

Canton Public Schools

SECTION 504 ELIGIBILITY GUIDELINES AND PROCEDURES

The Canton Public School District is committed to non-discrimination against qualified persons with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended (ADA). (See Canton School Committee Policy AC)

Section 504 of the Rehabilitation Act (1973) is a federal civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Specifically, Section 504 requires that “No otherwise qualified individual with disabilities in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance....” This includes access for students with disabilities to district before-school, after-school or summer programs comparable to those provided to non-disabled students. A provision for extended school day and/or school year services in an Individualized Educational Program (IEP) is not a requirement for participation in any of these programs.

Section 504 requires school districts to provide a free, appropriate public education (FAPE) to eligible students with disabilities. All students who have been identified as eligible for special education services under the Individuals with Disabilities Education Act/Chapter 766 (IDEA) are also protected by Section 504. However, the same is not always true of students who qualify for Section 504. There are students who are not eligible for services or programs under IDEA, but who still may be determined to have a disability within the definition of Section 504. Section 504 accommodations are appropriate for those students who have a mental or physical impairment that substantially limits one or more major life activities such as walking, hearing, speaking, breathing, learning, working, caring for oneself, and performing tasks.

If school staff has reason to believe that because of a disability as defined under Section 504, a student needs either accommodations or related services in order to receive a FAPE, the school must evaluate the student. A group of persons knowledgeable about the student must interpret the meaning of the evaluation and other data, and must document all information considered in order to develop an Accommodation Plan. The school must then implement that Plan (commonly referred to as a 504 Plan).

Eligibility

To determine eligibility under Section 504 in a public school setting, a school district looks at whether a student has a physical or mental impairment that substantially limits one or more major life activity in a way that impacts the student’s functioning in the school setting. A physical or mental impairment may include, but is not limited to, physical disabilities or conditions, psychological disorders, and specific learning disability.

The major life activities most relevant in the educational context are often considered learning, reading, and communicating, however, disabilities can affect a student's ability to function in school in ways other than academically. In the school setting, students must also function behaviorally, socially, and physically. Although not exhaustive, examples of the range and variety of disabilities included under Section 504 are provided below.

Non-ambulatory Disabilities	Physical impairments, regardless of cause, that require an individual to use a wheelchair. In this category are individuals who are paraplegic, quadriplegic, hemiplegic, or who have had a limb or limbs amputated, etc.
Semi-ambulatory Disabilities	Physical impairments that cause a person to walk with difficulty, perhaps with the assistance of crutches, walkers or braces
Coordination Disabilities	Impairments of muscle control of the limbs, resulting in faulty coordination
Sight Disabilities	Impairments affecting vision totally or partially
Hearing Disabilities	Impairments affecting hearing totally or partially
Speech Impairments	Impairments affecting totally or partially the ability to communicate orally
Mental and Emotional Disabilities	Impairments affecting an individual's mental or emotional state such as attention deficit disorder or depression

NOTE: Students determined to have a record of a qualifying physical or mental impairment or who are regarded as having such an impairment, are entitled to the protections of Section 504 even if they are not eligible for services.

Regulatory Requirements

Section 504 regulations require that all students with disabilities be provided:

- a free and appropriate public education (FAPE), including individually-designed programs
- equal access to programs and services, including non-academic and extra-curricular activities

- notice to parents or guardians with respect to Section 504 procedures
- determination of Section 504 eligibility, done by a team composed of people knowledgeable about: the student, the meaning of the evaluation data, and the placement options.
- evaluation data based on a variety of sources
- development of a 504 Plan, if deemed appropriate
- periodic re-evaluation and review of the student’s 504 plan
- due process/grievance procedures available to parents/guardians

Complaints

The Canton Public School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, homelessness, active military/veteran status, or any other category protected by state or federal law, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), the Age Discrimination Act of 1975, and their implementing regulations.

