life activity** in order to be considered a disability under the ADA. Districts must now make their Section 504 determinations **based upon the child's**

disability as it presents itself without mitigating measures (i.e., hearing aids, medications, learned behavioral adaptations). There is one exception. The mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if a vision impairment substantially limits a major life activity.

-The new law states that a student shall not be “regarded as” having a disability (one of the prongs that would allow a student to be protected under Section 504) if the disability is “transitory and minor.” It defines transitory as “an impairment with an actual or expected duration of 6 months or less.” A disability in remission may be considered qualifying, if when active, the condition qualifies—one example would be a chronic health condition.

Substantial Limitation

A student must demonstrate substantial limitation in order to qualify for a 504 Accommodation Plan. Under the new ADA standard, a substantial limitation means one which “materially restricts”. Previously, “substantial” meant “significant”—a standard which is certainly higher. Material restrictions can be defined as conditions which are “relevant and consequential” to the individual’s ability to perform a major life activity.

Students with a temporary disability may demonstrate a physical impairment that substantially limits a major life activity. The 504 Coordinator should determine whether the temporary impairment substantially limits one or more major life activities. That determination must be made on a case by case basis, considering the nature, severity, duration or expected duration and the permanent or long term impact resulting from the impairment. Most students with temporary disabilities that are not recurring will be served by adjustments to the school program (such as for a student with a broken limb) that do not require development of a 504 Plan.

It is important to note that a student may have an Individual Health Care Plan in addition to or instead of a 504 Accommodation Plan. An Individual Health Care Plan is developed by the school nurse in conjunction with the student’s parents, the student if appropriate, and the child’s physician. The building coordinator for 504 Accommodation Plans may also be involved.

Eligibility Determination

1) Referral/ Evaluation

The building 504 coordinator with the appropriate team of individuals has the responsibility of determining the student’s eligibility for a 504 Accommodation Plan following a referral from a teacher, guidance counselor, a parent, a physician, school nurse or other individual in a position to suspect that the student may have a disability and be in need of a 504 Accommodation Plan. A student may self-refer.

A student may be referred for an evaluation by a parent/guardian, teacher, guidance counselor, Student Assistance Team, or Special Education Team. The referring individual completes the Section 504 Pre-Referral Form.

Pre-Referral Pathways

- Inside School--Nurse, IST, N2 (Finding of no eligibility- disability present and need for accommodations)
- Outside/Parent--Medical, Clinician, Early Intervention

Standard 504 Intake Form Questions:

- 1) Who is the student?
- 2) What do we need for them that can't be addressed through DCAP general accommodations? (See pgs 19 & 20, Appendix A.)
- 3) What disability are they known to have?
- 4) What are the major life activities that they are unable to attend to, that they need across ALL of their school days?
- 5) Please describe which life activity is substantially LIMITED in school?
- 6) Please describe HOW it limits and under which circumstances i.e. unmedicated for a student why is typically medicated for ADHD
- 7) Which DCAP general accommodations should be reinforced? (Appendix A)
- 8) *Name of Individual Completing this Form**

This form requires specific information and asks the referring individual to describe the disability, note what documentation exists to support the identification of the disability, asks the referring individual to describe how the disability substantially limits a major life function and asks for the accommodations that the individual referring is seeking in order to better allow the student to access the general curriculum.

Upon receipt of the referral form and the appropriate documentation, the 504 Coordinator with the team conducts an evaluation to determine whether or not the student has a qualifying disability. This is done through the examination of data collected from sources within and outside Medway Public Schools. The team (504 coordinator, guidance counselor, parent, teacher, etc.) must be able to verify that the student has a disability and if essential information is missing further evaluation may be required.

