

Sec. 1. SECTION 504 OF THE REHABILITATION ACT OF 1973

Any student at Chapel Hill Academy who needs or is believed to need special accommodations, related services, or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the Section 504 Committee for evaluation.

SEC. 2. SECTION 504 COMMITTEE

All school districts are mandated to have a Section 504 Committee. Chapel Hill Academy's Section 504 Committee shall be composed of persons knowledgeable about the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options.

Sec 3. SECTION 504 IDENTIFICATION AND REFERRAL PROCESS

Chapel Hill Academy has the following process in place for all Section 504 student referrals:

- When a Section 504 referral has been initiated, students who may be eligible for a Section 504 plan are identified.
- The Section 504 Referral Form is forwarded to the Campus or District Section 504 Coordinator (“the Coordinator”).
- The Section 504 Coordinator will gather required information from the student's cumulative folder or other sources, as necessary. The Coordinator will determine whether a Section 504 evaluation is necessary. If the Coordinator deems no Section 504 evaluation is warranted at that time, he/she will send the Notice of Parent Rights to the parent(s), along with a letter explaining why a Section 504 evaluation is not needed at this time.
- If the Coordinator concludes a Section 504 evaluation is required, he/she will send the Notice of Parent Rights, the Notice and Consent for Initial Evaluation form, and the Parent Input for Section 504 Evaluation form to the parent(s).
- Once consent is received from the parent, the Coordinator will:
 - Gather evaluation data and coordinate/direct the completion all required documents. Evaluation data consists of information from a variety of sources i.e., doctor verification, teacher/parent input, and student test scores.
 - Schedule a Section 504 evaluation with the Section 504 Committee to create the student's Section 504 accommodation plan.
 - Provide notice of the time and place of the evaluation meeting to the parent(s). Written notice is not required, however sending the Notice of Section 504 Meeting form to the parent(s) is preferred.
- During the Section 504 evaluation meeting, the committee will:
 - Review information gathered from a variety of sources i.e., doctor verification, teacher/parent input, and student test scores.
 - Ensure that all information reviewed is documented and carefully considered to arrive at decisions consistent with the Americans with Disabilities Act of 2008.
 - Complete the Section 504 Evaluation form.

- At the conclusion of the evaluation meeting, the Coordinator provides the Notice of Section 504 Evaluation Results form to the parent(s) with the Committee’s findings, and copies of the completed Section 504 Evaluation form, the Services Plan (if eligible), or the Refusal of Consent form (if applicable).
- The Coordinator will save and archive the Section 504 plan in eSped/Frontline.

SEC 4. SECTION 504 EVALUATION OF STUDENTS WITH DYSLEXIA

A student identified as having dyslexia (see Dyslexia Policy, PG 2.29) must also be reviewed for eligibility under Section 504 of the Rehabilitation Act of 1973. Eligibility for accommodations under Section 504 is a separate determination from the determination the student has dyslexia. A student is considered disabled under Section 504 if the physical or mental impairment substantially limits one or more major life activities, i.e., reading. Additionally, the Section 504 Committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must not consider the ameliorating effects of any mitigating measures the student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student’s learning, eligibility for Section 504 services related to the student’s other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or a referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student’s dyslexia intervention.