

Ramapo Indian Hills Regional High School District

131 Yawpo Avenue
Oakland, New Jersey 07436

Ramapo High School (201) 891-1500

Indian Hills High School (201) 337-0100

Section 504 Identification Request Form

Student Name: _____ Grade: _____

Age _____ Date of Birth _____ Native Language: _____

Suspected or Documented Disability (Please attach any supporting documents that identify a disability)

Please categorize the area(s) of the suspected or documented disability:

Academic _____ Behavioral _____ Developmental _____

Emotional _____ Vision _____ Hearing _____

Physical _____ Social _____ Speech/Language _____

Executive Functioning (Work Habits) _____ Medical _____

Specific Interventions Prior or During this Referral:

Dates	Intervention	Implemented by:	Results

Is the student receiving passing grades in all subject areas?
If no, please indicate areas of failing grades.

Yes _____ No _____

Has the student ever been retained? If yes, grade retained _____ Yes _____ No _____

Has the student received disciplinary action for inappropriate behavior? If yes, please explain. Yes _____ No _____

Impact of Suspected or Documented Disability:

Under the following categories, please indicate how and when the disability impacts or prevents success for your child:

Academic Setting:

Behavior:

Other Problematic Settings:

Please sign below and return in the enclosed envelope.
I have received a copy of "Parent and Student Rights under Section 504 of the Rehabilitation Act of 1973".

Signature _____ Date _____

Relationship to Student: _____

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REASONABLE ACCOMMODATION REQUEST FORM FOR STUDENT'S PHYSICIAN

Student Name:	Grade:
School:	Counselor:

A. Questions to clarify accommodation requested.

What specific accommodation are you requesting?

If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore? Yes No

If yes, please explain.

Is your accommodation request time sensitive? Yes No

If yes, please explain.

B. Questions to document the reason for the accommodation request.

What limitation is interfering with a student's ability to perform in the classroom or access the curriculum?

What, if any, school function will the student have difficulty performing?

Has the student had any accommodations in the past for this same limitation? Yes No

If yes, what were they and how effective were they?

If you are requesting a specific accommodation, how will that accommodation assist the student?

C. Other.

Please provide any additional information that might be useful in processing your accommodation request:

Student's Physician Signature

Date

Please return this form to your student's guidance counselor or principal.

THIS FORM MUST BE ACCOMPANIED WITH A DOCTORS NOTE

****Any Accommodation Request Form completed without a doctor's note will not be reviewed until doctor's note is received. Thank you in advance for your cooperation.***

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RELEASE OF INFORMATION

I, _____ Parent (Or Guardian) of

_____ hereby give my consent to the **Ramapo
Indian Hills Regional High School District** to send/receive information for the above named
child to/from:

Physician's Name:

Address:

Phone Number:

SIGNED _____

DATE _____

FACT SHEET: Section 504 of the Rehabilitation Act of 1973

Overview of Section 504:

Section 504 of the Rehabilitation Act of 1973 is federal civil rights legislation for persons with disabilities. It is designed to prevent any form of discrimination directed toward an individual because of his/her disability. Specifically, Section 504 is written in one sentence: “No otherwise qualified individual with a disability shall solely by reason of her or his disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal funds. (Please note that this Act covers persons of all ages and is not specific to school aged children.)

Definition and Basic Elements:

Unlike the IDEA eligibility system of classification based on clinical categories of disabilities, Section 504 works on a more functional premise. Under 504, *a person is considered to have a disability if that person has a physical or mental impairment that substantially limits one or more major life activities; have a record of an impairment; or is regarded as having such an impairment.*

The three most important considerations, as underlined above, are defined as follows:

Disability: a) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproduction, digestive, genitor-urinary, hemic and lymphatic, skin and/or endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Substantially Limits: This is the essential element in determining eligibility under Section 504. In a most basic interpretation, the disability must adversely affect the educational performance of the student. “Substantially limited” can be defined as unable to perform a major life activity that the average person in the general population can perform 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 the same major life activity. The nature and severity of the impairment, the duration or expected duration of impairment, and/or the permanent or long-term impact resulting from the impairment should also be considered.

Major Life Activities: Activities that include walking, seeing, hearing speaking, breathing, learning, reading, and/or writing

Identification of a 504 Student:

Unlike IDEA which requires a comprehensive evaluation, Section 504 only requires that the evaluation be conducted in the suspected areas of need. An evaluation does not necessarily mean ‘testing’. The school may draw upon information from a variety of sources. That information should be documented and carefully considered. The decision about the student’s eligibility should be made by a group of persons familiar with the student. School personnel should

collectively use their professional judgment to make sure there is documentation of a *disability* **and** that there is evidence that the disability *substantially limits* a *major life activity*.

Program Planning for a 504 Student:

Under Section 504, the student with a disability should receive an education that is comparable to the education provided to students without disabilities. To make education comparable, Section 504 Plans usually include classroom accommodations and modifications. However, implementation of a 504 Plan, while intended to 'level the playing field', does not guarantee that a student will achieve higher grades. Accommodations and modifications should be listed in the written 504 Plan (District form attached). Parents must be advised of the 504 Plan and also be given Section 504 Parent/Student Rights (attached). It is expected that the 504 Plan will be periodically reviewed and updated.

Examples of 504 Plans:

- A student with a long-term, debilitating medical problem such as cancer, kidney disease or diabetes may be given special consideration to accommodate the student's needs. For example, a student with cancer may need a class schedule that slows for rest and recuperation following chemotherapy.
- A student with a learning disability that affects the ability to demonstrate knowledge on a standardized test or in certain testing situations may require modified test arrangements, such as oral testing or different testing formats.
- A student with a learning disability or impaired vision that affects the ability to take notes in class may need a note taker or tape recorder.
- A student with a chronic medical problem such as kidney or liver disease may have difficulty in walking distances or climbing stairs. Under Section 504, this student may require handicapped parking, sufficient time between classes or other considerations to conserve the student's energy for academic pursuits
- A student with diabetes, which adversely affects the body's ability to manufacture insulin, may need a class schedule that will accommodate the student's special needs.
- An emotionally or mentally ill student may need an adjusted class schedule to allow time for regular counseling or therapy.
- A student with epilepsy who has no control over seizures and whose seizures are stimulated by stress or tension may need accommodations for such stressful activities as lengthy academic testing or competitive endeavors in physical education
- A student with arthritis may have persistent pain, tenderness or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program.

Sources:

Wrightslaw: Special Education Law by Peter W. D. Wright and Pamela Darr Wright, Harbor House Law Press 1999.

Section 504 and Public Schools by Tom E.C. Smith and James R. Patton, Pro-ed, 1998.