'Evaluation' does not necessarily mean that the team has to formally 'test' a student. However, 504 regulations do require the use of valid and relevant assessments as necessary. In addition, for many 504 qualifying disabilities, 'evaluation' refers to a gathering of data or information from a variety of sources so that the team can make the required determinations. Common sources of evaluative data for Section 504 eligibility are the student's grades, MCAS or other standardized scores, health information, language surveys, parent information, disciplinary referrals, outside evaluation reports, teacher comments, as well as school administered assessments, as appropriate. If formal testing is pursued, written parental consent (*Appendix B*) is required. Identified assessments are selected and performed by appropriately trained personnel.

2.) Initial Section 504 Team Meeting

A. Whenever parents are invited to a meeting to discuss a requested, current or refused 504 Accommodation Plan they should be provided with a written meeting notice (*Appendix C*) noting the time and place of the meeting and list of the other individuals who have been invited.

B. Upon arrival at the meeting parents should be provided with a copy of their 504 Parent Rights (*Appendix D*) This is different than the special education Notice of Procedural Safeguards. At the meeting the parents should be asked to sign the form (*Appendix E*) acknowledging their receipt of these Parent Rights.

C. Meeting participants may vary depending on the student and the nature of the individual needs. In all cases there should be input and participation from the regular classroom teacher.

Eligibility Determination

D. The 504 Team meeting uses current evaluation data to determine eligibility for a 504 Accommodation Plan. A student is eligible for a 504 Accommodation Plan and for section 504 protection when it is determined that he or she has a physical or mental impairment that substantially limits one or more major life activity. The team should complete the Section 504 Accommodation Plan sheet at the meeting.

This form identifies the data reviewed by the team (copies should be maintained by the 504 Coordinator), determines whether the student has a disability, describes if and how the disability impacts a major life activity (ies), determines eligibility, and identifies and accommodations to be provided, who will provide the accommodation and when. Specificity is expected in regards to accommodations.

Remember that many accommodations are simply best instructional practices for all students. These instructional practices should not be included as accommodations unless this particular student will not be able to access the regular curriculum without these instructional practices or accommodations.

3.) Re-Evaluation

The 504 Coordinator is responsible for ensuring that each student with re-evaluated to determine eligibility at least every three years. The 504 team must establish that the student continues to present with a disability that limits one or more major life activities and requires classroom or building accommodations to access the general education curriculum. As with the initial evaluation, this may include gathering data from a variety of sources within and outside of the school district. All activities and data should be documented.

4.) Review and Revision

The 504 Team (including at least one regular education teacher) meets on at least an annual basis, or more frequently if needed to review and revise each student's 504 Accommodation Plan. The purpose of the review is to add, subtract and/or modify student accommodations based on current data. The student's parents and the student if appropriate as well as regular education teacher (s) attends this meeting. Where all regular education teachers are unable to attend they are expected to provide current information, in writing, before the meeting specifically addressing student progress, effectiveness and use of accommodations, and any suggestions they might have.

5.) Termination

The 504 team may determine that a student no longer requires a 504 Plan to provide equal access. The team reviews the student's needs, conducts current evaluations, and considers the three 504 eligibility criteria: 1. a mental or physical impairment (or has a record of an impairment or is regarded as having an impairment), 2. which substantially limits ("materially restricts"), 3. one or more major life activities. **Note that with the new ADA standards, termination of eligibility will not be a factor in many cases.**

The 504 team meets to discuss the option of termination and if they are in agreement, the team completes a Section 504 Discontinuation of Plan. The completed form is presented to the parent. Should parents disagree with termination they have several possible courses of actions: they may contact the Massachusetts Department of Elementary and Secondary Education, Bureau of Special Education Appeals to pursue a hearing or may contact Program quality Assurance, also within the ESE, to file a complaint. Parents may also pursue the school district's internal 504 Grievance Procedure or file and have the right to file a complaint with the United States Department of Education Office for Civil Rights.

6.) Parent's Rights

Notice

Section 504 requires that parents receive notice of actions regarding the identification, evaluation and placement of their children. A Parent's Rights form has been developed and should be provided to parents at the meeting prior to the development of a 504 Accommodation Plan.

