
Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

TITLE IX
COORDINATOR

The District **has designated a Title IX coordinator for students** ~~shall designate at least one person~~ to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. **[See FB(EXHIBIT)]**, ~~and shall notify all students of the name, office address, and telephone number of the employee(s) so designated.~~

ADA/SECTION 504
COORDINATOR

~~The~~ **By regulation, the** District **has designated an ADA/Section 504 Coordinator for students** ~~shall designate, from time to time, persons~~ to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 **(Section 504"**), as amended. **[See FB(EXHIBIT)]**

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District Compliance with all other nondiscrimination laws.

**EQUAL EDUCATIONAL
OPPORTUNITY**

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

GENERAL EDUCATION

**ADDITIONAL
SERVICES AND
SUPPORTS**

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

(For information regarding dyslexia and related disorders, see EHB.)

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report discrimination or harassment based on a student's disability shall be made in accordance with FFH.

**SECTION 504
COMMITTEES**

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of ~~each~~the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services **and supports to a student who has a disability that results in a substantial limitation of a major life activity.**~~to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]~~

~~SUPERINTENDENT~~

~~The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.~~

~~COMPLAINTS~~

~~Allegations of unlawful discrimination, prohibited harassment, including sexual harassment, or retaliation shall be made according to FFH(LOCAL).~~

~~SECTION 504
COMMITTEE~~

~~The~~ **Each** Section 504 committee shall be composed of **a group of at least two persons, including** persons knowledgeable about the student, the meaning of the evaluation data, ~~the~~ placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

REFERRALS

If a teacher, school counselor, administrator~~Students may be referred by parents, teachers, counselors, administrators, or any other District employee~~ **has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred** ~~em-~~**ployees** for evaluation **by the student's parent.**

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations~~to determine if they have disabilities and are~~ **in the classroom**~~need of special instruction~~ or **other school setting shall not require prior parental consent.** ~~services.~~

**PREPLACEMENT
EVALUATION AND
PLACEMENT**

The result of an~~An~~ evaluation shall be **considered**~~conducted~~ before any action is taken to place a student with **a disability**~~disabilities~~ or make a significant change in placement in an instructional program. **The superintendent shall ensure that the District's**

REVIEW AND REEVALUATION PROCEDURE	<p>procedures for tests and other evaluation materials complyThe evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with the minimum requirements of law. In interpreting evaluation datawhich the individual meets the standards of personal independence and when making decisions related to necessary services and supports each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.</p> <p>To address the periodic reevaluation requirementsocial responsibility expected of law, the District shall adhere to the reevaluation timeline in the IDEA regulations.</p> <p>A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.</p>
EXAMINING RECORDS	<p>A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]age and cultural group.</p>
NOTICE TO PARENTS	<p>The Section 504 coordinator or designee shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parents shall also be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.</p>
RIGHT TO IMPARTIAL HEARING	<p>A ParentParents shall be given written notice of thetheir due process right to an impartial hearing if the parent hasthey have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disabilitydisabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.</p>
TAKS MODIFICATIONS	<p>Modifications in taking the TAKS test may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test; are necessary for the student to take the test; are consistent with modifications provided the student in the classroom; and are approved by TEA. [See EKB]</p>
'NO PASS, NO PLAY' EXEMPTIONS	<p>When a Section 504 student cannot meet the regular academic standards of the "no pass, no play" law, the District may follow TEA</p>

~~procedures to determine continued eligibility for extracurricular activities.~~

**RECORDS
RETENTION DISCRIMINATION
ALLEGATIONS**

~~Parent or student complaints alleging discrimination against a student in a District program or activity in violation of a Title IX and/or Section 504 provision, other than allegations of sexual harassment or the~~ **Records specific to** identification, evaluation, ~~and or educational~~ placement **as these pertain to Section 504 of students with disabilities,** shall be **retained by the District in accordance with law and the District's local records retention schedules.** **[See CPC]** ~~heard through the procedure set out in FNG(LOCAL).~~