Any individual who believes his or her rights have been violated or has knowledge of a violation under any of these provisions, may contact the following individuals who have been designated to handle inquiries regarding the District’s non-discrimination policies:

- For Section 504/Title II violations including a denial of FAPE, retaliation, and complaints of disability discrimination or harassment, please contact:

Debra Bromfield
 Section 504 Coordinator (District)
 Canton Public Schools
 960 Washington Street
 Canton , Massachusetts 02015
 Phone: (781) 821-5060 ext. 1244
 E-mail: bromfieldd@cantonma.org

504 Coordinators are also available at each school:

Norma Hollenbach Canton High School (781) 821-5050 ext. 2518	Catherine DeMassi Galvin Middle School (781) 821-5070 ext. 3185	Janet Rigdon Lt. Peter Hansen Elem School (781) 821-5085 ext. 4107
Jennifer O’Connell Luce Elementary School (781) 821-5075 ext. 6127	Kimberly MacKay JFK Elementary School (781) 821-5080 ext. 5139	

- For all other inquiries or concerns regarding the District’s non-discrimination policies, please contact:

Stephanie Shapiro
Civil Rights Coordinator (District)
Canton High School
900 Washington Street
Canton, Massachusetts 02021
shapiros@cantonma.org

In addition to the district’s complaint procedure, alleged violations for Section 504 may be referred to the United States Department of Education, Office for Civil Rights. That office is responsible for investigating complaints, monitoring compliance and conducting compliance reviews to ensure that local school systems are following the regulations and requirements cited above. Inquiries regarding the applicability of Title VI, Title IX, Section 504, the Americans with Disabilities Act, the Age Discrimination Act, and their respective implementing regulations to Canton Public Schools District may be directed to:

U.S. Department of Education
Office for Civil Rights (OCR)
5 Post Office Square, 8th floor
Boston, Massachusetts, 02109
(617) 289-0111

Role of the District Section 504 Coordinator

The District Section 504 Coordinator is responsible for coordinating the District’s efforts to comply with Section 504 and Title II, including investigating and overseeing allegations of discrimination or harassment based on disability and claims of retaliation, as outlined in the Section 504 Grievance Procedures (see Form 5).

Section 504 Referral Procedure

All Principals and other Administrative Heads are responsible for ensuring that students with disabilities within their jurisdiction have educational opportunities and benefits equal to those provided to students without disabilities. If a parent or school staff member believes a child may have a disability and may be entitled to accommodations and/or services under Section 504, the following procedures shall be followed:

	PROCEDURE	PERSON(S) RESPONSIBLE	APPLICABLE FORM(S)
1.	<p>504 REFERRALS FROM PARENTS Parents and/or guardians may request a Section 504 evaluation to the child’s teacher, school leader, other administrative staff, school nurse, school psychologist, school social worker, or guidance counselor.</p> <ul style="list-style-type: none"> - If the parent/guardian requests a 504 evaluation, the staff member shall provide a Section 504 Referral Form (Form 1) - If the parent/guardian requires assistance in writing the referral, the School-based 504 Coordinator shall follow established procedures to assist the parent in filling out the referral form. 	<p>Parent School Staff School-based 504 Coordinator</p>	<p>Section 504 Referral Form (Form 1)</p>
	<p>504 REFERRALS FROM STAFF AND OTHER PROVIDERS Other individuals, such as a child’s teacher, school leader, administrative staff, school nurse, school psychologist, school social worker, or guidance counselor, may refer a student for a Section 504 evaluation. All Canton Public School policies and procedures regarding confidentiality must be followed.</p> <ul style="list-style-type: none"> - When school staff, such as a teacher, school psychologist, nurse, or other staff, suspects that a child has a present disabling condition that substantially limits a major life activity, the school may refer the student to the Student Success Team prior to a referral for a 504 evaluation; however, such a referral will not delay a student’s evaluation. - Upon receiving a third party 504 referral, school staff must immediately forward the form to the School-based 504 Coordinator for next steps. <p>Upon receipt of a third-party referral, parents/guardians <u>must be notified of the referral</u> indicating whether or not the school suspects the child has a present disabling condition that substantially limits a major life activity.</p>	<p>School Staff School-based 504 Coordinator IEP Team (in some cases)</p>	<p>Section 504 Referral Form (Form 1) Section 504 Notice to Parents and accompanying documentation (Forms 2, 3 4, 5)</p>

