



Greater Fall River Vocational School District
Diman Regional Vocational Technical High School

District Curriculum Accommodation Plan (DCAP)

Updated March 2018

The Greater Fall River Vocational School District/Diman Regional Vocational-Technical High School prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, District/School policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

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Overview

In the year 2000, a new statute was added to the Massachusetts General Laws requiring each school district to develop a **District Curriculum Accommodation Plan (DCAP)**. To comply with this statute, Diman RVTHS/Greater Fall River Vocational School District has developed a DCAP and has identified specific procedures in our school. In addition, Diman RVTHS has committed identified resources to ensure that all efforts are made to meet students' needs in the regular education program. Specific procedures have been targeted for the areas of literacy, mathematics and behaviors that interfere with learning.

The DCAP summarizes resources and procedures available to teachers and principals to meet the instructional and learning needs of students in regular education.

Vision Statement

Diman RVTHS graduates will be occupationally skilled workers whose academic, vocational/technical, and workplace competencies will make them responsive to socioeconomic, technological, and environmental challenges in a complex and changing society.

Mission Statement

The mission of Diman RVTHS is to develop the unique potential of each learner by enabling students to acquire knowledge, skills, and dispositions that are needed to achieve personal, academic, vocational/technical, and civic goals.

Greater Fall River Vocational School District Goals

1. MA Curriculum Frameworks & Assessment
2. Educator Growth & Development
3. Educator Evaluation
4. Personalized Digital & Learning Tools
5. Social-Emotional Learning

DCAP Objectives:

- To provide assistance to regular education teachers in analyzing and accommodating students' diverse learning needs
- To provide support services that effectively manage student behavior
- To encourage teacher mentoring and collaboration
- To foster parental and community involvement
- To provide ongoing review and alignment of local curriculum in relation to state learning standards

Improvement Plans

To implement the Strategic Plan, the system maintains a **District Improvement Plan**, which is updated annually. The District Improvement Plan sets goals for student performance, established priority initiatives, proposes a coordinated budget and specifies accountability measures. A **School Improvement Plan** is developed by the principal and school council to improve student performance based on student performance and growth data. The School Improvement Plan, aligned with the priorities of the District Improvement Plan, sets clear goals and objectives, and presents strategies to attain those goals. School Improvement Plans may address class size, professional development needs, parent involvement, safety and discipline, extracurricular activities and the needs of diverse learners.

Staff Development

It is the goal of Diman RVTHS to continue to focus system-wide professional development activities to support the evolution toward more effectively differentiated classrooms. In the coming year, teachers will participate in more content-specific workshops, discussion or study groups and guided work time with the implementation of new curriculum. Professional development activities will encourage teachers to apply in the classroom what they are learning, assess the effectiveness of what they implemented and select new learning opportunities based on logical "next steps" in their own development.

The following programs for staff development:

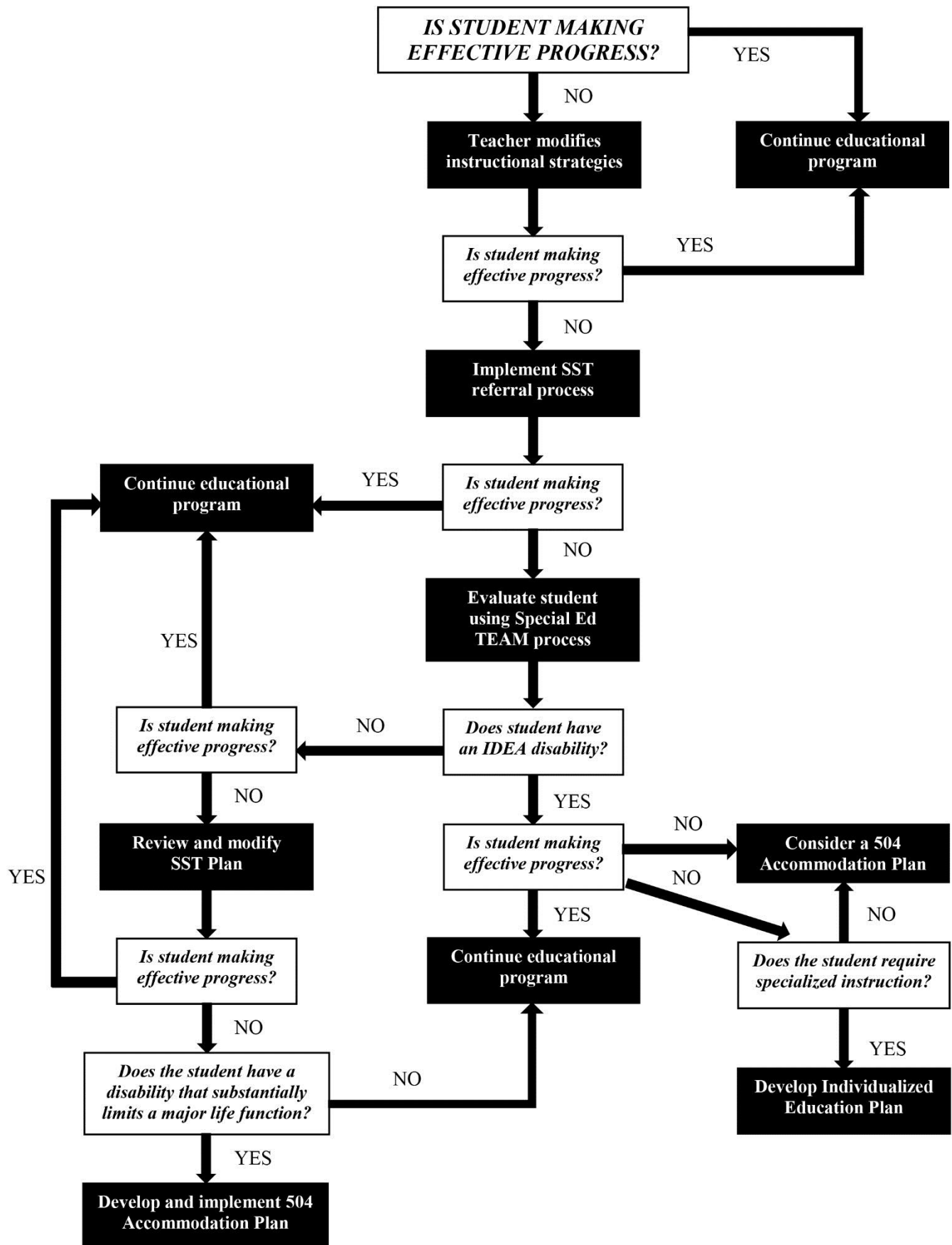
- Understanding by Design (UBD)
- Monthly professional development on various topics
- Online Professional Development
- Peer to Peer Professional Development (two times per year)
- New Teacher Mentor Program
- Individual workshops based on specific staff needs

The Department of Elementary and Secondary Education (DESE) has launched new initiative called Rethinking Equity and Teaching of English Language Learners (RETELL). As part of this initiative, content area and classroom teachers will take one course that will take the place of the category trainings. Core academic teachers will have to successfully complete this course to receive this Sheltered English Immersion (SEI) endorsement by 2016.

DCAP Process and Procedures

If a student is not making effective progress in the classroom, the teacher will first make appropriate modifications/accommodations to classroom and vocational instruction (See Appendices A & B). These modifications/accommodations should be designed to assist the learning of the identified student and to help him/her make effective progress. If the student responds well to these modifications/accommodations and begins to make effective progress, the teacher will continue with the regular education program. If a teacher determines that the student is not responding well to classroom modifications/accommodations and therefore is not making effective progress, the teacher will initiate the pre-referral process by contacting the principal or his/her appropriate designee. English Language Learner (ELL) students fall in this category. For specific modifications/accommodations for ELL students, see Appendix C.

