

1 Great Falls School District

2
3 **INSTRUCTION**

2162P

4
5 Procedure for Education of Students with Disabilities Under Section 504 of the Rehabilitation
6 Act of 1973

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8 Free Appropriate Public Education

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10 The District will provide a free appropriate public education to school-aged children with
11 disabilities in the District's jurisdiction regardless of the nature of severity of the person's
12 disability.

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14 Child Find

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16 The District will annually undertake to identify and locate every qualified disabled student
17 residing in the District's jurisdiction who is not receiving a public education and take appropriate
18 steps to notify disabled children and their parents or guardians of the District's responsibilities
19 under Section 504.

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21 Equal Educational Opportunity

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23 The District will provide students with disabilities an equal opportunity to participate in and
24 benefit from the educational services it provides to non-disabled students. The teachers of
25 disabled students will meet comparable standards for certification that teachers of non-disabled
26 students meet. Facilities will be of comparable quality and appropriate materials and equipment
27 will be available.

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29 Confidentiality of Information

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31 The confidentiality of student records will be maintained throughout the period of time when
32 such records are collected, stored, disclosed, or destroyed by the District.

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34 Parent Involvement

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- 36 • Initial Evaluation: The District will obtain the consent of parents or guardians before
37 conducting an initial evaluation of a student. The District will notify parents or guardians
38 of the evaluation results.
 - 39 • Initial Placement: The District will notify parents or guardians before initially placing a
40 disabled student or any decision to not place a student and the reasons for the decision.
 - 41 • Significant Change in Placement: The District will notify parents or guardians before
42 implementing a significant change in the student's placement.
 - 43 • Right to Challenge: The District will notify parents or guardians of their right to review
44 and challenge the District's program and placement decisions if they disagree with them.

- Meetings: Section 504 does not give parents or guardians the right to participate in a meeting during which their child’s program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

Participation in the Least Restrictive Environment

- Academic Setting: To the maximum extent appropriate, the District will educate disabled students with non-disabled students. In order to remove a child from their regular educational environment, the District must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the District places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student’s home.
- Non-Academic Setting: In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the District will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

Referral and Screening

- Referral: If a parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form from the counselor or request assistance from the Section 504 Coordinator to serve the student.
- Screening: A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary because of the student's needs or is believed to need special education or related services, the District will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents/guardians with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians and forward the results of the screening to the source of the referral.

Evaluations

- Significant Change in Placement: If a student is believed to be disabled and needs, or is believed to need, special education or related services, the District shall evaluate the student prior to placement and before any subsequent “significant changes in that placement.” An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information. Examples of significant changes in placement include:
 - Expulsion;
 - Suspension which exceeds ten (10) consecutive days in a school year;
 - Cumulative short-term suspensions which create a pattern of exclusion;
 - Transferring a student to home instruction; and/or

- Graduation from high school.

Test and Evaluation Materials

The District will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

- Have been validated for the specific purpose for which they are used and are administered by trained personnel in the specific areas of education need;
- Are tailored to assess educational need and are not merely used to measure IQ; and
- Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

Mitigating Measures

The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, appliances, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs specific accommodation or a 504-accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

Temporary Impairments

A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less.

Placement Procedures

The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the District will:

- Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;

- 1 • Establish procedures to ensure that information obtained from all such sources is
- 2 documented and carefully considered;
- 3 • Ensure that the placement decision is made by a group of persons, including persons
- 4 knowledgeable about the student, the meaning of the evaluation data, and the placements
- 5 options; and
- 6 • Ensure that the student is educated with the student's non-disabled peers to the maximum
- 7 extent possible.

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9 If the District affords a free appropriate education to a student but the parent/guardian chooses to
10 place the child elsewhere, the District is not responsible for paying the Out-of-District
11 placement.

12 Re-evaluations

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15 The District will provide for periodic reevaluation of disabled students. A reevaluation is also
16 required before any “significant change of placement,” as defined above.