2.	<p>POST-REFERRAL Referrals from parents or third-parties should be sent to the School-based 504 Coordinator. The School-based 504 Coordinator shall sign and date the referral upon receipt.</p>	School-based 504 Coordinator	
3.	<p>PARENT/GUARDIAN NOTIFICATION AND CONSENT FOR EVALUATION Parents/guardians <u>must be notified of any referrals for Section 504 evaluation.</u> Appropriate school personnel shall send the Section 504 Notice to Parents (Form 2) and copies of information regarding Section 504 and Parent/Student rights (Forms 3 and 4) upon receipt of the third-party 504 referral.</p> <p>Prior to conducting an evaluation, the school must receive written consent from the parent/guardian.</p>		<p>Section 504 Notice of Referral to Parents (Form 2)</p> <p>Information Regarding Section 504 (Forms 3 & 4)</p>
4.	<p>504 EVALUATION STUDENTS INELIGIBLE UNDER IDEA If the student has gone through the IDEA referral and evaluation process and is deemed ineligible for an IEP, the student may be referred to the school's Section 504 team to determine eligibility. Current evaluation data through the IDEA process can be used to assist in the determination of 504 eligibility. The Section 504 team has the discretion to obtain additional information.</p> <p>This may occur at the conclusion of the IEP process.</p>	IEP Team School-based 504 Coordinator Section 504 Team	IEP Evaluation Data
	<p>504 EVALUATION If the Section 504 school team suspects that the student may be qualified under Section 504, the team must move forward with a full Section 504 evaluation.</p> <p>- The Section 504 team shall include people knowledgeable about the student, able to</p>	School-based 504 Coordinator Section 504 Team	Section 504 Invitation to Attend (Form Available in ESped)

	<p>understand and interpret evaluation and assessment data, and knowledgeable about possible placement options. Recommended members for the team include, but are not limited to: the child’s general education teacher(s), parents/guardians, nurses, guidance advisors, and other appropriate staff.</p> <ul style="list-style-type: none"> - The Section 504 Team will plan the evaluation process and gather information about the student from a variety of sources. The evaluation process includes the gathering of information and may include assessments conducted by designated individuals. - Assessors will be selected based on their knowledge and expertise in the area of the referring disability, their knowledge of the student, and other relevant factors <p>Parents/guardians <u>must be sent written notice of the meeting and an invitation to attend</u>. The School team will make reasonable efforts to include the parent throughout this process.</p>		
<p>5.</p>	<p>DETERMINATION OF ELIGIBILITY Upon completion of the evaluation process, the Section 504 team shall notify the parent/guardian in writing whether the student is eligible under Section 504.</p> <ul style="list-style-type: none"> - If the student is found to be eligible, the school team will determine the services and accommodations needed by the student based on the disability and evaluation data, if necessary. The accommodations and/or modifications must be specific and related to an educational need. - If the student is found to be not eligible, the school team should provide the parent/guardian with notice and information regarding Section 504 eligibility and a copy of the Section 504 Grievance Procedures 	<p>School-based 504 Coordinator</p> <p>Section 504 Team</p>	<p>Determination of Eligibility (Form 7 or 8)</p> <p>Section 504 Grievance Procedures (Form 5)</p>

