

Administration Center

15732 Howard Street
Plainfield, IL 60544
www.learningcommunity202.org

(815) 577-4008 – telephone
(815) 436-7824 – main fax

Dear Parent or Guardian,

This year the Office of Civil Rights has provided an explanation of the requirements under Section 504 and Title II of the ADA, to the extent that IDEA applies. The school district will begin implementing these changes in the 2009-2010 school year to remain in compliance. Below is a summary of the changes. If you have any questions, please contact your special education administrator. Here is the link to the Office of Civil Rights document <http://www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.pdf>.

1. A report card for a student with a disability may identify special education or other related services or resources being provided to the student. Report cards are provided to parents to indicate their child's progress or level of achievement in specific classes, course content, or curriculum. Consistent with this purpose, it would be permissible for a report card to indicate that a student is receiving special education or related services, as long as the report card informs parents about their child's progress or level of achievement in specific classes, course content, or curriculum. However, the mere designation that a student has an IEP or is receiving a related service, without any meaningful explanation of the student's progress, such as a grade or other evaluative standard would be inconsistent with IDEA's periodic reporting requirements.
2. A report card for a student with a disability may distinguish between special education programs and services and general education curriculum classes through specific notations. In order to properly reflect the progress of a student with a disability in a modified or alternate education curriculum, a district may distinguish between special education programs and services provided under a modified or alternate education curriculum and regular education classes under the general education curriculum on the student's report card. For instance, where a student's IEP calls for a modified tenth grade literature curriculum to be provided through the special education program, it would be appropriate for the report card to indicate that the student's progress was measured based on the modified education curriculum.
3. A report card for students with disabilities may indicate that the student received accommodations through the use of a notation or symbol. Accommodations do not affect course content or curriculum. This is information that can be provided through a notation or symbol on the report card.
4. A report card for students with disabilities may reference another document, such as the progress report, that more fully describes the student's progress.
5. A report card grade for students with disabilities may be based on grade level standards. Students in the same regular education classes in the general education curriculum should be graded using the same standards. Nothing in the regulation prohibits the district from deciding how to establish standards to reflect the progress or level of achievement of students with disabilities who are taught using different course content or a modified or alternate education curriculum. At the IEP the educational team and parent will need to determine the appropriate standard to be used to measure progress.
6. A transcript for a student with a disability may not indicate that the student has a disability, or has been enrolled in a special education program, or received special education or related services. A student's transcript generally is

- intended to inform postsecondary institutions or prospective employers of a student's academic credentials and achievements. Information that a student has a disability, or has received special education or related services due to having a disability, does not constitute information about the student's academic credentials and achievements.
7. A transcript for students with disabilities may indicate that the student took classes with a modified or alternate education curriculum. While a transcript may not disclose that a student has a disability or has received special education or related services due to having a disability, a transcript may indicate that a student took classes with a modified or alternate education curriculum. This is consistent with the transcript's purpose of informing postsecondary institutions and prospective employers of a student's academic credentials and achievements.
 8. A transcript for students with disabilities may not indicate that the student received accommodations. Because the use of accommodations generally does not reflect a student's academic credentials and achievement, but does identify the student as having a disability, it would be a violation for a student's transcript to indicate that the student received accommodations in a class.
 9. A transcript for students with disabilities may indicate that a student received a certificate of attendance or similar document rather than a regular diploma where this does not disclose that a student has received special education or related services.

Student Services Department

Sharon Gronemeyer, Assistant Superintendent

Susan Jawor, Director- High School

Jill Carlson, Director- Middle School

Patricia Snider , Director- Elementary