Consent

There is no consent requirement under Section 504 for the implementation of the Accommodation Plan; however, the Medway Public Schools require written parental consent before implementing a plan. Note: schools need written parental consent prior to formal evaluation.

Impartial Hearing/Complaint or Grievance Process

The Massachusetts Bureau of Special Education Appeals hearing officers from the Department of Elementary and Secondary Education are authorized to hear and rule on Section 504 issues or claims. Complaints may also be filed with the United States Department of Education Office of Civil Rights, and grievances may be filed under the district's grievance policy.

Implementation

Upon completion of the process for developing the 504 it is CRITICAL that this 504 Accommodation Plan be entered into eSped by the building coordinator or designee. Information will include not just the accommodations but the identified disability, the data used to make the determination and how the disability substantially impacts a major life activity.

504 Accommodation Plan and Implementation

Following the Team meeting parent/guardian will receive the District's *504 Proposed Action Notice* and a copy of the student's 504 Accommodation Plan. If the Team determines a student does not require a 504 Accommodation plan the District will send parents a *Refusal to Act Notice*. Guidance counselors provide a notification to appropriate staff members who support the student in the various education settings. A copy of the student's 504 plan is kept in the student's cumulative record. 504 plans are reviewed on an Annual basis.

504 Annual Review

The 504 Team reviews the data necessary to determine the student's eligibility or continued eligibility for services under Section 504. Information from a variety of sources including, aptitude and achievement tests, teacher reports, physical condition, social and cultural

background and adaptive behavior will be considered as part of the evaluation. For eligibility determination, the Team will review all appropriate documentation consented to as well as potential documentation listed below. If the student is found eligible the Team will write an accommodation plan. The following information is documented by the 504 Team:

- Current information regarding diagnosed disability
- Assessment information results, reports
- Relevant educational, developmental and medical history
- Description of how the disability significantly impacts a major life activity
- Information provided by guidance including, report cards, attendance, and any other relevant information.

eSped Forms/Other documents

- MPS: Standard 504 Pre-Referral Intake Google Form link
- MPS: Steps for 504 Process
- eSped: 504 Consent for Evaluations
- eSped: 504 Meeting Invitation
- eSped: Meeting Attendance Sheet
- eSped: 504 Parent Student Rights
- eSped: Parent Student Rights Receipt
- eSped: 504 Eligibility Determination Summary
- eSped: 504 Notice of Proposed Action
- eSped: 504 Accommodation Plan
- eSped: 504 Notice of Refusal to Act

Building Based 504 Coordinators

Pre-Referral Form Links:

McGovern School

Ann Jacobs: [Pre-Referral Form](#)

Burke-Memorial School

Amanda Grinberg: [Pre-Referral Form](#)

Medway Middle School

Lynne Peloquin: [Pre-Referral Form](#)

Marcus Hatt: [Pre-Referral Form](#)

Taralyn Turner: [Pre-Referral Form](#)

Medway High School

Allison Jasmin: [Pre-Referral Form](#)

Emily Pegoraro: [Pre-Referral Form](#)

Charlsey Gentile: [Pre-Referral Form](#)

Jaqueline O'Leary: [Pre-Referral Form](#)