6.	<p>SECTION 504 PLAN If necessary, the Section 504 team will develop a Section 504 Plan for the student. Consent of the parent/guardian is not necessary before implementing the Plan.</p>	Section 504 Team	Section 504 Plan Template is found in ESped
7.	<p>IMPLEMENTATION Upon development of the Section 504 Plan, the School-based 504 Coordinator will provide copies of the Plan or notify that the Plan can be viewed in ESped to the following persons:</p> <ol style="list-style-type: none"> 1. The parent/guardian 2. The child's general education teachers 3. The school nurse, when applicable 4. The school psychologist, when applicable <p>When necessary, the appropriate school personnel will also receive training for certain accommodations, as determined by the Section 504 team.</p>	School-based 504 Coordinator	
8.	<p>PERIODIC REVIEW A review of the student's Section 504 Plan will be conducted on an annual basis, unless the parent/guardian or other school staff determines a need to review it sooner or more frequently.</p> <p>Re-evaluations will generally be completed every three years, or when a significant change in placement or services is being considered.</p> <p>Parents/guardians and/or teachers may request a meeting at any time to modify or update the plan. If there are changes to the plan, all teachers and providers responsible for implementation must be notified of any changes to the plan.</p>	School-based 504 Coordinator	Section 504 Plan (Found in ESped)

<p>9.</p>	<p>MAINTENANCE OF RECORDS The School-based 504 Coordinator will keep a record of all Section 504 plans in the school in a secure location.</p> <p>The District’s Section 504 Coordinator will maintain an active list in Esped of all Section 504 plans in the District. The School-based 504 Coordinator and/or appropriate personnel will be responsible for entering and maintaining current school based 504 information in Esped so the District Section 504 Compliance Officer has access to up-to-date records.</p>	<p>School-based 504 Coordinator</p> <p>District Section 504 Coordinator</p>	
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Attachments:

- Form 1: Section 504 Referral Form
- Form 2: Section 504 Notice of Referral to Parents
- Form 3: Information Regarding Section 504 of the Rehabilitation Act of 1973 and The Family Education Rights and Privacy Act
- Form 4: Parent/Student Rights
- Form 5: Section 504 Grievance Procedure for Student Complaints
- Form 6: Section 504 Grievance Form
- Form 7: Notice of Determination of Eligibility
- Form 8: Notice of No finding of Eligibility for Section 504

FORM 1

Canton Public School District
SECTION 504 REFERRAL FORM

I. Student Information

Student Name: _____ Student ID: _____ D.O.B.: _____

School: _____ Grade: _____ Home Room: _____

Race/Ethnicity: _____ Gender: _____

Referral From: _____ Role/Relation to Student: _____

Date of Referral: _____ Parent/Guardian(s): _____

Phone: (h) _____ (c): _____ Email: _____

II. Background Information

Reason for Referral (attached additional pages, if necessary): _____

Please indicate which major life activity(s) and/or major bodily functions appear to be limited:

<input type="checkbox"/> Caring for self <input type="checkbox"/> Sleeping <input type="checkbox"/> Communicating <input type="checkbox"/> Lifting <input type="checkbox"/> Immune System Function <input type="checkbox"/> Digestive Function <input type="checkbox"/> Circulatory Function	<input type="checkbox"/> Eating <input type="checkbox"/> Breathing <input type="checkbox"/> Concentrating <input type="checkbox"/> Bending <input type="checkbox"/> Respiratory Function <input type="checkbox"/> Bladder Function <input type="checkbox"/> Reproductive Function	<input type="checkbox"/> Seeing <input type="checkbox"/> Standing <input type="checkbox"/> Perform Manual Tasks <input type="checkbox"/> Learning <input type="checkbox"/> Normal Cell Growth <input type="checkbox"/> Neurological Function <input type="checkbox"/> Endocrine Function	<input type="checkbox"/> Hearing <input type="checkbox"/> Speaking <input type="checkbox"/> Walking <input type="checkbox"/> Reading <input type="checkbox"/> Thinking <input type="checkbox"/> Working <input type="checkbox"/> Brain Function
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Other:

Indicate specifically how the major life activity and/or major bodily function is being limited:

Strategies/Interventions to Date (attach copies of documentation): _____

Parent (or person making referral): _____ Date: _____

Signature of School-based Section 504 Coordinator

Date of Receipt: _____

This referral must be:

- Provided to the School-based 504 Coordinator
- Signed by the School-based 504 Coordinator
- Copied and provided to the parent
- Placed in the student's education file

FORM 2

Canton Public Schools District
NOTICE OF REFERRAL FOR SECTION 504 EVALUATION *

Date: _____

[PARENT/GUARDIAN]
[ADDRESS]

Dear [Parent/Guardian],

Your child may have a disability as defined by Section 504 of the Rehabilitation Act of 1973 and has been referred for a 504 Evaluation. Please review the enclosed materials regarding Section 504 of the Rehabilitation Act of 1973.

