



**Coopersville Area Public Schools**

**Section 504 Manual for Identifying and Serving Eligible Students: Policies and Guidelines**

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## INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) prohibits discrimination against students on the basis of disability.

This manual contains information, guidelines, policies, procedures, and forms to achieve compliance with Section 504 with respect to the education of the District’s students, in a manner consistent with the District’s nondiscrimination policies.

The District expects its employees to be knowledgeable about its Section 504 procedures. If you have Section 504 questions concerning either current or prospective students, please contact your building Principal or the District’s **Section 504 Coordinator**.

Although Section 504 also applies to employment and facility access by individuals with disabilities, this manual only addresses student issues under Section 504.

## OVERVIEW

Section 504 is a federal law which prohibits discrimination against persons with disabilities. The law provides:

No otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...

29 USC 794

One of the principal purposes of Section 504 is to ensure that students with disabilities are not denied access to educational facilities, programs, and opportunities on the basis of their disability.

For a student to have a disability which may be protected under this law, he or she must **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** For a student to be considered an “eligible student” under Section 504, all three criteria must be fulfilled.

Under Section 504, schools that receive federal funds may not discriminate against eligible students with disabilities. Section 504 also protects students who have a record of a disability, and students who are regarded as having a disability. Section 504 prohibits discrimination against students in either category and against “eligible students” as described above.

Section 504 requires the District to provide a free appropriate public education (“FAPE”) to each “eligible student” (a student who has a physical or mental impairment which substantially limits a major life activity). Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards. The FAPE obligation extends to all students described in this paragraph, regardless of the nature or severity of their disability. If FAPE aids/services are needed to meet individual needs as adequately as the needs of nondisabled, these aids/services will be documented in a 504 Plan developed for the eligible student.

## **POLICY STATEMENT**

The District shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District shall also, as required by law, attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District shall evaluate each student suspected of having a disability, under Section 504 and provide each eligible student with a FAPE as defined by law.

The District also shall not discriminate against persons based upon any other legally-protected characteristic. Other District publications and policy documents should be consulted to obtain details of those prohibitions, and the means by which an internal complaint or grievance concerning any type of discrimination may be filed.

## **DEFINITIONS**

### **“Free Appropriate Public Education “ (“FAPE”)**

A “free appropriate public education” also known as a “FAPE,” is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with a disability as adequately as the needs of nondisabled students are met and is based on adherence to procedures that satisfy Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards.

### **“Individual with a Disability”**

An “individual with a disability” is a person who:

- 1) Has a physical or mental impairment which substantially limits one or more of such person's major life activities.
- 2) Has a record of such an impairment; or
- 3) Is regarded as having such an impairment.

### **“Physical or Mental Impairment”**

- 1) 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; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- 2) Any mental or psychological disorder, such as a cognitive impairment, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The Section 504 regulations do not provide an exhaustive list of specific diseases or conditions that may constitute a physical or mental impairment because of the difficulty of developing a comprehensive list of possible diseases and conditions.

## **“Substantially Limits”**

A student who has a physical or mental impairment that substantially limits a major life activity is considered an eligible student with a “disability” under Section 504. This determination is made on a case-by-case basis. Neither Section 504 nor its implementing regulations define the term “substantially limits,” but the term is not synonymous with “unable to perform” or “significantly restricted in” a major life activity.

Except for ordinary eyeglasses or contact lenses, the ameliorative effects of mitigating measures may not be considered when assessing whether a student has an impairment that substantially limits a major life activity. “Mitigating measures” include, but are not limited to: medication; medical supplies, equipment or appliances; low-vision devices (devices that magnify, enhance, or otherwise augment a visual image); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

A temporary impairment does not constitute a disability for purposes of Section 504 unless it is of such severity that it results in a substantial limitation of one or more major life activities for an extended period of time. This determination is to be made on a case-by-case basis.