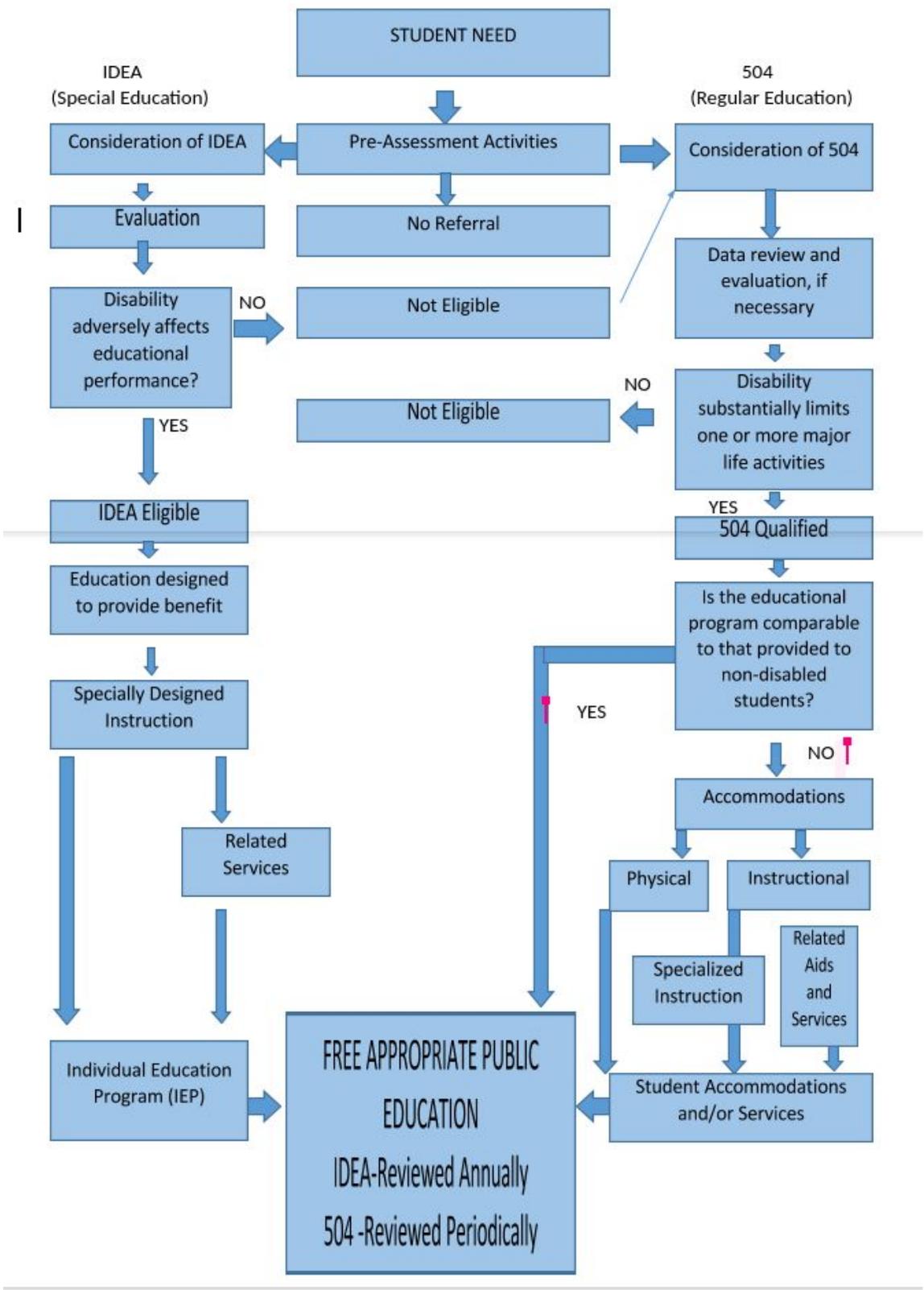
Steps for 504 Process

Initial Eligibility/Re-evaluation and Annual Review

1. 504 Pre-referral form is shared with person making the referral, and collected by 504 Coordinator. (***Inside**- IST, nurse, N2...***Outside**- Parent, Medical, clinician)
2. Once this information is collected and reviewed, a referral is made to determine 504 eligibility.
3. Parents are notified by phone or in person.
4. Consent for evaluation is sent to parents with a copy of Notice of Parent and Student Rights under Section 504.
5. Once parent consent is received, evaluation process begins and needs to be completed within 30 school days.
 - *Evaluation: An evaluation must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from providers for the purpose of more effective planning and decision making. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.
6. Meeting invitation is sent to parents and student (age 14 and over). All relevant school personnel are invited to each meeting.
7. Faculty complete updated assessments.
8. Meeting is held. Team members sign in and contribute to 504 plan development.
9. Information is reviewed, eligibility is determined, 504 plan is developed as appropriate.
10. 504 Plan is signed by building administrator, & then sent to parents for signature.
11. The 504 Coordinator distributes 504 plan to all persons who provide accommodations to the student.
12. The 504 Team (including at least one regular education teacher) meets on at least an annual basis, or more frequently if needed to review and revise each student's 504 Accommodation Plan.
13. The 504 Coordinator is responsible for ensuring that each student is re-evaluated to determine eligibility at least every three years to establish that the student continues to present with a disability that substantially limits/ materially restricts one or more major life activities and requires classroom or building accommodations to access the general curriculum