The Canton Public School District is requesting your consent to conduct the following assessments to determine your child’s eligibility for a 504 Plan and to support your child’s educational planning.

Evaluation Procedures	Person Responsible

Your participation in this process is extremely important. Please indicate your consent for this evaluation by checking the appropriate box below and returning this signed notice to the school.

Upon receipt of your signature, the 504 Coordinator will invite you to an eligibility determination meeting to review all assessment results and discuss eligibility for a 504 plan.

_____ I want the 504 Evaluation to proceed.
_____ I do not want the 504 Evaluation to proceed

Parent/Guardian Signature: _____

Print name: _____

Date: _____

PLEASE RETURN TO COORDINATOR WITHIN 10 DAYS

Enclosures: Information Regarding Section 504 (Form 3)
Parent/Student Rights (Form 4)
504 Due Process/Grievance Procedures (Form 5)

* This form may be used in lieu of the ESped form.

FORM 3

Canton Public School District

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); or
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, Canton Public Schools District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs, services, activities and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to appropriate educational programs, services and activities.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to an impartial due process hearing before the Massachusetts Department of Elementary and Secondary Education, Bureau of Special Education Appeals.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

FORM 4***Canton Public School District*****PARENT/GUARDIAN/STUDENT RIGHTS*
(Section 504 of the Rehabilitation Act of 1973)**

The following is a description of the rights granted by federal law to students (and their parents/guardians) who are eligible or believe they are eligible under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- have your child take part in, and receive benefits from, public education programs or activities without discrimination based on his/her disability;
- be notified by the school district of your rights and child's rights under Federal law (this document provides that notice);
- receive notice with respect to identification, evaluation or placement of your child;
- have your child receive a free appropriate public education in the least restrictive environment. This includes, to the maximum extent possible, the right to be educated with children who are not disabled, and the right to regular or special education and related aids or services that allow your child an equal opportunity to participate in school-related activities;
- have your child access nonacademic and extracurricular activities, including before-school, after-school and summer programs comparable to those provided to nondisabled students. Parents/guardians are responsible for the same costs as the parents/guardians of children who are not disabled;
- have your child educated in or have access to services, facilities and activities comparable to those provided to non-disabled students;
- have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know your child and who are knowledgeable about the evaluation data and placement options;
- to have your child receive special education and related services if he/she is found eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act;
- review relevant educational records related to your child that are maintained by the school. You may also obtain a copy of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
- a response from the school district to reasonable requests for explanations and interpretations of your child's records;
- invoke a 504 Review
- present a grievance or complaint to the school district's Section 504 Coordinator. The district's Section 504 Coordinator is: Debra Bromfield Director of Student Services, 960 Washington St, Canton, MA 02021 (Phone: (781) 821-5060 ext. 1244;

- contest an action taken by a Section 504 team by means of an impartial due process hearing. Parents/guardians have the right to personally participate in the impartial due process hearing and to be represented by counsel (at parent/guardian expense). A Request for Hearing must be submitted to: Bureau of Special Education Appeals (BSEA), One Congress Street, 11th floor, Boston, MA 02114, or by fax to the BSEA at 617-626-7270 (A copy of the written request for hearing must also be provided to the districts' Section 504 Coordinator);
- appeal the outcome of the impartial due process hearing (within 90 calendar days) by filing a complaint in Massachusetts Superior Court or in federal District Court; and
- file a complaint with the Office for Civil Rights of the United States Department of Education, 5 Post Office Square, 8th floor, Boston, MA 02109-3921; Phone: (617) 289-0111 or Fax: (617) 289-0150.

The school personnel who are responsible for assuring compliance with Section 504 and coordinating the evaluation process are:

Principal: _____

School-based 504 Coordinator: _____

District Section 504 Coordinator: Debra Bromfield, Director of Student Services.