Diman DCAP Flow Chart



Student Success Team (SST)

1. Identify concern(s) and contact parent(s)

When a student is struggling in a class or shop, teachers should first refer to the DCAP for support and additionally contact home to make the parent(s) aware of this situation. This contact can occur in an email format or via phone conversation. In the event that a parent does not respond to an email, the teacher should place a phone call to the parent(s). Phone lines are available in the following locations:

- Assistant Principal's Office
- Administration Office - See individual administrators
- Guidance Office - See individual guidance counselors

2. Communicate concern with the guidance counselor

Communication with the guidance counselor will help determine whether or not this is an isolated or larger student issue.

3. Complete an SST Referral Form

If steps one and two are not met with success, please complete an SST Referral Form. The Student Success Team (SST) consists of a diverse group of school representatives and meets on a weekly basis to discuss student concerns related to academic and vocational challenges, unusual or worrisome behavior, poor attendance, social-emotional or safety concerns, or any other aspects of the students that currently present as needing assistance. SST Referral Forms can be found in the forms folder in the staff section of the Diman website. Based upon SST discussion, a SST Student Action Plan may or may not be created at this point.

Special Education Evaluation Referral

School personnel may not refer a child for special education services until their academic progress has been reviewed through the SST process. During SST meetings, specific interventions are identified and data collection specified, analyzed and documented before a child can be referred for a special education (TEAM) evaluation following the special education process. The Student Success Team will complete the standard referral forms which will be reviewed by the Director of Special Education.

The special education (TEAM) evaluation will determine whether or not a specific disability, as defined in federal and state special education statutes, exists and whether that disability is interfering with the student's ability to make effective progress. If the TEAM evaluation determines there is a disability, that disability is the cause of the student's lack of effective progress, and the student requires specialized instruction, then the TEAM will develop an Individual Educational Plan (IEP).

In the event the TEAM determines the student does not have a disability under special education regulations, the following options result:

- The student continues in the regular education program, and the SST Action Plan is reviewed and modified by the SST Team.
- The student may qualify for accommodations under Section 504 of the National Rehabilitation Act. A 504 team is convened to determine eligibility. If the team determines disability¹ under 504 exists, then a specific 504 Accommodation Plan will be developed. (Appendix F for Parent Rights under Section 504)

If the 504 Team does not determine a disability under the provisions of 504, Appendix G for (Non-Eligibility letter) the SST Team and teachers will continue to modify and review the Student Success Team Action Plan.

¹ Has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment as defined in Section 504 of the National Rehabilitation Act

Appendix A: Acceptable Accommodations in the Regular Education Classroom

Acceptable Accommodations in the Regular Education Classroom

This list of accommodations is designed to help support teachers in the instruction of ALL students who are experiencing challenges in the regular education classroom. Please review this information and employ these strategies where appropriate.

Instructional Interventions:

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Provide learning expectations/student exemplars
- Provide multi-modal presentation of materials/lessons
- State behavioral objectives clearly
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time/time to process information
- Use visual/auditory aids
- Preview assignments
- Keep page format simple
- Use bold/highlighted text
- Reduce amount of copying from text to board
- Utilize available technology/computer assisted instruction
- Scaffold learning-use graphic organizers/chunking materials/cooperative learning/sm. group strategies

Classroom Interventions:

- Schedule regular teacher extra-help sessions
- Use of word processor for all written work
- Break long-term assignments into multiple parts, with intermediate due dates
- Utilize technology (computers, smart boards, calculators, etc.) that supports student engagement, organization, and learning style.
- Provide handouts and tests that are dark copies, double or triple spaced, and easy to read (not too cluttered)
- Erase unnecessary writing on the board
- Use color whenever possible to catch attention
- Let student type, record, or give answers orally instead of writing
- Arrange preferred seating
- Incorporate stress-release activities
- Experiment with use of space
- Remove distractions
- Give extra time to organize material during class

Testing Accommodations:

- Provide extra time for testing/assignments
- Modify test format
- Testing in an alternative setting
- Develop and offer alternate assessments
- Extend time of tests when appropriate
- Allow students to expand orally on written responses
- Allow retakes on tests and quizzes

Organizational Interventions:

- Encourage use of graphic organizers to stimulate writing and organize production
- Incorporate time management, study skills, and organizational skills into instruction
- Incorporate note taking and test taking skills into instruction
- Use a schedule or day timer to teach planning for long term assignments
- Provide periodic review of student notes, planner, etc.
- Develop instructional contracts
- Provide established daily routine
- Provide clear written due date for long term assignments

Behavioral Intervention Strategies:

- Utilize charts and graphs to monitor expectations
- Develop and maintain consistent classroom expectations
- Post daily/weekly schedule
- Provide positive reinforcement
- Provide specific behavioral feedback
- Provide timely feedback regarding behavior
- Avoid power struggles and criticism of student
- Speak to student privately when possible, without the audience of peers or other teachers
- Allow breaks when needed
- Provide clear and consistent expectations and logical consequences
- Adjust class management strategies
- Arrange preferential seating
- Utilize cooperative learning skills when appropriate
- Implement a weekly progress reporting system
- Avoid pressures of speed and accuracy

Cueing:

- The student will not be called upon unless the student raises his/her hand or is cued ahead
- Provide cueing to stay on task
- Establish visual cues between teacher and student to help with focus and attention
- Utilize transition cues

Homework:

- Adjust or reduce classroom/homework assignments
- Develop alternate assignments
- Exempt student from homework assignment

Feedback:

- Correct student's errors immediately and provide constructive feedback
- Increase frequency of feedback
- Provide rubrics
- Provide frequent progress reports

Communication:

- Develop system of communication between home and school
- Schedule periodic parent/teacher meeting
- Identify and network with resource staff (counselor, nurse, resource officer, administration)
- Contact parent
- Arrange progress report cycle
- Schedule counselor meeting
- Maintain contact with counselor
- Arrange peer tutoring
- Assign peer to check for understanding

Appendix B: Acceptable Accommodations in the Vocational Shop/Classroom Setting

Acceptable Accommodations in the Vocational Shop/Classroom Setting

This list of accommodations is designed to help support teachers in the instruction of ALL students who are experiencing challenges in the vocational classroom. Please review this information and employ these strategies where appropriate.

Instructional Interventions:

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Provide learning expectations/student exemplars
- Provide multi-modal presentation of materials/lessons
- State behavioral objectives clearly
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time/time to process information
- Use visual/auditory aids
- Preview assignments
- Keep page format simple
- Use bold/highlighted text
- Reduce amount of copying from text to board
- Utilize available technology/computer assisted instruction
- Scaffold learning-use graphic organizers/chunking materials/cooperative learning/sm. group strategies

Shop Interventions:

- Schedule regular teacher extra-help sessions
- Use of word processor for all written work
- Break long-term assignments into multiple parts, with intermediate due dates
- Utilize technology (computers, smart boards, calculators, etc.) that supports student engagement, organization, and learning style.
- Provide handouts and tests that are dark copies, double or triple spaced, and easy to read (not too cluttered)
- Erase unnecessary writing on the board
- Use color whenever possible to catch attention
- Let student type, record, or give answers orally instead of writing
- Arrange preferred seating
- Incorporate stress-release activities
- Experiment with use of space
- Remove distractions
- Give extra time to organize material during class

Testing Accommodations:

- Provide extra time for testing/assignments
- Modify test format
- Testing in an alternative setting
- Develop and offer alternate assessments
- Extend time of tests when appropriate
- Allow students to expand orally on written responses
- Allow retakes on tests and quizzes

Organizational Interventions:

- Encourage use of graphic organizers to stimulate writing and organize production
- Incorporate time management, study skills, and organizational skills into instruction
- Incorporate note taking and test taking skills into instruction
- Use a schedule or day timer to teach planning for long term assignments
- Provide periodic review of student notes, planner, etc.
- Develop instructional contracts
- Provide established daily routine
- Provide clear written due date for long term assignments

Behavioral Intervention Strategies:

- Utilize charts and graphs to monitor expectations
- Develop and maintain consistent classroom expectations
- Post daily/weekly schedule
- Provide positive reinforcement
- Provide specific behavioral feedback
- Provide timely feedback regarding behavior
- Avoid power struggles and criticism of student
- Speak to student privately when possible, without the audience of peers or other teachers
- Allow breaks when needed
- Provide clear and consistent expectations and logical consequences
- Adjust class management strategies
- Arrange preferential seating
- Utilize cooperative learning skills when appropriate
- Implement a weekly progress reporting system
- Avoid pressures of speed and accuracy

Cueing:

- The student will not be called upon unless the student raises his/her hand or is cued ahead
- Provide cueing to stay on task
- Establish visual cues between teacher and student to help with focus and attention
- Utilize transition cues

Feedback:

- Correct student's errors immediately and provide constructive feedback
- Increase frequency of feedback
- Provide rubrics
- Provide frequent progress reports

Communication:

- Develop system of communication between home and school
- Schedule periodic parent/teacher meeting
- Identify and network with resource staff (counselor, nurse, resource officer, administration)
- Contact parent
- Arrange progress report cycle
- Schedule counselor meeting
- Maintain contact with counselor
- Arrange peer tutoring
- Assign peer to check for understanding

Appendix C: Acceptable Accommodations for ELL Students

Acceptable Accommodations for ELL students in the Academic & Vocational Shop/Classroom Settings*

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Provide study guides and outlines
- Present and repeat instructions multi-modally
- State behavioral objectives clearly
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time
- Use visual/auditory aids
- Preview assignments
- Keep page format simple
- Use emboldened text
- Divide page into clearly marked sections to reduce distractions
- Use high impact, game-like materials (i.e.: Jeopardy)
- Use of a bilingual dictionary
- Use of anticipation guides to tap into the ELL's background knowledge
- Underline key facts on study guides and outlines
- Use various types of visuals to display same information
- Content and language objectives should be stated and written where ELL student can see- so they know what they are going to do and how will language be used to do it!

*Please note all accommodations from Appendix A & B can be and should be used in addition to the ELL accommodations.

Appendix D: SST Framework and Referral Form



Diman Regional Vocational Technical High School *Student Success Team (SST)*

STUDENT SUCCESS TEAM (SST) FRAMEWORK

LEVEL ONE

STEP ONE: IDENTIFY STUDENT

1. Teacher identifies student with whom there is concern regarding academic and/or social emotional progress and determines need for further support by using the District Accommodation Plan.
2. Teacher implements supports, interventions, accommodations and/or modifications the student may need.
3. **Teacher communicates concern to parent(s)/guardian(s).**
4. Teacher communicates concern with Guidance Counselor.
5. If concern continues following meeting and suggestions, Teacher proceeds to Step Two.

STEP TWO: STUDENT SUCCESS TEAM (SST) REFERRAL

1. Teacher completes the **SST Referral Form**.
2. Teacher communicates with Guidance Counselor to provide further information and determine if further data collection and/or documentation is needed.

LEVEL TWO

STEP THREE: STUDENT SUCCESS TEAM (SST) INITIAL MEETING

1. SST reviews information to determine plan and strategies to be used with the student during weekly meeting. The **Student Action Plan** is designed, including time frame and who is specifically responsible for implementing strategies and/or collection of further information. All guidance counselors will attend SST meetings and provide updates. The referring teacher(s) will be required to attend the initial meeting. The student's teacher(s) and/or other staff may be invited to any SST meeting if deemed necessary.
2. A confidential weekly **Meeting Summary Form** is completed and sent to all team members.

STEP FOUR: PLAN IMPLEMENTATION

1. Plan is implemented. Update is prepared for follow-up meeting.

STEP FIVE: STUDENT SUCCESS TEAM (SST) FOLLOW-UP MEETING(S)

1. SST re-visits previous cases that require follow-up at weekly meeting.
 - a. If the concern is resolved, no further action is required. Successful interventions continue as needed. Student can be re-referred in the future should concerns arise again.
 - b. If the concern is not resolved, team determines if current plan should continue or if alternative plan and strategies should be implemented.
 - i. If team determines to continue with current plan or utilize alternative plan and strategies, new **Student Action Plan** is determined.
 - ii. If team determines it is not appropriate to utilize current plan or create alternative plan, the student is referred outside the SST.

