

Section 504 Process



<p>1. Referral</p>	<p>Parent/Guardian initiates referral: School 504 Coordinator discusses the concerns and student needs with parent/guardian. Coordinator completes Section 504 Parent Referral and 504 Parent Consent for Evaluation/Assessment with the parent/guardian in EDPlan.</p> <p>The School 504 Coordinator enters parent input in the 504 Referral (in EDPlan) and generates the document.</p>	<p>Student Support Team identifies a concern and completes 504 Referral in EDPlan.</p> <p>School 504 Coordinator contacts parent to discuss concern and then 504 Parent Consent for Evaluation/Assessment (in EDPlan).</p>
<p>The 504 process begins when a school employee is given reason to believe that a student, because of disability, may need accommodations or related services. The impairment does not have to negatively impact the student's academic progress to trigger the need for a 504 evaluation.</p>		
<p>2. Public Notice of Rights and Procedural Protections</p>	<p>EDPlan generates Public Notice of Rights, Procedural Protections and Grievance Procedures when the referral and/or parental consent are initiated. The 504 Coordinator will provide this.</p>	
<p>3. Evaluation</p>	<p>Once the 504 Parent Consent for Evaluation/Assessment has been signed and returned by the parent/guardian, the 504 Coordinator identifies and selects members of the 504 Team. The team must include individuals knowledgeable about the needs of the student and the meaning of the evaluation data being reviewed. The 504 Coordinator gathers relevant documentation and reports from parents, teachers, medical professionals, counselors, and other specialists. The Section 504 Parent/Guardian Input form should be used to gather input from the parent/guardian. For older students (Upper elementary and older) consider using the Section 504 Self-Report Form. The evaluation may also involve the administration of individual assessments.</p>	
<p>4. Eligibility</p>	<p>The 504 Coordinator schedules the eligibility meeting with the 504 Team (including the parent/legal guardian). The 504 Coordinator generates and sends the 504 Parent Participation Letter (i.e. notice of meeting). The Coordinator also prepares a draft of the 504 – Eligibility Determination Worksheet in EDPlan, to be completed at the meeting after discussion with the 504 Team.</p>	
<p>5. Student Accommodation Plan</p>	<p>If the Team determines that the student is eligible, the Team must then determine if accommodations are necessary to allow the student equal access to and benefit from the educational opportunities and services provided by the District. If so, the Team develops a Section 504 Student Accommodation Plan in EDPlan. If not, the Team indicates on the 504 Eligibility Determination Worksheet that no plan is necessary. A copy or summary of the plan should be provided to each member of the school staff who needs to be aware of the disability and the accommodations.</p>	
<p>6. Periodic Evaluation</p>	<p>The 504 Coordinator schedules a periodic review meeting with the 504 Team (including the parent/legal guardian). A periodic review must occur at least annually. The 504 Coordinator generates and sends the 504 Parent Participation Letter (i.e. notice of meeting) prior to the annual review meeting. A new Section 504 Student Accommodation Plan should be generated in EDPlan during the meeting to document that the plan has been reviewed, and to document any modifications to the plan.</p>	