APPENDIX A

RECOMMENDED AND REQUIRED FORMS AND RESOURCES



(A) Pre-Referral Form:

<https://docs.google.com/forms/d/1tF3bzQlhfrynL9mQS62I70xgvXDxDBkH-iM-tMCesV0/edit>

1) Referral/ Evaluation (pgs. 5 & 6)

The building 504 coordinator with the appropriate team of individuals has the responsibility of determining the student's eligibility for a 504 Accommodation Plan following a referral from a teacher, guidance counselor, a parent, a physician, school nurse or other individual in a position to suspect that the student may have a disability and be in need of a 504 Accommodation Plan. A student may self-refer.

A student may be referred for an evaluation by a parent/guardian, teacher, guidance counselor, Student Assistance Team, or Special Education Team. The referring individual completes the Section 504 Pre-Referral Form.

Pre-Referral Pathways

--Inside School--Nurse, IST, N2

--Outside/Parent--Medical, Clinician, Early Intervention

Standard 504 Intake Form Questions:

1. *Who is the student?*
2. *What do we need for them that can't be addressed through DCAP general accommodations?*
3. *What disability are they known to have?*
4. *What are the major life activities that they are unable to attend to, that they need across ALL of their school days?*
5. *Please describe which life activity is substantially LIMITED in school?*
6. *Please describe HOW it limits and under which circumstances i.e. unmedicated for a student why is typically medicated for ADHD*
7. *Which DCAP general accommodations should be reinforced? (See list by clicking on link above)*

This form requires specific information and asks the referring individual to describe the disability, note what documentation exists to support the identification of the disability, asks the referring individual to describe how the disability substantially limits a major life function and asks for the accommodations that the individual referring is seeking in order to better allow the student to access the general curriculum.

Upon receipt of the referral form and the appropriate documentation, the 504 Coordinator with the team conducts an evaluation to determine whether or not the student has a qualifying disability. This is done through the examination of data collected from sources within and outside Medway Public Schools. The team (504 coordinator, guidance counselor, parent, teacher, etc.) must be able to verify that the student has a disability and if essential information is missing further evaluation may be required.

'Evaluation' does not necessarily mean that the team has to formally 'test' a student. However, 504 regulations do require the use of valid and relevant assessments as necessary. In addition, for many 504 qualifying disabilities, 'evaluation' refers to a gathering of data or information from a variety of sources so that the team can make the required determinations. Common sources of evaluative data for Section 504 eligibility are the student's grades, MCAS or other standardized scores, health information, language surveys, parent information, disciplinary referrals, outside evaluation reports, teacher comments, as well as school administered assessments, as appropriate. If formal testing is pursued, written parental consent (B) is required. Identified assessments are selected and performed by appropriately trained personnel.

(B)

SECTION 504 PARENT CONSENT NOTICE FOR EVALUATION

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability. Any student, parent, or guardian who believes the student has a disability that could affect their education, and who believes that the impact of the disability might be alleviated by some services and/or accommodations from the District, may refer the student.

For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of the disability that the student is unable to gain equal access and benefit from school programs and services.

- The student has a physical or mental impairment
- That **substantially** limits (means "materially limits")
- One or more major life functions.

