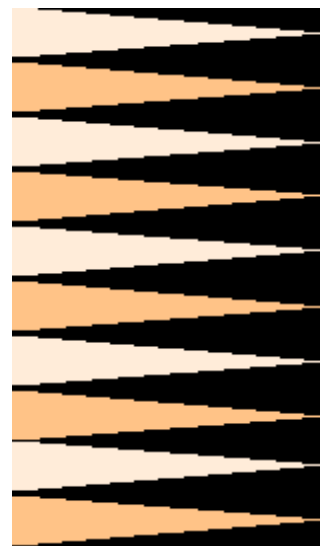


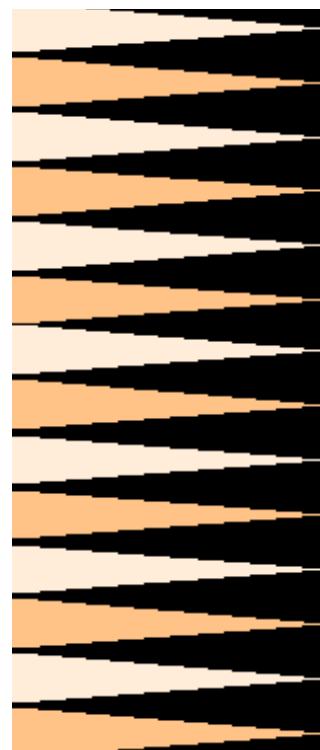


Eugene Brucker Education Center
4100 Normal St. Room 2129
San Diego, CA 92103

Section 504



Guidelines for Educators



Michelle Crisci
ADA/504 Coordinator
619-725-7225

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GENERAL OVERVIEW OF SECTION 504

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 has been with us for many years. It is a civil rights statute aimed at preventing or correcting discrimination based on disability.

The 504 statute prohibits discrimination based on disability.

Section 504 requires that students with disabilities be provided a free appropriate public education (FAPE). These regulations involve following a process which includes evaluation, eligibility, provision of appropriate services, and procedural safeguards.

Notice of Nondiscrimination

SAN DIEGO UNIFIED SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION

It is the policy of San Diego Unified School District that no student shall, on the basis of race, religion, creed, color, marital status, sex, sexual orientation, national or ethnic origin, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district educational program or activity receiving assistance.

Equal opportunity is a priority of the
San Diego Unified School District.

(See page 53 for Administrative Circular regarding Notice of Nondiscrimination.)

OVERVIEW-continued

What is Section 504?

Section 504 is civil rights legislation focused on nondiscrimination. Like other statutes prohibiting discrimination, such as Title VI of the Civil Rights Act of 1964 (race, color, or national origin) and Title IX of the Education Amendments of 1972 (gender), Section 504 prohibits discrimination because of a disability.

If a school receives any federal financial assistance, all programs or activities of the school are covered by Section 504 obligations.

No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school district general fund.

The Office for Civil Rights (OCR) is the federal agency that monitors Section 504 compliance.

No otherwise qualified individual with a disability shall solely by reason of his/her disability be excluded from the participation in, be denied benefits of, or be subjected with discrimination under any program receiving Federal financial assistance.

Civil rights laws ask that we examine what folks outside of the protected class receive (here, what do nondisabled students get?) and compare that to what qualified students with disabilities receive. What the law seeks is equality of opportunity and benefit between the two groups. The Section 504 language works to provide equality and access in a variety of ways.

Areas of Emphasis/General Provisions

The school district has specific responsibilities under the Rehabilitation Act of 1973 that include identifying, evaluating, and if the child is determined to be eligible under Section 504, providing access to and participation in curriculum, program, buildings, and activities.

1. Curriculum

The 504 Plan makes changes as appropriate to the general delivery of instruction so that students with disabilities have equal access to the classroom curriculum. Section 504 requires that student plans be uniquely designed to meet his or her individualized disability related needs.

2. Program

Section 504 concentrates on the notion that students with disabilities should not be denied equal opportunity to access and benefit from programs receiving federal financial assistance.

3. Buildings

The degree to which a facility must be made accessible depends on when the facility was constructed or altered. Facilities constructed or altered after June 3, 1977 must meet the applicable accessibility standards such as the Americans with Disabilities Act Accessibility Guidelines or the Uniform Federal Accessibility Standards. Facilities constructed or altered before that date need only ensure that programs and activities located in those facilities are accessible. One example of an alternative method in a school would be the relocation of classes, activities or services to an accessible location. Facility alteration is required to achieve program accessibility only if sufficient relocation of classes, activities or services cannot be housed in an existing facility. In meeting the objective of program accessibility, the school must take precautions not to isolate or track students with disabilities in settings away from students without disabilities.

