

Section 504 District Coordinator

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For additional information
contact your child's school
principal or school section
504 Coordinator.

Vision, Mission, Purpose

The Five Star District is committed to excellence. Successful students, highly skilled staff and a caring community embody the Five Star difference.

Our vision, mission, purpose and goal provide a clear focus for the district.

Vision

Adams 12 Five Star Schools exists so that its residents are well prepared for the next stage of a successful life, at a level that justifies the resources used.

Mission

Accelerate successful academic performance for students and nurture social development.

Purpose

Our core work results in students meeting or exceeding grade level standards in reading, writing and math while demonstrating the behaviors associated with citizenship, ethics, integrity, creativity, productivity and healthy life styles.

Anti-Discrimination Statement

Adams 12 Five Star Schools is committed to a policy of nondiscrimination/harassment in relation to race, color, sex, religion, creed, national origin, marital status, sexual orientation and disability. Superintendent's Policy 8400 establishes guidelines related to allegations of discrimination and/or harassment of or by students or staff.



Section 504 of the Rehabilitation Act of 1973

Student Support Services
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What is Section 504?

Section 504 is a federal statute that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance.

In order for schools to provide an appropriate education for students who are protected under Section 504, accommodations and modifications may be necessary. The vast majority of accommodations and modifications for students served under Section 504 will occur in a general education classroom.

When does a student qualify as having a disability under Section 504?

A student who has a physical or mental impairment which substantially limits one or more life activities, is a disabled person for purposes of Section 504.

What is a major life activity?

Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working and learning.

What is the difference between Section 504 and IDEA?

Section 504 requires reasonable accommodations to ensure nondiscrimination against students with disabilities. IDEA requires affirmative action in providing special education and related services. IDEA compliance involves special education while Section 504 is a regular education initiative.

Section 504 Accommodations Guidelines

Referrals for potential 504 accommodation plans will be addressed through the school's problem solving team process. Parents should contact their child's school Section 504 Coordinator to request a Section 504 referral form.

The Problem Solving Team will consist of regular education teachers, parents/guardians, school counseling personnel, and other building/district staff as appropriate.

New 504 accommodation plan referrals will be assessed utilizing the Section 504 assessment process. A problem solving team minutes report will be completed for each of the meetings documenting the referral, assessment review, and subsequent plan development sessions.

Parents/guardians will be provided a copy of Parent and Student Rights - Section 504 upon commencement of the assessment process.

A Section 504 Accommodation Plan will be developed for students who are determined to have a disability under Section 504. The plan will be based upon the needs identified through the assessment process. Parents will be provided a copy of the Section 504 accommodation plan for their child.

The school Section 504 Coordinator will share the plan with those staff members having relevant contact with the student.

All staff members are responsible to follow the provisions described in the Section 504 accommodation plan. If changes are determined necessary, a meeting should be initiated to review the concern.

Examples of Reasonable Accommodations and Modifications

A student with an emotional or mental illness may need an adjusted class schedule to allow time for regular counseling or therapy.

A student with a long term, debilitating medical condition, such as cancer or diabetes, may need a class schedule that allows for rest.

A student who uses a wheelchair may require special seating considerations.

A student with significant attention issues may require monitoring of an assignment notebook and extended time for testing.

A student with arthritis experiencing persistent pain, tenderness, or swelling may require a modified physical educational program.



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