Student Name: _____ DOB: _____

Parent/Guardian: _____ Home phone: _____

Address: _____ Other phone: _____

School: _____ Grade: _____

Referred by: _____

504 Chairperson: _____



Your child's evaluation will consist of assessments done by the school district. In addition to educational and teacher assessments, students must be assessed in all areas pertaining to the child's suspected need for 504 accommodations and related services. The specialist assessment(s) listed are proposed as part of your child's 504 referral process:

Assessment Area	Evaluation method	Personnel
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



The evaluation will be conducted within 30 instructional days of receiving parent permission. A 504 meeting will be held to discuss the evaluation results and any educational program recommendations. I understand the reasons for the referral and the description of the evaluation process and have checked the appropriate response below:

_____ I give consent to an evaluation of my child of all the assessments proposed by the Medway Public Schools system.

_____ I give consent to an evaluation of my child consisting only of the following assessments proposed by the Medway Public School System: (Parent is to indicate the agreed upon assessments)

_____ I do not consent to the evaluation proposed by the school district.

SIGNATURE: Parent/Guardian/Student of Age _____
Date

(C)

SECTION 504 Meeting Notice

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability. Any student, parent, or guardian who believes the student has a disability that could affect their education, and who believes that the impact of the disability might be alleviated by some services and/or accommodations from the District, may refer the student.

For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of the disability that the student is unable to gain equal access and benefit from school programs and services.

- The student has a physical or mental impairment
- That **substantially** limits (means "materially limits')
- One or more major life functions.



You are invited to attend a meeting to discuss matters related to a Section 504 plan.

Date of Notice: _____

Student Name: _____ DOB: _____

Parents/Guardians Name(s): _____

Home phone: _____ Other phone: _____

The meeting has been scheduled for

Date: _____

Time: _____

School: _____

Please contact the building 504 Coordinator, _____, to let us know if this time is convenient for you. We will make every effort to arrange a time that is mutually agreeable, but please keep in mind that our goal is to minimize the amount of time that teachers are out of class. If you wish to bring someone to represent you, or to invite others who have knowledge of your child to the meeting, please feel free to do so. Your child, if he or she is 14 or older, also has the right to be present or participate.

The following persons have been invited to the meeting:

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

We look forward to working with you in meeting your child's educational needs.

(D)

**MEDWAY PUBLIC SCHOOLS
PARENT RIGHTS
Section 504 of the Rehabilitation Act of 1973**

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with nondisabled 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.
5. Have your child educated in facilities and receive services comparable to those provided nondisabled students.
6. Have your child receive an individualized evaluation and receive specialized education services if s/he is found to be eligible under Section 504 of the Rehabilitation Act.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
8. Have transportation provided to and from an alternative placement setting determined by the school district at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy or other rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance under the Medway Public Schools Policies; (*reference the process*)
14. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You may file a request for hearing with the Bureau of Special Education Appeals, Massachusetts Department of Education, 75 Pleasant Street, Malden, MA.
15. You may also file a complaint with the United States Department of Education Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02109.

(E)

SECTION 504 RECEIPT OF PARENT AND STUDENT RIGHTS

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability. Any student, parent, or guardian who believes the student has a disability that could affect their education, and who believes that the impact of the disability might be alleviated by some services and/or accommodations from the District, may refer the student.

For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of the disability that the student is unable to gain equal access and benefit from school programs and services.

- *The student has a physical or mental impairment*
- *That **substantially** limits (materially limits”)*
- *One or more major life functions.*



Student Name: _____ DOB: _____

I acknowledge that Medway Public Schools have given me a written copy of the Notice of Parent and Student Rights under Section 504, the Rehabilitation Act of 1973.

SIGNATURE: Parent/Guardian/Student of Age

Date

Medway Public Schools

District Curriculum Accommodation Plan: DCAP

Introduction

The Medway Public Schools has developed this District Curriculum Accommodation Plan to assist teachers and staff in meeting the learning needs of all students. The accommodations and supports listed within this document may be implemented as needed to support student learning. This list is not intended to be exhaustive, but summarizes accepted best practices to support student achievement in the regular education setting. Accommodations within this document are available to all students to support their learning needs.