4. Activities

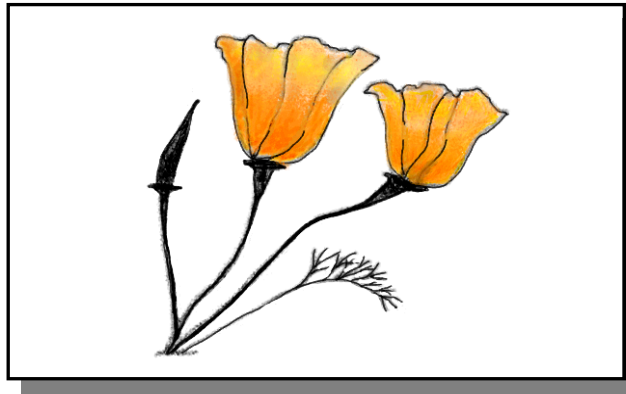
Section 504 nondiscrimination duty means, students with disabilities who are otherwise qualified must be provided equal opportunity to participate in extracurricular activities. School districts must provide nonacademic and extra curricular services and activities in "such a manner as is necessary to afford equal opportunity of participation in such services or activities (Section 504 Regulations)."

This general rule is violated when students with disabilities are excluded from field trips.

Examples of Discrimination

A school district discriminates when it:

1. Denies a student with a disability recognition as an honor roll student because one class is taught in class "outside" general education. Honor roll criteria should be the same for all students.
2. Expels a student from school for misbehavior that is related to his/her disability. This is avoided by providing the student a manifestation determination meeting.
3. Refuses to allow a student with a disability the opportunity to audition or "try-out" for athletic teams, cheerleading, or other extra-curricular activities. Entry into extra-curricular activities should be standardized (rubric) and documented.
4. Denies course credit to a student whose absenteeism is the result of a disability. SDUSD must provide instruction to students who are absent because of disability.
5. Refuses to dispense medication to a student who needs it to benefit from education.
6. Fails to provide information about the special provisions of college board examinations to students with disabilities and/or their families.
7. Refuses to provide a modified adaptive physical education program for a student who is obese and cannot participate in regular physical education.
8. Assigns an employee with cancer to work hours that prevent access to chemotherapy treatments.
9. Barring service dogs may violate Section 504 if doing so effectively denies a student with a disability an equal opportunity to participate or benefit from an educational program.
10. District failure to provide a parent with a hearing impairment an interpreter so the parent could participate in school-related activity violates Section 504.
11. Schools violate Section 504 when a student is repeatedly sent to the principal's office or blue slipped home for inappropriate and disruptive behaviors that were manifestations of his disability. The 504 Team must convene and provide accommodations (behavioral supports) for the disruptive behaviors.
12. Establishing a policy of shorter school days for students with disabilities who require special bus transportation violates Section 504 (leaving before the bell to load the school bus).
13. School's failure to provide students with disabilities access to nonacademic or extra-curricular activities to the same extent provided to non-disabled students violates Section 504. This may look like requiring a parent to attend a field trip when other parents are not required to attend.
14. School's failure to properly document the results and the procedures of 504 evaluations violates Section 504. Use proper 504 forms for all 504 meetings.
15. Lack of chair lifts on school buses for students who use equipment violates Section 504; carrying them on to the buses constitutes discrimination.
16. Repeated suspension of a student with a diagnoses of ADHD without consideration of the effect ADHD has on his behavior violates Section 504.
17. Separate graduation ceremonies and/or not providing ramps when needed for students with severe disabilities violates Section 504.
18. School's delays, over 61 days, in completing student 504 evaluations violates Section 504.



Eligibility

People with disabilities may qualify for one or both of the following rights/entitlements:

1. Free appropriate public education (FAPE) which may look like 504 or IEP accommodations and services.
2. Nondiscrimination protections.

Section 504 eligibility is very broad and covers many different types of disabilities and disabling conditions, many of which are not covered or will not qualify under IDEA.

Eligibility for antidiscrimination protections is based on the definition of disability, as defined in Section 504.

Person with a disability is defined as any one of the following:

- 1. has a physical or mental impairment which substantially limits one or more major life activities (FAPE).**
- 2. has a record of such an impairment (nondiscrimination).**
- 3. is regarded as having such an impairment (nondiscrimination).**

What is a Physical Impairment?

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal special sense organs; respiratory; including speech organs; cardio vascular; reproductive; digestive; genitor-urinary; anemic and lymphatic; skin and endocrine-this list is not exhaustive.