17 Programming to Meet Individual Needs

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20 The District recognizes that to be appropriate, educational programs for students with disabilities
21 must be designed to meet their individual needs to the same extent that the needs of non-disabled
22 students are met. A documented procedure, such as the development of an individual
23 accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

24 Non-Academic Services

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27 The District will provide nonacademic and extracurricular services and activities in such a
28 manner as is necessary to afford disabled students an equal opportunity for participation in such
29 services and activities. Nonacademic and extracurricular services and activities may include
30 counseling services, physical recreation athletics, transportation, health services, recreational
31 activities, interest groups or clubs sponsored by the District, referrals to agencies which provide
32 assistance to disabled persons and employment of students, including both employment by the
33 District and assistance in making available outside employment. The District will observe
34 reasonable health and safety standards for all students.

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36 • Counseling Services: In providing personal, academic or vocational counseling, guidance
- 37 or placement services to its students, the District will provide these services without
- 38 discrimination on the basis of disability. The District will ensure that qualified students
- 39 with disabilities are not counseled toward more restrictive career objectives than are non-
- 40 disabled students with similar interests and abilities.
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42 • Physical Education and Athletics: In providing physical education courses and athletics
- 43 and similar programs and activities to any of its students, the District will not
- 44 discriminate on the basis of disability. If the District offers physical education courses
- 45 and operates or supports interscholastic, club or intramural athletics, it will provide an
- 46 equal opportunity for qualified students with disabilities to participate in these activities.

- Early and Adult Education Programs: In the operation of early education, or day care program or activity, or an adult education program or activity, the District will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

Disciplinary Exclusion

- Exclusions: Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's education placement occurs if the student has been suspended for more than ten (10) consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are a change of placement, cannot be implemented unless the District first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.
- Manifestation Determination: If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualization accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability related. However, state law requires the District to provide educational services to all students during a period of suspension or expulsion.

If a student's misconduct is determined to be a manifestation of the student's disability, procedures in to address the disability be instituted in lieu of either long-term suspension or expulsion.

- Conduct That Is a Manifestation of a Disability: When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long-term suspension should not be imposed if it would result in a change in education placement (a disciplinary exclusion from school of over ten (10) consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

1 When a student's misconduct is related to a disability, additional evaluations and/or a change of
 2 placement should be considered. In this circumstance, the Section 504 team will meet to
 3 determine if there is a need for further evaluation or a change of program. If further evaluation is
 4 recommended, it will be conducted as soon as reasonably possible.

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- 6 • **Pattern of Exclusion:** Suspension or emergency expulsion of a disabled student may
 7 occur, without the need to determine if there is a causal connection with the disability, if
 8 the suspension or emergency expulsion is ten (10) consecutive days or less, or if more
 9 than ten (10) cumulative days is not a pattern of exclusion. A pattern of exclusion occurs
 10 if:
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 - 12 ○ The removal is for more than ten (10) school days in a year; and
 - 13 ○ The student's behavior is substantially similar to the behavior that he/she was
 14 previously removed for.
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16 Additional factors to consider are the length of each removal (the total amount of time the
 17 student has been removed, and the proximity of the removals to one another), and the school
 18 must determine on a case-by-case basis whether a pattern of removals is significant enough to
 19 constitute a change in placement.

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- 21 • **Right to Challenge:** Students and their parent/guardian will be notified of the results of
 22 the manifestation decision and of their right under the law to challenge this decision.
- 23 • **Drugs or Alcohol:** Students who are considered disabled under Section 504 are subject to
 24 the same disciplinary processes and results as non-disabled students for misconduct
 25 regarding the use, sale or possession of drugs or alcohol at schools.
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27 Transportation

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29 If the District places a student in a program not operated by the District, the District will ensure
 30 that adequate transportation to and from the program is provided at no cost to the
 31 parent/guardian.

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33 Because the District provides transportation to all its students within a certain geographic area, it
 34 will not discriminate in its provision of transportation to students with disabilities.

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36 If the District proposes to terminate a qualified disabled student's bus transportation for
 37 inappropriate bus behavior, the District will first determine the relationship between the student's
 38 behavior and his or her disabling condition. The parent or guardian will be provided with notice
 39 of the results of such determinations and of their right to challenge such determination.