LEVEL THREE:

Formal recommendation made by team for support beyond SST, which may include the evaluation/assessment of the student through Special Education.

Appendix D: SST Framework and Referral Form



Diman Regional Vocational Technical High School Student Success Team (SST)

Student Success Team - Referral Form

Student _____

Date _____ Student ID# _____ Year of Graduation _____ Shop/Week _____

Name of Person Referring, Relationship to Student _____

**Please use back of form as needed to provide following or further information*

Have you referred to the District Accommodation Plan (DCAP)? ■ Yes ■ No **If NO, please utilize before completing*
Has the student's Parent(s)/Guardian(s) been contacted by you? ■ Yes ■ No **If NO, please make contact before completing*

Please indicate area(s) of concern that *significantly* affect the student's academic and/or social emotional progress. Rate your concern as High Concern or Some Concern. If the area is not a concern, please leave blank.

High	Some		High	Some	
<input type="checkbox"/>	<input type="checkbox"/>	Necessary academic skills	<input type="checkbox"/>	<input type="checkbox"/>	Attention
<input type="checkbox"/>	<input type="checkbox"/>	Attendance	<input type="checkbox"/>	<input type="checkbox"/>	Emotional status
<input type="checkbox"/>	<input type="checkbox"/>	Motivation and/or responsibility	<input type="checkbox"/>	<input type="checkbox"/>	Self-esteem
<input type="checkbox"/>	<input type="checkbox"/>	Motor skills and coordination	<input type="checkbox"/>	<input type="checkbox"/>	Anxiety
<input type="checkbox"/>	<input type="checkbox"/>	Self-expression/verbalization	<input type="checkbox"/>	<input type="checkbox"/>	Consistency of Effort
<input type="checkbox"/>	<input type="checkbox"/>	Memory	<input type="checkbox"/>	<input type="checkbox"/>	Impulsivity
<input type="checkbox"/>	<input type="checkbox"/>	Completing schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate behavior and/or language
<input type="checkbox"/>	<input type="checkbox"/>	Completing homework	<input type="checkbox"/>	<input type="checkbox"/>	Adherence to school and class/shop rules
<input type="checkbox"/>	<input type="checkbox"/>	Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	Social/interpersonal skills
<input type="checkbox"/>	<input type="checkbox"/>	Other (explain): _____			
<input type="checkbox"/>	<input type="checkbox"/>	Other (explain): _____			

Please indicate all support, interventions, and/or accommodations that have been used prior to this point to address the concern. Please explain any used that are not listed.

<input type="checkbox"/> Spoke to student privately	<input type="checkbox"/> Read aloud assignments and/or instructions	<input type="checkbox"/> Utilized positive reinforcement
<input type="checkbox"/> Provided student help outside of class	<input type="checkbox"/> Provided visual materials and/or cues	<input type="checkbox"/> Utilized student/teacher learning contract
<input type="checkbox"/> Provided preferential seating	<input type="checkbox"/> Provided organizational support	<input type="checkbox"/> Provided breaks
<input type="checkbox"/> Implemented peer learning/support	<input type="checkbox"/> Chunked down instructions and assignments	<input type="checkbox"/> Assigned consequences
<input type="checkbox"/> Modified assignments and/or due dates	<input type="checkbox"/> Provided opportunities for self-advocacy	<input type="checkbox"/> Referred student to Guidance Counselor
<input type="checkbox"/> Provided graphic organizers	<input type="checkbox"/> Provided activity-based learning	<input type="checkbox"/> Referred student to Administrator
<input type="checkbox"/> Provided differentiated instruction	<input type="checkbox"/> Reduced sensory stressors	<input type="checkbox"/> Sent notice home to guardian to be signed
<input type="checkbox"/> Provided extra time for work in class	<input type="checkbox"/> Provided regular check-ins	<input type="checkbox"/> Called guardian
<input type="checkbox"/> Allowed remediation	<input type="checkbox"/> Provided time and assignment reminders	<input type="checkbox"/> Held meeting with guardian
<input type="checkbox"/> Provided small group instruction	<input type="checkbox"/> Created physical changes to learning environment	
<input type="checkbox"/> Other teaching tools/accommodations (explain): _____		
<input type="checkbox"/> Other (explain): _____		