*This form should accompany the Parent's Notice of Procedural Safeguards 504 pamphlet.

FORM 5

Canton Public School District

SECTION 504 –PROCEDURE FOR STUDENT COMPLAINTS

PURPOSE

The purpose of the Section 504 – Grievance Procedure for Student Complaints is to address complaints of disability discrimination under Section 504 and Title II. The intent of these grievance procedures is to assure that, to the greatest extent possible, complaints of discrimination or harassment are resolved in a positive spirit. All complaints will be received and investigated in a fair and expeditious manner. The District will take affirmative steps to address and correct any substantiated finding of discrimination.

Use of these procedures does not deny the right of the complaining party to file formal complaints at any time with the U.S. Department of Education, Office for Civil Rights or to seek private counsel for complaints alleging discrimination.

GENERAL POLICIES

- a. These grievance procedures apply to complaints alleging harassment or discrimination carried out by District employees, other students, or third parties.
- b. Retaliation against any student, family member, District employee, or other third party for filing a grievance or participating in any way in the grievance procedure is strictly prohibited.
- c. Whenever possible, interviews or conferences should be scheduled during a mutually convenient time that does not conflict with regularly scheduled school programs.
- d. Personal information regarding the complainant, the alleged harasser, and any witness(es) will be protected from disclosure to the extent permitted by the investigative process and the nature of the complaint.
- e. In determining whether alleged conduct constitutes discrimination or harassment, the District 504 Coordinator or designee will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes discrimination or harassment requires a determination based on all of the facts and surrounding circumstances.

PROCEDURES

I. Informal Complaints

Students, families, District employees and other third parties are encouraged, where appropriate, to attempt to resolve complaints regarding an alleged discriminatory practice or incident on an

informal basis. A complainant who chooses to seek informal resolution of a complaint should present the complaint to the principal or to any school administrator with the authority to resolve the complaint. Upon receiving an informal complaint regarding an allegedly discriminatory practice, the school official shall attempt, within their authority, to work with the individual to resolve the complaint fairly and within a reasonable timeframe. Most informal complaints should be able to be resolved within 10 school days. The District will inform the parties of the outcome or resolution of the complaint at the end of the process.

When appropriate, an informal complaint may be referred to the District 504 Coordinator for formal review and investigation. Students, families, District employees, or other third parties who do not wish to seek informal resolution of their discrimination complaints, or who are dissatisfied with attempts at informal resolution, may also present their complaints directly to the District Section 504 Coordinator.

II. Formal Complaints

Section A. A student, family, District employee, or third party who is dissatisfied with the attempts to resolve a complaint informally, or who wishes to bypass the informal complaint procedures entirely, may seek formal resolution of a complaint. Nothing in this policy shall prevent a complainant from reporting discrimination or harassment directly to the District Section 504 Coordinator.

The District's Section 504 Coordinator is:

Debra Bromfield
Section 504 Coordinator (District)
Canton Public Schools
960 Washington Street
Canton, Massachusetts 02015

Phone: (781) 821-5060 ext. 1244
E-mail: bromfieldd@cantonma.org

Section B. A student, family, District employee, or third party may file a formal complaint by filling out a Discriminatory Practice Review/Student Grievance Form (the last 2 pages of this document and available on the District's website). Complaints should be filed as close to the incident as possible, as complaints are more easily resolved at the time of the incident. Complaints should be received no later than thirty (30) calendar days after the alleged conduct occurred unless extenuating circumstances exist. The Discriminatory Practice Review/Grievance Form asks the complainant to state the name of the individual against whom the complaint is being filed, the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint, and the corrective action being sought. In the event a student or complainant is unable to complete the grievance form the District's 504 Coordinator or designee shall take such information in person.

Any principal who receives a report of alleged Section 504 violations, either verbal or written, shall put it in writing within 48 hours and forward it to the District 504 Coordinator.

