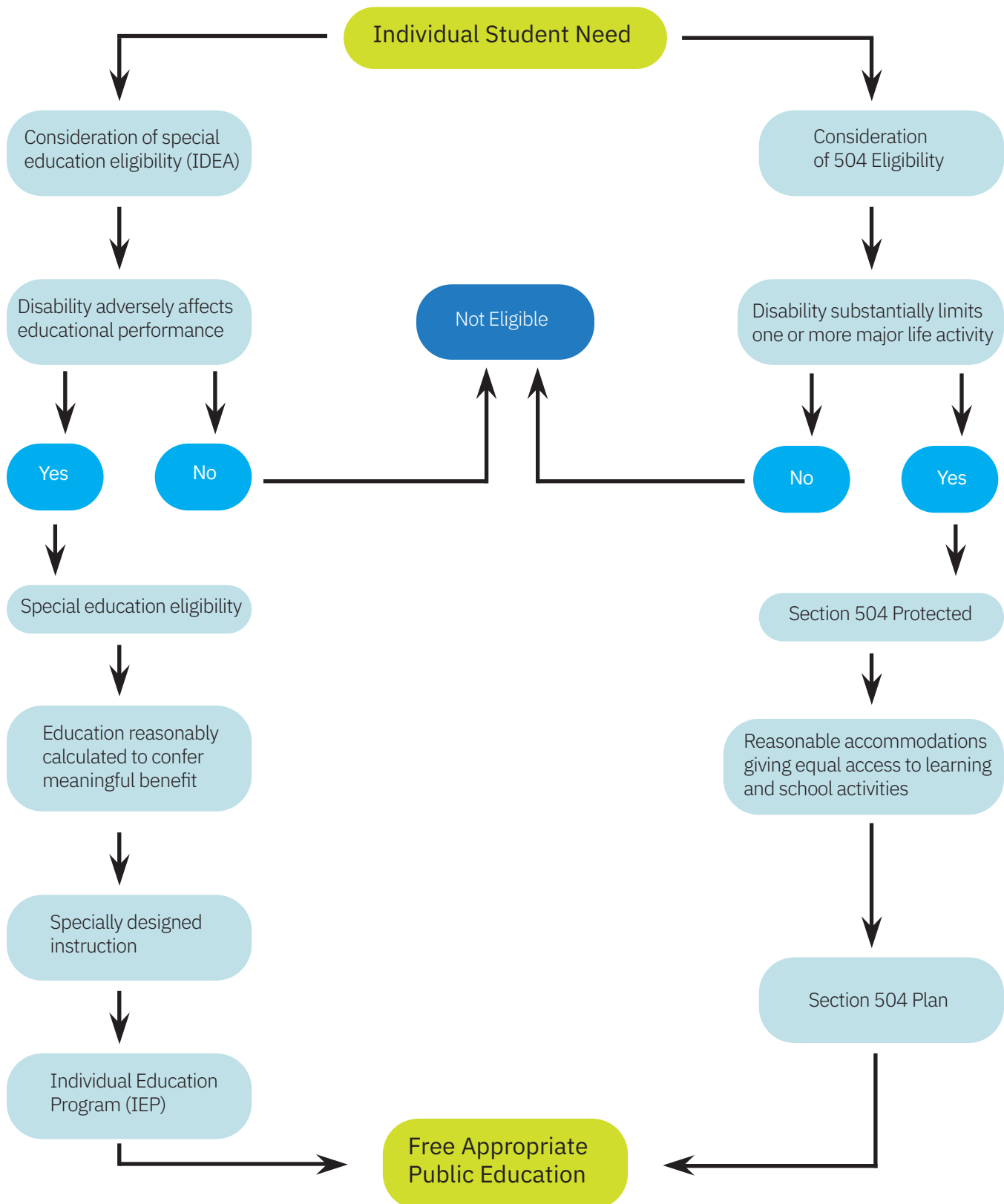


IDEA/504 FLOW CHART

There are two laws that offer support and services for children identified with a disability: the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. This flow chart will help determine which plan may be appropriate for your child.



SECTION 504 EVALUATION PROCESS

Under Section 504, formalized testing is not required; however, a variety of sources should be considered. A single source of information, such as a doctor's report or clinical evaluation cannot be the only information that is considered. It is the school's obligation to document and consider all information submitted for review when determining eligibility. The 504 Committee should consider current and historical grade reports, teacher input/reports, information from parents or other agencies, state and district assessments, observations, discipline reports, attendance records, health records and adaptive behavior information if applicable.

Section 504 Eligibility

Under Section 504, an individual with a disability is defined as a person who:

1. has a physical or mental impairment that substantially limits a major life activity;
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on an individual student basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide a broader coverage for students suspected to have a disability.

Section 504 defines a physical or mental impairment as any:

- physiological disorder or condition, or
- cosmetic disfigurement, or
- anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine or
- mental or psychological disorder such as organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Under Section 504, an impairment may include any disability, long-term illness, or various disorders that "substantially" reduces or lessens a student's ability to access learning in the educational setting. Additionally, many students have conditions or disorders that are not readily apparent to others such as specific learning disabilities, diabetes, epilepsy, allergies, low vision, poor hearing, heart disease or chronic illness. If one or more of these identified conditions substantially limit the student's ability to receive an appropriate education as defined by Section 504, they may be considered to have an "impairment." Section 504 does not set forth a list of exhaustive specific diseases, conditions or disorders that constitute impairments because of the difficulty of ensuring the comprehensiveness of any such list.

Major Life Activities

The list of major life activities under Section 504 includes, but is not limited to the following:

- Caring for oneself
- Bending
- Performing manual tasks
- Speaking
- Seeing
- Breathing
- Hearing
- Learning
- Eating
- Reading
- Sleeping
- Concentrating
- Walking
- Thinking
- Standing
- Communicating
- Lifting
- Working

Major bodily functions are also major life activities and include functions of the:

- Bowel, bladder and brain
- Normal cell growth
- Immune, endocrine (thyroid, pituitary and pancreas), respiratory, reproductive, circulatory, digestive and neurological systems

Conditions that are episodic or in remission are acknowledged under Section 504 if they result in a substantial limitation in one or more major life activity while they are active.

Under Section 504, students who are currently using illegal drugs or alcohol are not covered or eligible under Section 504.