

Notice of Parental Rights

U.C.A. §53G-6-801, et seq., requires each school district to provide annual notice to parents or guardians of certain rights, including, but not limited to the following:

Parental right to academic accommodations.

A parent or guardian has the right to reasonable academic accommodations from the student's school district. Each accommodation shall be considered on an individual basis and no student shall be considered to a greater or lesser extent than any other student. The parental rights listed do not include all the rights or accommodations that may be available to a student's parent or guardian as a user of the public education system.

Reasonable accommodation means the school district shall make its best effort to enable a parent or guardian to exercise a parental right:

- (a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and
- (b) while balancing: (i) the parental rights of parents or guardians; (ii) the educational needs of other students; (iii) the academic and behavioral impacts to a classroom; (iv) a teacher's workload; and (v) the assurance of the safe and efficient operation of a school.

A school district shall reasonably accommodate:

- In grades K-8, a parent's or guardian's written request to retain a student on grade level based on the student's academic ability or the student's social, emotional, or physical maturity.
- A parent's or guardian's initial selection of a teacher or request for a change of teacher.
- The request of a student's parent or guardian to visit and observe any class the student attends.
- A written request of student's parent or guardian to record an excused absence for a scheduled family event or a scheduled proactive visit to a health care provider if: (a) the parent or guardian submits a written statement at least one day school before the scheduled absence; and (b) the student agrees to make up course work for school days missed for the scheduled absence in according with board policy.
- A parent's or guardian's written request to place a student in a specialized class or advanced course. A district shall consider multiple data points when determining an accommodation.
- Consistent with Section 53E-4-204, a district shall allow a student to earn course credit toward high school graduation by completing a course in school by: (a) testing out of the course; or (b) demonstrating competency in course standards.
- A parent's or guardian's request to meet with a teacher at a mutually agreeable time if the parent or guardian is unable to attend a regularly scheduled parent teacher conference.
- (a) Upon the written request of a student's parent or guardian, the district shall excuse the student from taking a test that is administered statewide or the National Assessment Education Progress.
(b) The State Board of Education shall ensure through board rule that neither the district nor its employees are negatively impacted through grading or employee evaluation of a student not taking a test pursuant to (a).
- A district shall provide for: (i) the distribution of a copy of a school's discipline policy to each student; and (ii) a parent or guardian's signature acknowledging receipt of the school's discipline and conduct policy. A district shall notify a parent or guardian of a student's violation of a school discipline and conduct policy and allow parent or guardian to respond to the notice.

Family Educational Rights And Privacy Act Annual Notification

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Such exceptions include, but are not limited to: (a) school officials with legitimate educational interests; (b) other schools to which a student is transferring; (c) individuals who have obtained court orders or subpoenas; (d) individuals who need to know in cases of health and safety emergencies; (e) official in the juvenile justice system to improve education outcomes; (f) A State agency or organization that is legally responsible for the care and protection of the students, including the responsibility to investigate a report of educational neglect; (g) specified officials for audit or evaluation purposes; or (h) organizations conducting studies for or on behalf of the District.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education 400
Maryland Avenue, SW, Washington, DC 20202-4605

School Officials with Legitimate Educational Interest

FERPA permits disclosure of education records or student personally identifiable information ("PII") to school officials with legitimate educational interests. A school official is a person employed by, under an agreement with, or volunteering for the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. The District will share with a school official only those education records necessary for the school official to fulfill his/her professional responsibilities or contractual obligations. Upon request, the School and/or District may disclose education records without consent to officials of another school system or institution of postsecondary education where the student seeks or intends to enroll.

Canyons School District Legal Designation

Canyons School District designates Risk Management as the District's Law Enforcement Unit and School Resource Officers as the School's Law Enforcement Unit as provided under FERPA (Family Education Rights Privacy Act), pursuant to 20 U.S.C. 1232g(a)(4)(ii) and 34 C.F.R. 99.8. School security equipment shall be the responsibility of the District's law enforcement unit. School security records, including but not limited to, school security campus videotapes or school bus videotapes, are created and maintained under the direction of the District's law enforcement unit. These records are not deemed to be student records or educational records [20 U.S.C. 1232g(a)(4)(ii)]. In addition, records created by the School's Law Enforcement Unit are not deemed to be student records or educational records [20 U.S.C. 1232g(a)(4)(ii)]. If the District's law enforcement unit or School's law enforcement unit provides these records to the School's officials for student disciplinary purposes, the records maintained by the School officials may become student records or educational records.