What is a Mental Impairment?

Any mental or psychological disorder, such as intellectual disabilities, organic brain syndrome, emotional or mental illness and specific learning disabilities. This list is not exhaustive.

What does "a record of such an impairment" mean?

The student has a history of a previous disability, but does not currently manifest any symptoms. Students with a history of a disability are protected under Section 504 nondiscrimination, however; SDUSD does not develop 504 accommodation plans (FAPE).

Eligibility-continued

What does “regarded as” having an impairment mean?

The student has an impairment only as the result of the attitudes or treatment by others. Students who are regarded as having an impairment are protected under Section 504 nondiscrimination.

For a 504 Team to determine an impairment substantially limits a major life activity, the impairment need not prevent, or significantly/severely restrict an individual from performing a major life activity. In determining whether an impairment substantially limits a major life activity, the focus of the inquiry is on how the impairment limits the major life activity not on the outcomes the individual achieved.

An impairment need not prevent or significantly/severely restrict an individual from performing a major life activity to be considered substantially limiting.

Compare a student to his or her non-disabled age/grade peers to determine whether an impairment substantially limits a major life activity.

Mitigating measures used by a student with a disability to manage his or her impairment or lessen the impact of his/her impairment (medications, medical devices, related aids and services, etc...) should be disregarded when determining whether a students' impairment constitutes a disability under Section 504 or ADA.

Students qualify for a 504 accommodation plan when they meet all four criteria listed on the Eligibility Determination Worksheet:

1. Student has a mental or/and physical impairment.
2. The impairment affects a major life activity.
3. The major life activity is substantially limited.
4. The student needs a 504 accommodation plan to access the educational environment as adequately as his/her peers.

SECTION 504 ELIGIBILITY DETERMINATION WORKSHEET

Student Name _____ Date _____

ID# _____ School _____ Grade _____

The 504 Team has reviewed and carefully considered the following data from variety of sources: (check all that apply) (34 CFR 104.35(c))

- | | |
|---|--|
| <input type="checkbox"/> Psychological Evaluation | <input type="checkbox"/> Parent Information |
| <input type="checkbox"/> or (either required) | <input type="checkbox"/> Plan of Action from SST Information |
| <input type="checkbox"/> Physician's Report | <input type="checkbox"/> School Health |
| <input type="checkbox"/> Administrator Observations | <input type="checkbox"/> Standardized Tests and Other Tests |
| <input type="checkbox"/> Attendance Records | <input type="checkbox"/> Teacher Recommendations |
| <input type="checkbox"/> Counselor Observation | <input type="checkbox"/> Transcript |
| <input type="checkbox"/> Cumulative Record Review | <input type="checkbox"/> Work Samples/Portfolio |
| <input type="checkbox"/> Discipline Records | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Grade Reports | |

YES / NO Based on the evaluative data gathered from a variety of sources, the 504 Team answered the following questions to determine eligibility:

___ / ___ 1. Does the student have a physical or mental impairment? (34 CFR 104.3(j)) If yes, describe _____
_____.

NOTE: This is an educational determination only and not a medical diagnosis for the purposes of treatment.

___ / ___ 2. Does the physical or mental impairment affect one or more major life activities? If yes, indicate below:
(34 CFR § 104.3(j)(2)(u))

___ bending ___ breathing ___ caring for one's self ___ communicating ___ concentrating
___ eating ___ hearing ___ learning ___ lifting ___ operation of major body functions
(including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder,
neurological, brain, respiratory, circulatory, endocrine, and reproductive functions) ___ performing
manual tasks ___ reading ___ seeing ___ sleeping ___ speaking ___ standing
___ thinking ___ walking ___ working ___ other (of central importance to daily living) (specify)

_____.

___ / ___ 3. Does the physical or mental impairment **substantially limit** a major life activity? If yes, describe how each
impairment substantially limits each life activity. _____
_____.

Note: **Substantially limit** is interpreted as (A.) unable to perform a major life activity that the average peer of approximately the same age/grade level can perform OR (B.) significantly restricted as to the condition, manner, duration under which a particular life activity is performed as compared to the average student of approximately the same age. The impairment must be substantial and somewhat unique, rather than common place, when compared to the average student of approximately the same age. Focus on how the disability limits the major life activity, not on the outcomes.

___ / ___ 4. Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

If all four questions are answered "YES," the student is eligible for a FAPE (Free Appropriate Public Education) under Section 504, and a 504 Plan should be developed. If any answer is "NO," the student is not eligible for FAPE but may be eligible for nondiscrimination protections.

