



South Sioux City Schools

**Americans with Disabilities
And
Section 504 Information**

The **Americans with Disabilities Act** (A.D.A) is designed to eliminate barriers for disabled persons' access to buildings, transportation and communication. The A.D.A not only requires that reasonable accommodations be made for all persons with disabilities, it also obligates a school district to provide educational services to disabled students.

Section 504 ensures that persons with disabilities have meaningful access to public school. It requires that the educational needs of disabled students be met as adequately as the needs of non-disabled students. Section 504 retains residual responsibility to provide a free appropriate public education (F.A.P.E) to qualifying disabled students whose disabilities are not so severe as to create I.D.E.A. eligibility.

504 Evaluations and Accommodation Plans/Procedures

Parents, teachers, or other faculty (e.g., administrators, SAT Coordinators, etc.) may suspect that a student has a disability that may substantially limit one or more of his/her major life activities. Under the Americans with Disability Act (ADA) a major life activity is substantially limited when a person is:

“Unable to perform a major life activity that the average person in the general population can perform.” 29 C.F.R. 1630.2(j).(1)(i).

Or

“Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.” 29 C.F.R. 1630.2 (j). (1)(ii).

If a disability is suspected, the student may be referred for an eligibility determination evaluation.

Who is on the 504 Team?

The 504 Team is made up of persons with knowledge of the following three areas: 1) the student, 2) the meaning of the evaluation data, and 3) the placement options. Typically, parent(s) or guardians, the student (when applicable), teachers, school counselors, School Psychologists, school health staff, administrators, the 504 coordinator, and other professionals may participate in the meetings.

How is 504 Eligibility Determined?

The 504 Team will conduct a 504 Evaluation. This evaluation includes a review and consideration of the following applicable information: grades, discipline/attendance records, standardized and other tests, school health

information, medical evaluations/diagnoses, parent input, teacher/administrator input, student work portfolio, SAT team suggestions, and others. Based on the information gathered through the 504 Evaluation, the 504 Team will determine: 1) if the student has a physical and/or mental impairment (i.e., any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems; any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities), 2) if the impairment substantially limits one or more major life activities (e.g., caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working), and 3) if the student needs reasonable accommodations or related services to receive equal opportunity to participate in the school's activities and programs. The student is then considered eligible for a 504 Plan if all questions were answered "Yes". Thus, the final step is for the 504 Team to determine if a 504 Plan is necessary for the student to meet his/her educational needs as adequately as those of non-disabled students. The 504 Team will then develop an accommodation plan for the student, if deemed necessary.

What are the Components of a 504 Accommodation Plan?

Once a student is determined eligible for an accommodation plan, the 504 Team is responsible for writing an individualized accommodation plan that addresses the identified areas of concern. Accommodations may be made in the areas of instructional, behavioral, medication/health, and/or general accommodations. The accommodation plan will be reviewed annually and the eligibility determination criteria will be reviewed every three years. The accommodation plan will be distributed to the student, the parent(s) or guardian, and appropriate school and medical personnel.

Goal of a 504 Plan

A 504 Accommodation Plan is an effective tool, offering a support system for students with identified mental or physical impairments. It provides teachers with an objective viewpoint and ideas in working with the students in the classroom. It provides a better understanding of the student and his/her needs, as well as accommodations to aid the student to be more successful in school. Ultimately, the goal of a 504 Plan is to meet the needs of the identified student so that he/she is able to succeed in his/her educational experience.

For additional information contact the Student Services Director or a SAT Coordinator at the student's school.