Directory Information Notice

The Family Education Rights and Privacy Act (FERPA) require that Canyons School District, with certain exceptions, obtain your written consent prior to disclosure of personally identifiable information from your child's records. However, Canyons School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. Directory information means information contained in an education record of a student, which would not generally be considered harmful, or an invasion of privacy if disclosed.

Directory information may be used to publish school directories, yearbooks, team rosters, honor roll lists, graduation lists, and other school purposes, which would not normally be considered an invasion of student privacy. Directory information may also be disclosed to outside agencies. Outside organizations may include, but are not limited to, companies that manufacture class rings, publish yearbooks or take school pictures.

Canyons School district has designated the following information as "directory information": student's name, address, telephone listing, electronic mail address(es), current grade level and teacher's name(s), date of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, dates of attendance, honors and awards, date of graduation, school awarding graduation credential, title of credential, and most recent school attended. If you do not want your child's local school or Canyons School District to disclose directory information from your child's educational records without your prior written consent, you must notify your local school principal in writing within fourteen (14) days after the beginning of the school year.

Military Recruiter Notice

In addition, federal law require local educational agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings of high school juniors and seniors. Canyons School District will disclose this information unless parents have advised the local school in writing within 20 days of enrollment that they do not want their student's information disclosed (See, Policy-500.8, Exhibit 2, Military and College Recruiting Opt-out).



Section 504 of the Rehabilitation Act of 1973

Parent Information

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as their nondisabled peers.

Section 504 defines a person with a disability as anyone who:

Has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending, or operation of a bodily function. (This is not an exhaustive list of major life activities, which means even if an activity or function is not listed it can, nonetheless, be a major life activity.)

Who is eligible under Section 504?

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; or (2) have a record of such an impairment, or (3) be regarded as having such an impairment.

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

What services are available for students with disabilities under Section 504?

Section 504 requires recipients to provide 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. This could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

Who makes up a Section 504 Team?

The Section 504 Team consists of a group of persons knowledgeable about: 1) the student; 2) the disability; 3) interpretation of evaluation data; and 4) someone who can commit school district resources (if applicable) for any required accommodation.

For more information:

[CSD Policy 500.3 Section 504 of the Rehabilitation Act](#)

A copy of [A Parent Guide to Section 504 of the Rehabilitation Act of 1973](#) is available at your child's school.

Parents seeking information regarding their child's personal 504 plan and relevant records may contact the school principal to schedule a review of records and/or additional copies.

The Canyons School District does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability in admission, treatment, or employment in its programs, services, and activities.

Any person with concerns regarding the District's compliance with the regulations implementing Section 504 and ADA is directed to contact:

Name: Colleen Smith

Position: Responsive Services Program Administrator

Address: 9150 S. 500 W., Sandy, UT 84070

Phone Number: 801-826-5149

E-mail: colleen.smith@canyonsdistrict.org



Section 504 of the Rehabilitation Act of 1973

Parent Information

Does Section 504 require evaluations?

Section 504 requires that a school evaluate any student who, because of a disability, needs accommodations that would assist in keeping the child in the general education classroom. An evaluation is also required prior to any significant change in placement. Most evaluations under Section 504 only involve considering information that has already been gathered, such as by a medical doctor.

What is a physical or mental impairment that substantially limits a major life activity?

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

What is meant by “substantial limitation?”

The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination. Neither the ADA nor Section 504 provide a definition of this critical term. The ADA amendments simply state the term “substantially limits” shall be interpreted consistently with the findings and purposes of the ADA Amendment Act of 2008 (42 U.S.C. 12102(4)(a)(4)(B)).