Background

District Curriculum Accommodation Plan: DCAP (M.G.L. Ch. 71, Sect. 38Q1/2)

Children learn at differing rates and in a variety of ways. It is the responsibility of all educators to meet the individual learning needs of each student. Each district in the commonwealth is required to provide a District Curriculum Accommodation Plan (DCAP) to help support teachers, counselors, administrators, and parents as they work to meet the diverse learning needs of students in a regular education setting. The DCAP outlines the following:

- Classroom accommodations and suggested best instructional practices
- Outline of services and supports for students and teachers at each school
- Encouragement of parental involvement in their children's education
- Teacher mentoring and collaboration provisions
- Professional development

General Accommodations

- Use a variety of assessments (oral, multiple choice, essay, projects)
- Use partner or small-group instruction
- Provide preferential/flexible seating options
- Provide cueing or additional wait time to allow students to formulate responses
- Allow for alternative means for student assessment response (orally, using technology)
- Present information using a variety of means or materials
- Pair auditory information with visual information
- Use manipulatives and hands-on activities
- Develop behavior or academic contracts for students
- Use incentives or rewards
- Teach students to use graphic organizers and study guides
- Break down longer assignments into smaller, more manageable chunks
- Use a checklist to monitor assignment completion
- Use frequent teacher check-ins to monitor assignment completion
- Break down complex steps into manageable steps
- Teacher/family sign student agenda/homework notebook
- Provide reference tools, web sites and textbooks for homework support
- Allow extended time to complete assessments that are designed to demonstrate mastery

- Repeat or re-teach concepts with a different approach
- Use technology and computer assisted instruction
- Pre-teach content vocabulary before reading
- Post lesson objectives and class agenda in a centrally located area in the class
- Provide an outline of notes or provide student with skeleton notes to complete
- Adjust the length of the assignment without jeopardizing content
- Allow for alternate methods for student assessment
- Make assignments and support materials available on-line
- Encourage student reflection and ask for feedback on instruction

Best Practices to Support Student Focus/Organization

- Seat students near the focal point of instruction and pair with positive peer models.
- Suggest the use of a carrel or divider on the student's desk or within the classroom in order to reduce auditory and visual stimuli
- Encourage the use of graphic organizers for written assignments
- Create and use nonverbal cues with the students to help them learn to monitor and self-correct their classroom behavior
- Allow student to take a movement break within the classroom or assign them a daily classroom management task
- Allow alternate posture to complete work
- Provide student with a fidget toy
- Break down multi-step tasks into smaller and more manageable pieces paired with a visual and checklists in order for the students to better organize the assignment and track progress
- Encourage parents to check agendas in order to ensure improved homework completion
- Provide written step-by-step instructions in additional to verbally presented directions

Strategies to Support Improved Self-Esteem/Motivation/Behavior

- Post classroom expectations and review often
- Use positive praise and reinforcement when students are demonstrating positive behaviors.
- Develop a contingency contract with student with a reward to increase motivation and desired behaviors. Point to target behavior in order to remind student of behavioral expectations.
- Tape a visual to students' desk/agenda with prompts for desired behaviors/expectation.
- Allow students to demonstrate mastery of concepts in nontraditional ways through their preferred modality and specific to learning style.
- Tell students in advance that you plan on calling on them to answer a specific question
- Develop a nonverbal signal with students to allow for discrete breaks
- Notify student in advance to any upcoming changes to their daily schedule or routine

Major Life Activities

- 1.) Caring for oneself
- 2.) Performing manual tasks
- 3.) Seeing
- 4.) Hearing
- 5.) Eating
- 6.) Sleeping
- 7.) Walking
- 8.) Standing
- 9.) Lifting
- 10.) Bending
- 11.) Speaking
- 12.) Breathing
- 13.) Learning
- 14.) Reading
- 15.) Concentrating
- 16.) Thinking
- 17.) Communicating
- 18.) Working
- 19.) Operation of major bodily function