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41 Procedural Requirements

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43 The District will ensure compliance with the requirements of Section 504 by doing the
 44 following:

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- 1 • Assurance: Provide written assurance of non-discrimination whenever the District
2 receives federal money;
- 3 • Designation of Employee: Designate an employee to coordinate the District's Section 504
4 compliance activities;
- 5 • Grievance Procedures: Provide grievance procedures to resolve complaints of
6 discrimination. Students, parents/guardians or employees are entitled to file grievances.
7 The grievance procedures for the District are set out in Policy 1770;
- 8 • Notice: Provide notice to students, parents/guardians, employees, unions and professional
9 organizations of the District's nondiscrimination policy in admission and access to
10 programs and activities, and in treatment and employment. Notice will also specify the
11 Section 504 Coordinator for the District;
- 12 • Locate: Annually undertake to identify and locate all Section 504 qualified disabled
13 children in the District's jurisdiction who are not receiving a public education;
- 14 • Annual Notification: Annually take appropriate steps to notify disabled persons and their
15 parents/guardians of the District's responsibilities under Section 504; and
- 16 • Procedural Safeguards: Establish and implement procedural safeguards to be provided to
17 parents/guardians with respect to actions regarding the identification, evaluation or
18 educational placement of persons who, because of disability, need, or are believed to
19 need, special instruction or related services. Procedural safeguards will include:}
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- 21 ○ Notice of Rights;
- 22 ○ An opportunity for parents/guardians to examine relevant records;
- 23 ○ An impartial hearing, initiated by either the parents/guardians or the District, with
24 opportunity for participation by the student's parents/guardians and representation
25 by legal counsel; and
- 26 ○ A review procedure.
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28 Appropriate Funding

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30 The District recognizes that the Section 504 process is an unfunded mandate, yet the regular
31 education funding of the District could be the funding source for serving students who are
32 qualified as disabled under Section 504 only. However, if students are dual identified as Section
33 504 and IDEA eligible, state and federal special education funds can be used. The District will
34 not use money appropriated by the IDEA to serve students found disabled under Section 504 but
35 not the IDEA. The District may use the IDEA money to evaluate a student if the District believes
36 that the student may also be eligible under IDEA.

37 38 Special Considerations for ADD/ADHD Students

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40 Section 504 obligations apply to all students with disabilities, including students with attention
41 deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). Under federal
42 guidance, there are three different types of ADHD, which are categorized depending upon which
43 symptoms are the strongest: (1) predominately inattentive type; (2) predominantly hyperactive-
44 impulsive type; and (3) combined type (where symptoms of the first two types are equally
45 present).

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Due Process Hearing or Mediation Request

- Impartial Due Process Hearing: If the parent/guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents/guardians of the student are entitled to certain procedural safeguards. The student shall remain in the student's current placement until the matter has been resolved through the process set forth herein.
 - The District shall provide written notice to the parent/guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
 - Upon request, the parent/guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision;
 - The parent/guardian of the student may make a request, in writing, for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent/guardian is in disagreement with the District;
 - Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;
 - Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county Superintendent or any other person who would conduct the hearing in an impartial and fair manner;
 - Once the District has selected an impartial hearing officer, the District shall provide the parent/guardian and all other interested parties with notice of the person selected;
 - Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.
 - The hearing officer shall, in writing, notify all parties of the date, time and location of the due process hearing;
 - The parties may enter into mediation at any time. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
 - At the hearing, the District and the parent/guardian may be represented by counsel;
 - The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the

1 parent/guardian shall be allowed to present its case. Witnesses may be called to
 2 testify, and documentary evidence may be admitted; however, witnesses will not
 3 be subject to cross-examination, and the Montana Rules of Evidence will not
 4 apply. The hearing officer shall make all decisions relating to the relevancy of all
 5 evidence intended to be presented by the parties. Once all evidence has been
 6 received, the hearing officer shall close the hearing. The hearing officer may
 7 request that both parties submit proposed findings of fact, conclusions, and
 8 decision;

- 9 ○ Within twenty (20) days of the hearing, the hearing examiner should issue a
 10 written report of the student's decision to the parties;
- 11 ○ Appeals may be taken as provided by law.

12 Uniform Complaint Procedure

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 15 If a parent/guardian of the student alleges that the District and/or any employee of the District
 16 has engaged in discrimination or harassment of the student, the parent/guardian will be required
 17 to proceed through the District's Uniform Complaint Procedure.
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19 Cross Reference:

20 Policy 1770 Uniform Complaint Procedure

21 Legal Reference:

22 34 C.F.R. 104.36 Procedural Safeguards

23 Policy History:

24 Adopted on: December 16, 2024
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