	IEP	504
Purpose	Provides individualized special education and related services to meet the unique needs of the child.	Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.
Law	The Individuals with Disabilities Education Act (IDEA)	Section 504 of the Rehabilitation Act of 1973
Eligibility	A student with a disability, that adversely impacts learning and requires “specialized instruction” to make progress. The student’s disability is identified as one of the 13 categories outlined in IDEA.	A student with a disability that “substantially limits a major life activity” and requires accommodation.
Team	The IEP team must include: the child’s parent, at least one of the child’s general education teachers, at least one special education teacher, School psychologist or other specialist who can interpret evaluation results, a district representative with authority over special education services	The 504 Team shall consist of a group of persons knowledgeable about: 1) the student; 2) the disability; 3) interpretation of evaluation data; and 4) someone who can commit school district resources (if applicable) for any required accommodation
Plan	An IEP sets annual learning goals for a child and describes the services, accommodations, modifications, and any other supports the school will provide.	A 504 plan identifies accommodations to ensure equal access in the learning environment.
Review	The IEP team must review the IEP at least once a year. The student must be reevaluated every three years to determine whether services are still needed.	Plan and eligibility reviewed “periodically” or when a major change of service is requested. Plans should be reviewed at least once per year.



Public Notice of Rights, Procedural Protections, and Grievance Procedure Under Section 504 and the Americans with Disabilities Act

The Canyons School District does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability in admission, treatment, or employment in its programs, services, and activities.

Procedural Safeguards

The following is a listing of basic procedural safeguards available under Section 504, Americans with Disabilities Act, Americans with Disabilities Amendments Act of 2009 and Family Education and Rights to Privacy Act.

Parents have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Be advised of your rights under federal law.
3. Receive notice with respect to identification, evaluation, program or placement of your child.
4. Have evaluations, educational, and placement decisions made based upon a variety of information sources, and by individuals who know the student, disability, evaluation data, and placement options.
5. Have your child receive a free appropriate public education. This includes the right to be educated with other students to the maximum extent appropriate. It also includes the right to have the school make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
6. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
7. Have your child receive reasonable accommodations under Section 504 of the Rehabilitation Act of 1973.
8. Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
9. Examine all **pertinent records** and/or data relating to decisions regarding your child's identification, evaluation, educational program, and placement.
10. Parents have the right to request a hearing regarding identification, evaluation, or educational placement of individuals with disabilities and to be represented by counsel at the hearing.

Programs for Students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as their nondisabled peers.

Section 504 defines a person with a disability as anyone who:

Has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending, or operation of a bodily function. (This is not an exhaustive list of major life activities, which means even if an activity or function is not listed it can, nonetheless, be a major life activity.)

Canyons School District shall provide accommodations and services to eligible individuals with disabilities.

Any person with concerns regarding the District's compliance with the regulations implementing Section 504 and ADA is directed to contact:

Name: Colleen Smith

Position: Responsive Services Program Administrator

Address: 9150 S. 500 W., Sandy, UT 84070

Phone Number: 801-826-5149

E-mail: colleen.smith@canyonsdistrict.org



Public Notice of Rights, Procedural Protections, and Grievance Procedure Under Section 504 and the Americans with Disabilities Act

The Canyons School District does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability in admission, treatment, or employment in its programs, services, and activities.

If you feel your child is being discriminated against because of his/her disability, the following dispute resolution processes are available to you:

Grievance Procedures:

A: Step One: District Investigation

1. If any person believes that the school or any of its staff have not followed the regulations of Section 504 of the Rehabilitation Act, he/she may initiate a grievance with the District's Section 504 Coordinator.
2. Upon request, the District's 504 Coordinator will provide a copy of the District's grievance procedures and investigate all complaints in accordance with Section 504 of the rehabilitation Act and Title II of the Americans with Disabilities Act.
3. The District's 504 Coordinator will review the grievance and meet with the parent/legal guardian to hear their concerns.
4. The District's 504 Coordinator will decide whether to seek to mediate the dispute between the parent/legal guardian and school or render a decision regarding the grievance and submit it in writing to the parent/legal guardian.
5. The District's 504 Coordinator will respond, in writing, to a parent/legal guardian's grievance within ten (10) business days.
6. The board encourages students, parents and guardians to seek informal resolution of their concerns, even after the process has been initiated. If concerns are resolved, the formal grievance can be withdrawn at any time.