If a student has an impairment of a major life activity that is episodic or in remission, the District must consider whether the impairment, *when active*, would substantially limit a major life activity. If it would, then the student meets the definition of a student with a disability for purposes of Section 504.

## **“Major Life Activities”**

To be eligible under Section 504, a student’s physical or mental impairment must interfere with one or more “major life activities.” A “major life activity” includes but is not limited to, functions such as:

- o Caring for oneself
- o Performing manual tasks
- o Walking
- o Seeing
- o Hearing
- o Sleeping
- o Standing
- o Lifting
- o Bending
- o Reading
- o Speaking
- o Breathing
- o Learning

- o Working
- o Eating
- o Concentrating
- o Thinking
- o Communicating
- o Operating major bodily functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.)

This list is not exhaustive. An activity or function not found on the list may nonetheless be a major life activity. For example, the Equal Employment Opportunity Commission (EEOC) which implements Title I of the Americans with Disabilities Act (ADA) has added: sitting, talking, interacting with others, additional major bodily functions including the operation of an individual organ in a system ( kidney, liver and pancreas).

**“Record of Impairment” and “Regarded as Having an Impairment”**

Section 504 not only provides nondiscrimination protections to students who have a current physical or mental impairment that substantially limits a major life activity, but also to those who have a record of an impairment or who are regarded as impaired. A student is “regarded as” having an impairment if the District perceives the student as impaired. The District shall not treat students differently based upon a record that shows that the student was disabled in the past, or based upon an assumption or perception of disability. The District is not required to develop a Section 504 plan for a student who either has a record of impairment or who is regarded as having an impairment, but who is not otherwise currently an eligible student under Section 504. Students who either have a record of an impairment or who are regarded as having an impairment, but are not “eligible students” under prong one of the definition of an “individual with a disability,” are not covered by Section 504 FAPE provisions.

**Current Users of Illegal Drugs or Alcohol**

A student who is currently engaging in the use of alcohol or illegal use of drugs is not eligible for services or protection under Section 504 when the District takes disciplinary action on the basis of such drug or alcohol use even if the student is otherwise a student with a disability. A student who is a former drug user or who is participating in a drug rehabilitation program, however, may be eligible for Section 504 services and protection if the student otherwise meets the definition of an “individual with a disability” as described above. NOTE: This Section 504 provision does not apply to students who qualify with disabilities under the Individuals with Disabilities Education Act (IDEA).

**CHILD FIND**

Every year, the District shall attempt to identify and locate every student residing in the District who may be a student with a disability under Section 504, regardless of whether he or she is receiving a public education. The District shall notify parents of those students of the District’s Section 504 obligations.

The District may satisfy the notification obligation by advertising, by posting notices in places likely to be visited by qualified students with disabilities and their parents, by including notices in District publications



and on its web-site, and by directly contacting parents of those students who the District believes to be eligible.

The District must also ensure that the information in its Section 504 notices is written in a manner that is easily understandable to a parent. The notice should also contain the name and contact information for the District's 504 coordinator.

## **PRE-REFERRAL ASSISTANCE**

Pre-referral assistance is an important first step in serving students experiencing difficulties in school.

Teachers may vary instructional and behavioral methodologies and expectations, and, by so doing meet students' educational and behavioral needs; and thereby strengthen the general education program and reduce unnecessary Section 504 and IDEA formal referrals.

Pre-referral assistance, including strategies such as response-to-intervention (RTI), is not intended to impede or be a substitute for necessary referrals for consideration of eligibility under the Individuals with Disabilities Education Act ("IDEA") or Section 504. If at any time, a teacher, counselor, administrator, or other professional staff member has reason to believe that a student's difficulties may be attributable to a disability, the student should be referred for an evaluation. If a parent/guardian at any time requests an evaluation, the District must either honor that request or notify the parent/guardian of his/her due process rights under the IDEA or Section 504, as applicable.

