

Section 504 Plan Request for a Child with Asthma

Date: _____ Current School: _____

Student's Name: _____ Date of Birth: _____

Student's Address: _____ Phone Number: _____

Dear School Administrator,

Pursuant to Section 504 of the Rehabilitation Act of 1973, I am writing to request an individualized evaluation on behalf of my child, who is diagnosed with asthma, to determine what services and modifications are necessary to include in a 504 Plan. In addition to a 504 evaluation, I am requesting that the following accommodations be made for my child's health condition while at school and school-sponsored activities:

- My child may carry quick-relief asthma medication at all times during school hours and school-sponsored activities.
- My child can self-administer quick-relief asthma medication without assistance.
- My child's quick-relief asthma medication is to be administered to him/her during school hours.
- My child may not be able to participate fully in P.E. activities and may need modified P.E. activities.
- My child must be allowed to self-monitor his/her activity level with rest periods as needed, including during P.E. activities.
- My child must have early access to the building when temperatures or wind chill are below 25°F or above 85°F.
- My child cannot participate in outdoor P.E. or other outdoor activities when temperatures or wind chill are below 25°F or above 85°F.
- My child must have unlimited access to the restroom and access to water for hydration as needed.
- My child must be allowed access to the school elevator (if one is available) when necessary due to breathing problems.
- My child needs an individual locker.
- My child needs an extra set of books for home use.
- My child needs intermittent homebound services due to frequent absences.
- My child's asthma is triggered by school/classroom conditions and they need to be controlled as follows:
 - ___ All fur/feather bearing pets need to be removed from child's classrooms
 - ___ My child should not sit near the chalkboard
 - ___ My child should not sit near open windows
 - ___ Notify parent/guardian before any dusted or sprayed pesticide application and before any construction or remodeling projects *
- Any Additional Modifications Needed:** _____

I have attached the following documents and am requesting that they be attached to the 504 Plan:

- My child's Asthma Action Plan
- Medical Provider Documentation
- If Self-Administering: Asthma Prescription Label
 - Parent Request for Self-Administration of Medication
- If *not* Self-Administering: Physician Request for Administration of Medication to Student
 - Parent Request for Administration of Medication to Student
- Other _____

I look forward to developing a 504 Plan with you. Thank you for your assistance.

Sincerely,

Parent/Guardian Signature

Date

TO BE COMPLETED BY SCHOOL STAFF:

I, _____, acknowledge that on the date below I received a copy of this 504 Request.

Signature

Date

STUDENTS PROTECTED UNDER SECTION 504

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment, or 3) be regarded as having such impairment. Section 504 requires that school districts provide a free and appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

Major life activities, as defined in the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504.

What services are available for students who qualify under Section 504?

Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

What is an appropriate evaluation under Section 504?

The Section 504 regulation, at 34 C.F.R. 104.35(b), requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

How much is enough information to document that a student has a disability?

The amount of information required is determined by the multi-disciplinary committee gathered to evaluate the student. The committee should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The committee members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The Section 504 regulation, at 34 C.F.R. 104.35(c), requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

*In accordance with CPS Policy, the Illinois Structural Pest Control Act (225 ILCS 235), and the Illinois Lawn Care Products Application and Notice Act (415 ILCS 65).