Section C. After receiving a formal written complaint, the District 504 Coordinator or designee will, within five (5) school days, acknowledge the complaint, and give notification to the appropriate school/personnel identified in the complaint and to the individual against whom the complaint has been filed.

The District 504 Coordinator or designee shall make a thorough and expeditious investigation of the complaint. At a minimum, the investigation shall include contacting the complainant and the person against whom the complaint was filed and/or the principal or appropriate authority involved. Both parties shall be provided an opportunity to present witnesses and other evidence. The District 504 Coordinator or designee may also contact those individuals that have been identified as having pertinent information related to the complaint or other individuals believed to be helpful to the investigation.

Section D. After completing the formal investigation of the complaint, the results of the investigation shall be reduced to written findings of fact. The person filing the complaint and the person alleged to have committed the conduct will be informed of the outcome of the investigation, including a determination of whether a discriminatory act has occurred. All notice to parents must comply with applicable state and federal privacy laws and regulations. At their request, or the request of either party, the District 504 Coordinator or designee will meet with the complainant or person against whom the complaint was filed and/or the supervisor or appropriate authority involved, to discuss the findings and recommended resolutions. A copy of the final determination as to whether a discriminatory act has occurred shall be furnished to the appropriate administrator/supervisor, and the Superintendent of Schools.

Section E. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. Most complaints are resolved within thirty (30) school days after the formal complaint is received. If more than thirty (30) school days is required for the investigation, the District 504 Coordinator will inform the complainant and the person against whom the complaint was filed of the need for extended time and the reason why additional time is required to complete the investigation. If additional extended time is needed this step may be repeated every (30) school days until the complaint is resolved.

Section F. If the District 504 Coordinator finds that there is reasonable cause for believing that a discriminatory act has occurred, they will determine ways to resolve the matter.

District 504 Coordinator will:

1. Take seriously all complaints of discrimination or harassment.
2. Take necessary steps to end any discrimination or harassment that is determined.
3. Take necessary steps to prevent this discrimination or harassment from happening again in the future.
4. Take necessary steps to correct the discriminatory effects on the complainant and others, if appropriate.
5. When appropriate, individuals found at fault of discrimination or harassment may be referred for intervention or discipline.

- For employees such action may include training, written warning, suspension, termination or another action or combination of actions deemed appropriate under the circumstances.
- For students such action may include counseling, written warning, suspension, expulsion or another action or combination of actions deemed appropriate under the circumstances.
- For third parties such action will vary depending on the identity of the third party, but may include exclusion from District property or other action or combination of actions deemed appropriate under the circumstances.

Section G. A party not satisfied with the outcome of an investigation or the resolution reached through either the informal or formal resolution procedures detailed above, may submit a written appeal to the Superintendent of Schools within thirty (30) days of the resolution of the informal complaint or the District 504 Coordinator or designee's determination. The Superintendent of Schools or designee will respond, in writing, within fifteen (15) working days.

Section H. The District 504 Coordinator will maintain records of all complaints of discrimination and harassment made to the District 504 Coordinator, noting the school or department in which the complaint occurred, the person accused, and the results of the investigation of any such complaints.

The District 504 Coordinator will annually review records to identify any patterns or issues for future training and take appropriate action as necessary. The District's 504 Coordinator will report the results of its annual reviews to the Superintendent of Schools.

STATE AND FEDERAL REMEDIES

Using the Canton Public School District's complaint process does not prohibit students and families from also filing a complaint with a state or federal agency. Most of these agencies have a limited time period for filing a claim (OCR – 180 days; ESE – within same school year)

United States Department of Education Office for Civil Rights (OCR)

5 Post Office Square
8th Floor
Boston, MA 02109
(617) 289-0111

Massachusetts Department of Elementary & Secondary Education (ESE)

75 Pleasant Street
Malden, MA 02148
(781) 338-3000

FORM 6

Canton Public School District

**DISCRIMINATORY PRACTICE REVIEW/
GRIEVANCE FORM**

NAME: _____ DATE: _____

ADDRESS: _____

Home Phone # _____ Cell Phone # _____

Work Phone # _____ E-mail address _____

Relationship to alleged victim/target: _____

Information regarding alleged victim/target:

Name (if different than person making complaint): _____

Grade/Position: _____ School: _____

Basis for complaint:

Date Most Recent or Continuing Discrimination (month, day, year – time if applicable):

Person(s) the allegation is against (include school/department, position and/or title if applicable):

Witness(es) to the allegation (include school/department, position and/or title if applicable):

The Particulars are (Please attach additional sheets of paper if necessary)

Action Sought to Remedy Situation:

Signature of Complainant

Today's Date

FOR SECTION 504/TITLE II AND ADA COMPLAINTS PLEASE SUBMIT TO:	FOR TITLE IX AND CIVIL RIGHTS COMPLAINTS PLEASE SUBMIT TO:
Debra Bromfield Section 504/ADA Compliance Officer Canton Public School District 960 Washington Street Canton, Massachusetts 02021 bromfieldd@cantonma.org	Stephanie Shapiro Civil Rights Coordinator Canton High School 900 Washington Street Canton, Massachusetts 02021 shapiros@cantonma.org

FORM 7

Canton Public School District
NOTICE OF DETERMINATION OF ELIGIBILITY*

Student Name: _____ Student DOB: _____

Student ID: _____ School: _____ Grade: _____

Student Ethnicity/Race: _____ Student Gender: _____

Referral Date: _____ Referred By: _____

Dear Parent / Guardian,

Your child has been determined eligible for services and/or accommodations under Section 504 of the Rehabilitation Act of 1973. A 504 Evaluation Team met on _____ to review information and evaluation findings. The Team has determined the services and accommodations needed by your son/daughter based on his/her disability and the evaluation data.

Please read the attached 504 Plan carefully. This Plan describes the specific services and accommodations which have been determined necessary for your child to receive a free appropriate public education (FAPE). If you have any questions regarding this Plan, or need additional information, please contact: _____ at _____.

The District is required to promptly implement regular and special education and related aids and services determined necessary to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities. The District will begin implementing your child's 504 Plan on _____ (Date). Please acknowledge receipt of this Notice by signing the bottom portion of this notice and return it in the enclosed envelope to your child's school.

I _____ (Parent's Name) have received and reviewed the proposed 504 Plan for _____ (Student's Name), my son/daughter. I understand that the District is required to promptly implement this Plan and that the recommended services and accommodations will be implemented as proposed.

Parent/Guardian Signature _____ Date _____

Enclosure: 504 Due Process / Grievance Procedure

PROCEDURAL SAFEGUARDS

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Parent sent "Information Regarding Section 504" and copy of Parent/Guardian/Student's rights before meeting. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Parent sent "Invitation to Attend 504 Meeting" on _____ / _____ / _____ . |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Student of age 17 years, parent/guardian and student notified of rights that will transfer to student at age 18 years of age. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Student at age 18 years, given notice of above procedural safeguards. |

* This form may be used in lieu of ESped form.

Form 8

Canton Public School District
NOTICE OF NO FINDING OF ELIGIBILITY FOR SECTION 504 *

Student Name: _____ Student DOB: _____

Student ID: _____ School: _____ Grade: _____

Student Ethnicity/Race: _____ Student Gender: _____

Referral Date: _____ Referred By: _____

Dear Parent/Guardian,

It has been determined by a 504 Evaluation Team which met on _____, that your son/daughter is not eligible for services and/or recommendations under Section 504 of the Rehabilitation Act of 1973.

You have the right to request an explanation for this decision and/or to file a grievance through the District's 504 Grievance Procedures; file a complaint with the United States Department of Education, Office for Civil Rights; and request assistance from the Massachusetts Department of Elementary and Secondary Education (see attachment).

We are committed to working with you and may be able to identify other instructional strategies to meet the educational needs of your son/daughter. If you would like to discuss these findings, please contact _____ at _____.

School-based 504 Coordinator

School Name

Enclosure: 504 Grievance Procedures

* This form may be used in lieu of the ESped form.