## **PARENT RIGHTS**

Section 504 guarantees certain rights to parents of students with disabilities. A Section 504 Notice of Procedural Safeguards has been developed for distribution to parents.

## **SECTION 504: THE PROCESS**

This section of the manual addresses important steps in the Section 504 process including: referral, evaluation, eligibility determination, development of the Section 504 Plan, review, and reevaluation.

### **A. Referral**

A student who is suspected of having a physical or mental impairment that substantially limits a major life activity, is typically referred for a Section 504 evaluation by a parent, guardian, teacher, other certified school employee, the student 18 years of age or older, or other concerned adult individual. Upon receipt of a referral:

- If not already documented, the referral should be reduced to writing
- The parent should be provided procedural safeguard, written notice of the referral, and be asked to provide written consent to a Section 504 evaluation

Once the District has received parent consent to evaluate, the District may begin the evaluation process. If a parent refuses to consent to an initial evaluation, the District may, but is not

required to, use due process hearing procedures to seek to override the parent's refusal to consent to the evaluation.

## **B. Evaluation**

The evaluation is the starting point for determining whether a student is an eligible student under Section 504 (i.e. has a physical or mental impairment that substantially limits a major life activity.) The District is required to conduct an evaluation before providing Section 504 aids and services. The nature and extent of the information needed to make a Section 504 eligibility decision is determined on a case-by-case basis by a group of persons knowledgeable about the student, the meaning of evaluation data, and the placement options, (i.e. the Section 504 team). Information obtained through the evaluation process must be documented and all significant factors must be considered. The District may, but is not required to, use the same evaluation process used to evaluate students under the IDEA. The evaluation must draw upon information from a variety of sources and may include:

- School records review
- Observations of the student
- Standardized tests or other assessments by school staff (i.e. aptitude and achievement tests)
- Parent/Student/Teacher interviews
- Adaptive behavior/rating scales or other checklists
- Pertinent medical information
- Information provided by the parent
- Other relevant information

Where formal testing is determined to be necessary, the evaluation procedures must ensure that:

- 1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.
- 2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- 3) Tests are selected and administered so as best to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except when those skills are the facets that the tests purport to measure).

A medical diagnosis of a physical or mental impairment does not, in and of itself, determine Section 504 eligibility. As mentioned above, Section 504 requires the District to draw upon information from a variety of sources in making its eligibility determination. A medical diagnosis is only one source of information. Additionally, the District may request, but cannot require a parent to provide or authorize the release of the student's medical information as part of the evaluation process. If direct access to medical information is not available or provided as part of the

evaluation process, the District must proceed to make its eligibility determination based on the other information it has obtained.

Absent extenuating circumstances, the District's evaluation and the development of a Section 504 Plan, if necessary, should be completed no later than 30 school days following the District's receipt of the parent's consent to evaluate. This timeline may be extended (in school days) by mutual written agreement of the parent and the District.

### **C. Eligibility Determination**

The eligibility determination must be made by a group of persons knowledgeable about the student, the meaning of evaluation data, and placement options and must be documented in writing. A 504 team meeting is convened for this purpose. The parent of the student should be given a meaningful opportunity to provide input into identification, evaluation, and placement decisions for his/her child. Therefore, the parent should be invited to participate in the 504 team meeting.

### **D. Section 504 Plan**

Where a student is found to be an eligible student under Section 504, the need for a Section 504 Plan must be determined. The Section 504 team, as described above, will be responsible for determining the services, supplementary aids, and accommodations/ modifications, if any, that are needed to provide the student a FAPE. The plan should specify how these interventions will be implemented and/or by whom.

The Section 504 Plan shall be signed by the Section 504 Coordinator/Designee, indicating the District's intent to implement the plan. A copy of the Plan, along with the Section 504 Notice of Procedural Safeguards must be provided to the parent.