B. Step Two: Due Process Hearing:

1. If the District's 504 Coordinator's mediation effort or written response fails to resolve a parent/legal guardian's concern, a parent/legal guardian may request an impartial due process hearing.
2. A request for a District hearing must be filed with the District's 504 Coordinator within ten (10) business days of receiving a response from the District's 504 Coordinator or the date of mediation.
3. The District's 504 Coordinator shall schedule a hearing before the District's 504 Hearing Panel or a non-District Hearing Officer.
4. At the hearing a parent/legal guardian may be represented by legal counsel.
5. The parent/legal guardian and District 504 Coordinator may make statements and present evidence relevant to the issues.
6. The Hearing Panel shall be provided a copy of the grievance and the School's 504 Coordinator's written response; and
7. The decision of the District's 504 Hearing Panel or Hearing Officer shall constitute the final administrative decision on the Section 504 matter.
8. The determination of the District 504 Hearing Panel or Hearing Officer shall be communicated to the parent/legal guardian within ten (10) business days.

At any time a formal complaint may be filed with the Office of Civil Rights. Contact information for the regional office of Civil Rights is:

U.S. Department of Education
Office of Civil Rights, Region VIII
Federal Building, Suite 310
1244 Speer Boulevard
Denver, Colorado 80204-3582
Phone: 303-844-5695



Sección 504 de la Ley de Rehabilitación del año 1973

Información para los Padres

¿Qué es Sección 504?

Sección 504 de la Ley de Rehabilitación del año 1973 y la Ley de Americanos con Discapacidades prohíbe la discriminación contra personas con discapacidades en ningún programa que recibe ayuda financiera federal. El propósito de Sección 504 es asegurar que las personas con discapacidades reciban las mismas oportunidades de participación en programas y actividades que sus compañeros sin discapacidades.

Sección 504 define a una persona discapacitada como cualquier persona que:

Tiene una discapacidad mental o física que limita sustancialmente una o más actividades de su vida diaria tales como el cuidado de sí mismo, la realización de tareas manuales, caminar, ver, escuchar, hablar, respirar, aprender, trabajar, dormir, ponerse en pie, levantar cosas, leer, concentrarse, pensar, comunicarse, ayudar, comer, flexionarse o efectuar alguna función corporal. (Esta no es una lista completa de las mayores actividades de la vida diaria, lo cuál significa que aunque una actividad o función no esté listada aquí, ésta podría, sin embargo, ser una actividad mayor de la vida diaria).

¿Quiénes son elegibles bajo Sección 504?

Para estar protegido bajo Sección 504, se debe determinar que un alumno: (1) tiene una discapacidad física o mental que limita sustancialmente una o más actividades mayores de la vida; o (2) tener un registro de tal discapacidad, o (3) se considera que tiene tal discapacidad.

Las actividades mayores de la vida incluyen funciones tales como cuidarse a si mismo, efectuar tareas manuales, caminar, mirar, escuchar, hablar, respirar, aprender y trabajar.

¿Qué servicios hay disponibles para estudiantes con discapacidades bajo la Sección 504?

Sección 504 requiere que los receptores provean a los alumnos con discapacidades servicios educativos apropiados diseñados para cumplir las necesidades individuales de tales alumnos en la misma extensión de las de los alumnos sin discapacidades. Esto puede consistir de educación en salones de clases regulares, enseñanza en clases regulares con servicios complementarios y servicios educativos especiales así como servicios relacionados.

¿Quiénes conforman el equipo de Sección 504?

El equipo de Sección 504 consiste de un grupo de personas expertas en: 1) el alumno; 2) la discapacidad; 3) interpretación de los datos de las evaluaciones; y 4) alguien a quien se pueden confiar los recursos del distrito escolar (de ser aplicables) para alguna acomodación.

Para más información:

[Norma CSD 500.3 de Sección 504 de la Ley de Rehabilitación.](#)

Una copia de [Guía para Padres de Sección 504 de la Ley de Rehabilitación de 1973](#) esta disponible en la escuela de su hijo.