Please list the student's 3 greatest strengths:

1. _____ 2. _____ 3. _____

**If student is placed on SST, you will be contacted regarding initial meeting and provided further information*

Appendix E: Section 504 Procedure

Section 504 Procedure

Principal/504 Coordinator:

- Receives referrals for all students with a suspected or identified disability/handicap who may require a Section 504 Accommodation plan
- Gathers information from referring party with statements regarding suspected disability/impairment.
- Distributes Parents/Guardians' Rights document regarding 504 to parents/guardians and students who have reached the age of majority
- Reviews cumulative file and checks with special education office to determine prior Special Education history including referrals
- Determines the need for additional evaluations with other appropriate staff
- Collects student progress data from teachers at initial referral and at reviews
- Convenes 504 team
- Chairs initial 504 eligibility meetings and oversees the creation of an appropriate plan
- Distributes the accommodation information contained in the 504 to all relevant personnel in contact with the student
- Maintains file of current 504's in the Guidance Office, in a separate file.
- Informs all teachers of 504 plans of students in their class and assures the student management system is up to date with all 504 information.
- Schedules periodic 504 review meetings
- Seeks professional development that will enhance understanding of ADA and ADAAA laws and provide educational materials to staff

Initial questions regarding implementation of 504 plans by parents/guardians and/or students should be directed to the teacher in question. If resolution is not reached, the 504 Coordinator should be contacted. Based on the outcome, the Coordinator may contact the building Principal.

Appendix F: Notice of Parents/guardians'/Guardians' and Students' Rights Under Section 504

Notice of Rights Under Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with disabilities. These rights may be enforced by a student's parents/guardians, or the student if he or she has reached the age of majority (which in Massachusetts is age 18):

You have a 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 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 reasonable accommodations that allow your child an equal opportunity to participate in school-related activities, including nonacademic and extracurricular activities. 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 nondisabled 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;
- present a grievance or complaint to the school district's Section 504 Coordinator. The district's Section 504 Coordinator is:

**Lois Miller
Director of Guidance
251 Stonehaven Road
Fall River, MA 02723
508-678-2891**

- to contest an action taken by a Section 504 team by means of an impartial due process hearing. A Request for Hearing must be submitted to:

**Bureau of Special Education Appeals (BSEA)
One Congress Street, 11th floor,
Boston, Massachusetts 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 district's Section 504 Coordinator.

Appendix G: Section 504 Determination of Non-Eligibility Letter

Date
Parent/Guardian Name
Parent Guardian Address

Re: Student Name

Dear Parent/Guardian,

As you are aware, on (date), we met to discuss your child's eligibility for services under Section 504 of the Rehabilitation Act of 1973 (Section 504). Based on the materials considered and information presented at this meeting, the Section 504 Team, was in agreement that your child is not a qualified individual with a disability under Section 504, and, accordingly, does not require a 504 Accommodation Plan at this time. Because your child is not eligible for services under Section 504, he/she is no longer entitled to a Section 504 Plan, and his/her previous Section 504 plan will no longer be implemented. If you have any additional documentation that may cause the Team to reconsider this determination, please provide that information to me as soon as possible. If you do not agree with this decision and would like the Team to reconsider its determination, you may notify the 504 Coordinator, so that the Team may reconvene to discuss your concerns. Written requests for reconsideration may be sent to:

Lois Miller
Director of Guidance
251 Stonehaven Road
Fall River, MA 02723

Enclosed with this letter, please find a copy of Diman Regional Vocational Technical High School's Notice of Parents/Guardians Rights, which detail the procedural safeguards under Section 504.

Regards,

Lois Miller
504 Coordinator
Director of Guidance