

SECTION 504 PROCEDURES CHECKLIST

“Child find” activities are implemented both inside and outside of the school setting. These activities would include:

- A. providing information to parents/guardians and to staff regarding Section 504 obligations, including examples of disabilities covered under Section 504;
 - B. examining files of incoming students to see if there are existing 504 plans;
 - C. examining files of incoming students/performance of existing students to see if there are red flags suggesting the possibility of a disability (e.g., cumulative days of suspension, repeated school retention, poor school performance/not benefitting from instruction or educational interventions, reports of chronic health problems or serious illness, medical treatments, including psychotropic medications that impact school performance, evaluations for/receipt of special education services where the student was subsequently determined ineligible or services were terminated.)
2. A situation is recognized that calls for consideration of a referral: a disability is suspected under prong 1 of the 504/ADA definition of an “individual with a disability.” Prong 1` refers to a physical or mental impairment that substantially limits a major life activity. A suspected disability may result from screening the records of newly enrolled students, from IDEA activities, or from staff working with existing students who come to suspect that the students in question may have a disability under Section 504. A **Section 504 Referral**, Form 2260.01A F5, is completed.
 3. A 504 Team meeting is scheduled within 10 school days of receipt of referral to review the referral and discuss the possible need to evaluate or reevaluate the student. If the parent is not the referral source, the parent is sent a copy of the Section 504 Referral. The parent is also invited to the 504 meeting (**Meeting Invitation to Parents**, Form 2260.01A F9a), and provided with a copy of **Parent/Student Rights**, Form 2260.01A F3. If not already done as part of child find, staff will complete the **Student Record Review**, Form 2260.01A F19, in preparation for the 504 meeting. The building principal (504 Compliance Officer, also referred to as Building 504 Coordinator on the District’s 504 forms) serves as the chair and assures that staff attendees will include staff knowledgeable about the student, evaluation data, and program/placement options.
 4. At the 504 Team meeting the team discusses the referral and determines the need for additional evaluation. The team may decide that no additional information is required to make an eligibility decision or that additional evaluation is required. This determination is documented on the bottom portion of the **Section 504 Referral Review**, (Form 2260.01A F10). If it is determined that further evaluation is needed, a written evaluation plan is developed and the parent is asked for consent to evaluate (**Permission for Section 504 Evaluation**, Form 2260.01A F6). If permission is denied, either at the meeting or subsequently, contact the District 504/ADA Compliance Officer (District Compliance Officer). The **Parent/Student Rights** form, **504 Referral Review** form, and the **Parent Permission for Section 504 Evaluation** (evaluation plan), if one is developed, are provided to the parent.
 5. When the evaluation is completed (generally within 30 school days, unless extended in school days by written mutual agreement of the parent and District), the Evaluation Report and a **504 Meeting Invitation to Parents**, Form 2260.01A F9a, are sent to the parent. The Invitation should note that the 504 meeting is scheduled to discuss the evaluation results and to determine 504 eligibility. 504 eligibility requires a determination that the student has a physical or mental impairment that substantially limits a major life activity.

6. The 504 Team meeting must include persons knowledgeable about the student, the evaluation results, and program and service options. At the meeting, the **504 Eligibility Determination**, Form 2260.01A F1, is completed to document the team's decision. A copy of the **504 Eligibility Determination** form is given to the parent, along with **Parent/Student Rights**, Form 2260.01A F3.
7. If the student is determined to be ineligible under Section 504, no 504 Plan will be developed, but the team should consider the development of a general education intervention plan. If the student is eligible under Section 504, the 504 Team then addresses whether the student requires regular education or special education and related services to meet the individual educational needs as adequately as the needs of student's without disabilities are met. If the student has such needs, the 504 Team will develop the **Section 504 Plan**, Form 2260.01A F13. With parent consent, implementation begins as promptly as possible. The **504 Plan** is placed in the 504 file, with all other 504 documentation. A copy is kept in the student's cumulative folder. Copies of the **504 Eligibility Determination**, Form 2260.01A F1, and the **504 Plan**, Form 2260.01A F13, are given to the parent and sent to the District Compliance Officer.
8. If the parent disputes the **504 Plan** (either at the time of its creation or after implementation) and files a written request for due process hearing, "stay put" is triggered, meaning that the student will stay in the status quo as of the time that the hearing was requested and during the pendency of the hearing. Section 504 Procedures and a copy of **Parent/Student Rights**, Form 2260.01A F3, should be given to any parent filing a written hearing request or seeking information on how to file a hearing request. A copy of the hearing request must be immediately sent to the District Compliance Officer.
9. Progress monitoring of **504 Plan** implementation and efficacy will be done on a quarterly basis.
10. Unless otherwise agreed by the District and the parent, the 504 Team will convene at least annually to review the **504 Plan**. A **Meeting Invitation to Parents**, Form 2260.01A F9a, is sent to the parents. The 504 Team will review progress monitoring data and determine whether the plan continues to be appropriate as is, requires modification, or whether reevaluation is needed to make decisions regarding continuing disability status and/or 504 Plan content. **Notes** of the **504 Plan Review** meeting are kept on Form 2260.01A F17. An updated **504 Plan**, Form 2260.01A F13, is developed as appropriate unless following a reevaluation, a reconvened 504 Team determines, as documented on the **504 Eligibility Determination**, Form 2260.01A F1, that the student is no longer eligible. A copy of **Parent/Student Rights**, Form 2260.01A F3, and other forms are given to the parent and also sent to the District Compliance Officer.
11. A reevaluation will be conducted at least every three years, whenever there is a question of continued eligibility, and prior to a significant change in placement. A **Meeting Invitation to Parents**, Form 2260.01A F9a, is sent to the parent, and a meeting is held to formulate an evaluation plan. Upon completion of any necessary reevaluation, a 504 Team meeting is convened again with, the **Meeting Invitation to Parents**, Form 2260.01A F9a, and the **504 Eligibility Determination**, Form 2260.01A F1, are completed. A new **504 Plan**, Form 2260.01A F13, is developed if appropriate. A copy of those forms and **Parent/Student Rights**, Form 2260.01A F3, are given to the parent.
12. When a student with a current **504 Plan** graduates, the student will be given a copy of **Summary of Performance Upon Completing School**, Form 2260.01A F18. Copies are placed in the 504 file and sent to the District 504 Compliance Officer.