Los padres que buscan información respecto al plan personalizado 504 y registros relevantes pueden contactar al director de la escuela para programar una revisión de los registros y copias adicionales.

El Distrito Escolar Canyons no discrimina en base a la raza, edad, color de la piel, religión, sexo, edad, nacionalidad, orientación sexual, identidad sexual, o discapacidad en la admisión, tratamiento, o empleo en sus programas, servicios y actividades.

Cualquier persona con preocupaciones respecto al cumplimiento del Distrito con las regulaciones en la implementación de Sección 504 y ADA, se le dirigirá a contactar:

Nombre: Colleen Smith

Posición: Administradora del Programa de Servicios de Respuesta

Dirección: 9150 S State St Sandy, UT 84070

Número telefónico: 801-826-5149

E-mail: colleen.smith@canyonsdistrict.org



Sección 504 de la Ley de Rehabilitación del año 1973

Información para los Padres

¿Sección 504 requiere evaluaciones?

Sección 504 requiere que cada escuela evalúe a algún alumno quién, debido a una discapacidad, necesita acomodaciones que podrían ayudarle a mantener al niño en el salón de clases de educación general. También se requiere una evaluación antes de que se ponga en efecto cualquier cambio significativo. La mayoría de las evaluaciones bajo Sección 504 solo implican considerar información que ya ha sido recogida, tal cómo de un médico.

¿Qué es una discapacidad física o mental que afecta o limita sustancialmente una actividad importante de la vida?

La determinación de si un alumno tiene una discapacidad física o mental que limita sustancialmente una actividad importante de la vida debe hacerse en función a la solicitud de una persona. Las provisiones regulatorias no establecen una lista completa de enfermedades específicas y condiciones que pueden constituir discapacidades físicas o mentales por la dificultad de establecer una lista completa.

¿Que se entiende por "limitación sustancial"?

La determinación de limitación sustancial debe hacerse caso por caso respecto a cada estudiante individualmente. La provisión regulatoria de la Sección 504 en 34 C.F.R. 104.35(C) requiere que un grupo de expertos opine en base a información contenida de una variedad de fuentes al tomar su determinación. Ni el ADA ni Sección 504 proveen una definición de este término crítico. Las modificaciones de ADA simplemente establecen que el término "límites sustanciales" debe interpretarse consistentemente con los hallazgos y propósitos de la Ley Modificatoria ADA de 2008 (42 U.S.C. 12102(4)(a)(4)(B)).

	IEP	504
Propósito	Proveer educación especial individualizada y servicios relacionados que cubran las necesidades únicas del menor.	Proporcionar servicios y cambios en el entorno de aprendizaje para cubrir las necesidades del menor en la misma forma adecuada que las de otros alumnos.
Ley	La Ley de Educación para Personas Discapacitadas (IDEA)	Sección 504 de la Ley de Rehabilitación de 1973
Elegibilidad	UN alumno con una discapacidad, que afecta adversamente el aprendizaje y requiere "enseñanza especializada" para progresar. La discapacidad del alumno se identifica como una de 13 categorías resaltadas en IDEA.	Un alumno con una discapacidad que "limita sustancialmente actividades de la vida diaria" y requiere acomodaciones.
Equipo	El equipo del IEP debe incluir: los padres del niño, al menos uno de los maestros de educación general, al menos un maestro de educación especial, psicólogo escolar u otro especialista que pueda interpretar los resultados de las evaluaciones, un representante del distrito con autoridad sobre los servicios de educación especial.	El equipo de Sección 504 consiste de un grupo de personas expertas en: 1) el alumno; 2) la discapacidad; 3) interpretación de los datos de las evaluaciones; y 4) alguien a quien se pueden confiar los recursos del distrito escolar (de ser aplicables) para alguna acomodación.
Plan:	El IEP fija las metas de aprendizaje del niño y describe los servicios, las acomodaciones, las modificaciones y cualquier otra ayuda que proporcione la escuela.	Un plan 504 identifica acomodaciones para asegurar el mismo acceso en el entorno de aprendizaje.
Revisión	El equipo de IEP debe revisar el IEP al menos una vez por año. El alumno debe ser reevaluado cada tres años para determinar si es que los servicios aún son necesarios.	El plan y la elegibilidad se revisan "periódicamente cuando se solicita un cambio mayor en los servicios. Los planes deben revisarse al menos una vez por año.