If a Section 504 Plan is developed for a student, all school personnel with implementation responsibilities should be informed of the existence and particulars of the Plan. Failure to implement the Plan can result in noncompliance with Section 504.

### **E. Review and Revision of Section 504 Accommodation Plan**

The student's teacher or other person(s) designated by the Section 504 team shall monitor the student's progress and the effectiveness of the student's plan. The 504 Team will meet at least annually to determine whether the 504 Plan continues to be appropriate or whether any changes may be necessary.

### **F. Reevaluation**

A reevaluation should be completed at least once every 3 years to re-determine eligibility under Section 504 and before any significant change in the student's placement.

## **SUSPENSION AND EXPULSION OF SECTION 504 STUDENTS**

Students who are eligible under Section 504 have certain additional protections when charged with a violation of the Code of Student Conduct which may result in a suspension or expulsion that constitutes a significant change in placement. (NOTE: There is one exception to these additional protections under Section 504. They do not extend to students who are eligible only under Section 504 who are currently engaging in the illegal use of drugs or alcohol, and who are being disciplined for the possession or use of illegal drugs or alcohol.) Similar to suspension or expulsion of a student with a disability under the IDEA, it is necessary to conduct a manifestation determination for a Section 504 student when:

- 1) The suspension or expulsion will be for more than 10 consecutive school days; or
- 2) The student has been subjected to a series of suspensions that total more than 10 school days in a school year and a pattern of exclusion exists. Whether a series of suspensions creates a pattern of exclusion is determined on a case-by-case basis taking into account the following factors: the similarity of the behavior that results in the removals, the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school

If either of the situations above applies, then the District is required to conduct a manifestation determination before any significant change in student's placement may occur. The manifestation determination should be conducted within 10 school days of the decision to change the student's placement. The parent must be invited to participate in the manifestation determination review meeting and provided a copy of the Section 504 Notice of Procedural Safeguards. The purpose of the manifestation determination is to review whether the student's misconduct was caused by, or had a direct and substantial relationship to the student's disability; or whether the conduct was a direct result of the District's failure to implement the student's Section 504 Plan.

This determination should be made by a group of persons knowledgeable about the student, the meaning of evaluation data, placement options, the student's Section 504 Plan, if any, and the disciplinary incident. In making its determination, the 504 team must review all relevant information in the student's file, the student's Section 504 Plan, any teacher observations of the student, and relevant information provided by the parent.

If the 504 team concludes that the student's conduct is a manifestation of the student's disability, the student must remain in (or be returned to) his/her current educational placement unless the parent and the District agree to change the student's placement. If the 504 team concludes that the student's conduct is not a manifestation of the student's disability, the District may apply the relevant disciplinary procedures applicable to all students.

Unlike, the IDEA, there is no Section 504 requirement to provide a student whose conduct is not a manifestation of the student's disability, educational services during a disciplinary change in placement unless services are provided to similarly-situated non-disabled students.

Please note that Section 504 allows a student to be disciplined, without going through the manifestation determination review process, when the student is currently engaging in the illegal use of drugs or alcohol, and the infraction involves the possession or use of illegal drugs or alcohol in violation of the Code of Student Conduct.

In the case of a Section 504 student who carries or possesses a weapon, as defined in IDEA, to or at school, on school premises, or to or at a school function, the District may place the student in an interim alternative educational setting for up to 45 school days. When used in this context, weapon means a dangerous weapon, i.e., a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

## **GRIEVANCE PROCEDURE**

A person who believes a student has been discriminated against by the District on the basis of the student's disability or who believes the District otherwise violated Section 504 also has the right to file a complaint through the District's grievance procedure. A person who wishes to file a complaint should contact:

- 1) The building principal**
- 2) Immediate supervisor, if involves an employee**
- 3) District 504 Coordinator, if the complaint involves the building principal or the immediate supervisor**

The Coopersville Area Public Schools has adopted the following Grievance Procedure for addressing complaints of discrimination under Section 504. A person is not required to use this procedure and may instead file a complaint directly with the Office for Civil Rights, 1350 Euclid Ave, Suite 325, Cleveland, OH 44115.