Notificación pública de los Derechos, Medidas de Seguridad Procesal y Procedimiento Bajo Sección 504 y de la Ley de Americanos con Discapacidades

El Distrito Escolar Canyons no discrimina en base a la raza, edad, color de la piel, religión, sexo, edad, nacionalidad, orientación sexual, identidad sexual, o discapacidad en la admisión, tratamiento, o empleo en sus programas, servicios y actividades.

Medidas de Seguridad Procesal

La siguiente es una lista de las medidas básicas de seguridad procesal bajo sección 504, Ley de Americanos con Discapacidades de 2009 y Ley de Educación de la Familia y Derechos a la Privacidad. Los padres tienen derecho a:

1. Que su hijo participe y reciba beneficios de los programas de educación pública sin discriminación basado en una discapacidad.
2. Debe conocer sus derechos bajo leyes federales.
3. Recibir notificaciones respecto a la identificación, evaluación, programa o colocación de su hijo.
4. Recibir evaluaciones, decisiones educativas y de colocación determinadas por una variedad de fuentes de información y por personas que conocen al alumno, su discapacidad, datos de la evaluación y opciones de colocación.
5. Hacer que su hijo reciba una educación pública gratuita y apropiada. Esto incluye el derecho a recibir educación con otros estudiantes en la máxima extensión apropiada. También incluye el derecho a que la escuela brinde las facilidades razonables para permitir que su hijo reciba iguales oportunidades de participar en la escuela y en las actividades relacionadas en ésta escuela.
6. Que su hijo sea educado en locales y recibir servicios comparables a los provistos a los estudiantes sin discapacidades.
7. Que su hijo recibe acomodaciones razonables bajo Sección 504 de la Ley de Rehabilitación de 1973.
8. Brinde a su hijo una oportunidad similar de participar en las actividades no académicas y extracurriculares que ofrece la escuela.
9. Examinar todos los registros relevantes a las decisiones referentes a la identificación, evaluación, programa educativo y colocación de su hijo.
10. Los padres tienen el derecho de solicitar una audiencia referente a identificación, evaluación o colocación educativa de personas con discapacidades y a ser representados por un asesor en la audiencia.

Programas para Estudiantes con Discapacidades bajo Sección 504 de la Ley de Rehabilitación de 1973 y de la Ley de Americanos con Discapacidades.

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Sección 504 define a una persona discapacitada como cualquier persona que:

Tiene una discapacidad mental o física que limita sustancialmente una o más actividades de su vida diaria tales como el cuidado de sí mismo, la realización de tareas manuales, caminar, ver, escuchar, hablar, respirar, aprender, trabajar, dormir, ponerse en pie, levantar cosas, leer, concentrarse, pensar, comunicarse, ayudar, comer, flexionarse o efectuar alguna función corporal. (Esta no es una lista completa de las mayores actividades de la vida diaria, lo cuál significa que aunque una actividad o función no esté listada aquí, ésta podría, sin embargo, ser una actividad mayor de la vida diaria).

El Distrito Escolar Canyons debe proporcionar acomodaciones y servicios a personas elegibles con discapacidades.

Cualquier persona con preocupaciones respecto al cumplimiento del Distrito con las regulaciones en la implementación de Sección 504 y ADA, se le dirigirá a contactar:

Nombre: Colleen Smith

Posición: Administradora del Programa de Servicios de Respuesta

Dirección: 9150 S State St Sandy, UT 84070

Número telefónico: 801-826-5149

E-mail: colleen.smith@canyonsdistrict.org



Notificación pública de los Derechos, Medidas de Seguridad Procesal Bajo Sección 504 y de la Ley de Americanos con Discapacidades

El Distrito Escolar Canyons no discrimina en base a la raza, edad, color de la piel, religión, sexo, edad, nacionalidad, orientación sexual, identidad sexual, o discapacidad en la admisión, tratamiento, o empleo en sus programas, servicios y actividades.