**Step 1:** A person who believes that he/she has been discriminated against by the Coopersville Area Public Schools is encouraged to discuss the matter informally with the building principal, in the case of a student, or the immediate supervisor, in the case of an employee. NOTE: If it is the building principal or the immediate supervisor who is the subject of the complaint, the student or employee may, instead, contact the applicable District Section 504 Coordinator. The person receiving the complaint shall verbally convey his/her findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 school days.

**Step 2:** If the informal Step 1 process does not resolve the matter, a written complaint (FORM O) may be submitted to the school's principal or employee's immediate supervisor, if the complaint is made by an employee. The complaint may also be filed directly with the applicable District Section 504 Coordinator (per the NOTE in Step 1). The complaint shall include 1) the employee's or student's name; 2) the facts of the incident or action complained about; 3) the date of the incident or action giving rise to the complaint; 4) the type of discrimination alleged to have occurred; and 5) the specific relief sought. A Step 2 meeting shall be conducted within 10 school days following the submission of the written complaint. The principal or immediate supervisor shall issue a written disposition within 10 school days after the Step 2 meeting, with copies to be given to both the person who alleged the violation and the person who is the subject of the complaint.

**Step 3:** If the principal or supervisor's reply does not resolve the matter, a written complaint may be submitted to the applicable District Section 504 Coordinator within 10 school days of the Step 2 disposition. A meeting shall be conducted at which both parties shall have the right to present witnesses

and offer other evidence. Following the meeting, the Section 504 Coordinator shall reply in writing to the complainant and the person who is the subject of the complaint within 10 school days.

**Step 4:** If the complainant wishes to appeal the decision of the Section 504 Coordinator, he/she may submit a written appeal to the District Superintendent within 10 school days after receipt of the Section 504 Coordinator's reply. The Superintendent or his designee shall meet with all parties involved and respond to the appeal, in writing, within 10 school days of the date of the appeal. Copies shall be provided to both the complainant and the person who is the subject of the complaint.

Coopersville Area Public Schools hereby provides assurance that it strictly prohibits any form of retaliation against individuals who utilize this Grievance Procedure.

## **IMPARTIAL DUE PROCESS HEARING**

A parent who disagrees with the identification, evaluation, placement, or the provision of a free appropriate public education of a student with a disability under Section 504 has the right to request an impartial due process hearing. Request for a Section 504 due process hearing must be made in writing to the District's Section 504 Coordinator. Upon receipt of such a request, the necessary arrangements will be made by the District, including the selection of a hearing officer. A person who is an employee of the District, or any person having a personal or professional interest which would conflict with his/her objectivity in the hearing, may not be appointed as a hearing officer.

Any party to a hearing has the right to:

- 1) Be accompanied and advised by counsel or an individual with special knowledge or training about the problems of children with disabilities;
- 2) Present evidence and cross-examine witnesses;
- 3) Obtain a written or electronic verbatim record of the hearing or obtain alternate forms of the verbatim record to be provided in the parent's native language;
- 4) Obtain written or electronic findings of fact and decisions; and
- 5) Seek judicial review of a hearing officer decision.

The District will adhere to the following timeframes if a due process hearing is requested:

- 1) The District will appoint an impartial hearing officer within 15 school days of the parent's written request.
- 2) A hearing will be scheduled within a reasonable timeframe (i.e. within 30 calendar days following the appointment of an impartial hearing officer).
- 3) The hearing officer will, not later than 30 calendar days after the hearing, draft a written decision (with specific findings of fact) and send a copy of the decision to each party and/or their attorneys/representatives.
- 4) In the absence of an appeal, the District will implement the decision of the hearing officer within 15 calendar days of the District's receipt of the decision.

**Appendix A**

**Coopersville Area Public Schools**

**SECTION 504 - REFERRAL FOR EVALUATION**

**Date of Referral:**\_\_\_\_\_

**Student Name:**\_\_\_\_\_ **Date of Birth:**\_\_\_\_\_

**School Building Attending:** \_\_\_\_\_ **Grade:**\_\_\_\_\_

**Reason for Referral:** (Please briefly describe the nature of your concern(s), i.e. academic, behavioral, gross/fine motor, social/emotional, medical, other)

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**Pre-referral interventions:** (Please indicate interventions, supports, or other actions tried prior to the referral in an effort to address the concern(s) identified above)

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Has the student been referred, evaluated, or provided special education or 504 services in the past?

\_\_\_ Yes \_\_\_ No If yes, please explain below:

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Person making referral

Title/Position

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Phone:\_\_\_\_\_

Email\_\_\_\_\_

Please submit form to: \_\_\_\_\_

**Building 504 Coordinator, Coopersville Area Public Schools**

## Appendix B

### Coopersville Area Public Schools NOTICE OF SECTION 504 PROCEDURAL SAFEGUARDS

The following is a brief summary description of the rights provided by Section 504 of the Rehabilitation Act of 1973 to students with disabilities, or suspected disabilities. The intent of the law is to keep you fully informed about decisions concerning your child and to inform you of your rights in the event you disagree with any decisions concerning your child. Under Section 504, you have the right to:

- 1) Have the District advise you of your rights under federal law;
- 2) Receive notice with respect to Section 504 identification, evaluation, educational program and/or placement of your child;
- 3) Have an evaluation and placement decision for your child based upon information from a variety of sources and which is made by a team of persons knowledgeable about the student, the meaning of evaluation data, and placement options;
- 4) Have your child receive a free appropriate public education, which includes the right to be educated with nondisabled students to the maximum extent appropriate, if the child is Section 504 eligible;
- 5) Have your child take part in and receive benefits from the District without discrimination on the basis of disability;
- 6) Have your child educated in facilities and receive services comparable to those provided to nondisabled students;
- 7) Examine all relevant records of your child, including those relating to decisions about your child's Section 504 identification, evaluation, educational program, and placement; and obtain copies of those records at a reasonable cost, unless the fee would effectively deny you access to the records;
- 8) Receive information in your native language and primary mode of communication;
- 9) Has a periodic re-evaluation of your child, including an evaluation before any significant change of placement;
- 10) Have your child receive an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- 11) Request and participate in an impartial due process hearing regarding the identification, evaluation, or placement of your child, including a right to be represented by counsel in that process and to appeal an adverse decision;
- 12) File a complaint in accordance with the district's grievance procedures or with the U.S. Department of Education, Office for Civil Rights.



Appendix D

Coopersville Area Public Schools

SECTION 504 COMPLAINT FORM

FORM O

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Complainant's Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

1) Describe the alleged violation of Section 504. Please be specific and include the specific incident(s), the individuals involved, dates/times/locations, etc. Attach additional pages if needed.

2) Describe your proposed resolution/remedy to alleged problem(s)/violation(s).

\_\_\_\_\_  
Signature of the Complainant

\_\_\_\_\_  
Date

**PLEASE SUBMIT THIS FORM TO:**

- 1) The principal of the school attended if the complaint involves a student.
- 2) The employee's immediate supervisor, if the complaint is made by an employee.
- 3) The District Section 504 Coordinator if the building principal or the immediate supervisor is the subject of the complaint.

**A person who believes that he/she has been discriminated against by Coopersville Area Public Schools on the basis of disability may file a complaint through the District's grievance procedure. A complaint may also be filed with the Office for Civil Rights (OCR), U.S. Department of Education, 1350 Euclid Ave, Suite 325, Cleveland, OH 44115. You may file a complaint with OCR at any time. Filing a complaint with the School District is not a prerequisite to filing with OCR.**