Si usted considera que su hijo viene siendo discriminado debido a su discapacidad, puede recurrir a los siguientes procesos de resolución de disputas disponibles para usted:

Procedimiento de Reclamo:

A: Primer Paso: Investigación del Distrito

1. Si cualquier persona considera que la escuela o algún miembro del personal no ha seguido las regulaciones de la Sección 504 de la Ley de Rehabilitación, ésta puede iniciar un reclamo con el Coordinador de Sección 504 del Distrito.
2. Bajo pedido, el Coordinador 504 del Distrito proporcionará una copia de los procedimientos de disputa e investigará todas las quejas de acuerdo con la sección 504 de la ley de rehabilitación y Título II de la Ley de Americanos Discapacitados.
3. El Coordinador 504 del Distrito revisará el reclamo y se reunirá con el padre o tutor legal para escuchar sus preocupaciones.
4. El Coordinador 504 del Distrito decidirá si cabe buscar mediar en la disputa entre el padre o tutor y la escuela o entregar una decisión respecto al reclamo y enviarla por escrito al padre o apoderado.
5. El Coordinador 504 del Distrito responderá por escrito, el reclamo de un padre o tutor dentro de diez (10) días laborables.
6. El comité incentiva a los alumnos, padres y apoderados a buscar resolución informal de sus preocupaciones, aún después de haber iniciado el proceso. Si las preocupaciones son resueltas, la queja formal puede retirarse en cualquier momento.

B. Paso Dos: Audiencia del Debido Proceso

1. Si el esfuerzo del Coordinador 504 del Distrito por mediar o una respuesta escrita no resuelven la preocupación, el padre o tutor podrían solicitar una audiencia imparcial del debido proceso.
2. Se debe presentar una solicitud para una audiencia en el Distrito con el Coordinador 504 del Distrito dentro de diez (10) días laborables luego de recibir una respuesta del Coordinador 504 del Distrito o la fecha del arbitraje.
3. El Coordinador 504 del Distrito debe programar una audiencia con el Panel de Audiencias 504 del Distrito o un Funcionario de Audiencias que no es del Distrito.
4. En la Audiencia el padre o tutor puede estar representado por un asesor legal.
5. El Padre o tutor y el Coordinador 504 del Distrito pueden dar declaraciones y presentar evidencia relevante a los problemas.
6. El Panel de Audiencias debe recibir una copia del reclamo y una respuesta del Coordinador 504 de la escuela, y
7. La decisión del Panel de Audiencias 504 o el Funcionario de Audiencias 504 del Distrito deben constituir la última decisión administrativa del asunto de la Sección 504.
8. La determinación del Panel de Audiencias 504 del Distrito o del Funcionario de audiencias 504 debe comunicarse al padre o tutor a los 10 días laborables.

Puede presentar un reclamo formal en cualquier momento en la Oficina de Derechos Civiles. La información de contacto de la oficina regional de Derechos Civiles es:

Department of Education of U.S.A.
Office of Civil Rights, Region VIII
Federal Building, Suite 310
1244 Speer Boulevard
Denver, Colorado 80204-3582
Teléfono: 303-844-5695



Canyons School District Bus Code of Conduct

Maintain Your Riding Privilege – Follow These Rules

1. Student shall follow directions of the driver the first time given.
2. Student shall arrive at the bus stop 5 minutes before the bus arrives.
3. Student shall wait in a safe place, clear of traffic and away from where the bus stops.
4. Student shall wait in an orderly line and shall avoid horseplay.
5. Student shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
6. Student shall go directly to an available or assigned seat when entering the bus.
7. Student shall remain seated and keep aisles and exits clear.
8. Student shall exhibit classroom conduct at all times.
9. Student shall refrain from throwing or passing objects in, from, or into buses.
10. Student is permitted to carry only objects that can be held on his/her lap.
11. Student shall not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance in the bus.
12. Student shall refrain from eating and drinking in the bus.
13. Student shall not carry hazardous materials or non-service animals into the bus.
14. Student shall respect the rights and safety of others.
15. Student shall refrain from leaving or boarding the bus at locations other than the assigned stop.
16. Student shall refrain from extending head, arms or objects out of the bus windows.