The 504 analysis of the eligibility criteria indicates:

- _____ The student is **NOT** eligible for services under Section 504 and will continue to receive general education and any available general education resources and programs.
- _____ The student is eligible under Section 504 and requires a 504 Plan.
- _____ The student remains eligible under Section 504 and will receive an updated 504 Plan.
- _____ The student is no longer eligible for Section 504 and is exited from the program. The student will receive general education without Section 504 services and supports.

List 504 Team Members: (34CFR §104.35©(3))

Date

General Requirements of Section 504

It should be emphasized that not every student found to have areas of educational need is in need of or eligible for a 504 Plan.

General Requirements of Section 504

The two primary requirements of Section 504 that impact school-aged students who have been determined eligible for protections under the statute are:

Nondiscrimination

- Equal opportunities for students with disabilities (nondiscrimination)

Examples

- ◇ Participation in all activities that are available for students without disabilities
- ◇ Participation in the same academic curriculum as nondisabled students
- ◇ Participation in non-academic and extra curricular activities
- ◇ Equal access to recreational activities
- ◇ Equal opportunities to participate in athletics
- ◇ Participation in clubs
- ◇ Access to specific courses (Seminar, GATE Cluster classes, Advanced Placement)
- ◇ Opportunity to participate on field trips

Provision of a free appropriate public education (FAPE) through a 504 Plan

- Free appropriate public education (FAPE) under Section 504 is an education designed to meet the individual educational needs of a student with a disability and is based on an outcome of procedures that satisfy Section 504's identification, evaluation, placement, and due process requirements.

In addition to these two major requirements, schools must provide procedural safeguards to children and their families while providing services and protections. In SDUSD this is accomplished by providing the [Parent Handbook](#) to families at or prior to the 504 eligibility meeting.

Referral

Referrals are accepted from parents, staff, students, and/or community agencies.

Timelines

- Once a request for a 504 Plan is made, either verbally or in writing, the 504 Team has a maximum of **60 calendar days** in which to:
 - hold a 504 Eligibility Team meeting and make a decision as to whether or not the student is eligible for a 504. If the student is eligible, write the 504 Plan.
 - notify and invite the parents to the 504 meeting
 - review evaluative data
- ***504s are reviewed at least once annually or sooner (if needed) and whenever there is a significant change in placement or student need.***
- When a student with a 504 Plan transfers to another school, the receiving school has **30 calendar days** to review the 504 and make revisions if necessary. This includes the beginning of the school year and students transitioning between elementary to middle/junior high and/or middle/junior high to high school. Remember, parents are informed of and invited to the 504 Team meeting wherein these revisions are made.
- If a student with a 504 Plan is suspended with a proposed expulsion, a manifestation determination hearing must be held within **5 days of the occurrence** of the behavior that initiated the suspension. Manifestation determination must also be held when a student's cumulative total days of suspension approaches 10 in one school year. (See page 50 for Site Operations Circular concerning Manifestation Determination.)

Reevaluations

How often will the student be reevaluated?

Section 504 regulations state that periodic reevaluations are required. Reevaluations will be conducted anytime the student's parent/guardian requests a reevaluation whenever significant changes in programs or services are being considered, when a student perceives a need change, **and** within one year of the initial writing of the 504 Plan.

Notification

The site 504 coordinator must notify the parents or guardian in writing of the school's reason and intent to conduct an evaluation. The parents are invited to attend and participate in the 504 Team meeting.

At the time the notice is sent include the 504 Parent Handbook which describes due-process right-of-appeal information and the 504 District Brochure. Both are available on the district website under ADA/Section 504 Support Materials (<http://www.sandi.net/Page/33223>).

There are no significant changes in program or placement without the parent being notified and involved.

Prior to the 504 meeting, parents must receive a copy of the 504 Parent Handbook, which includes a copy of their rights, as well as due process proceedings, and a copy of the district's 504 brochure. The site 504 coordinator is responsible for ensuring that parents are given these documents. Parents must be provided with a copy of the plan if their child qualified for 504

Written Consent

Even though Section 504 does not require written parental consent before the initial evaluation, involvement and support by the parent should always be a priority. Parent consent is required for initial 504 Plan services.

Evaluation

The 504 Team, which includes the parents, meets and analyzes the evaluation data to determine if the student has a mental or physical impairment, or is perceived to have such an impairment, that substantially impairs or limits a major life activity, including learning, and determines if the student is in need of special accommodations/services.

The 504 Team determines whether a student has a disability and requires services under Section 504. The 504 Team must:

1. Must collect and review formal and informal data (i.e., previous 504 forms, work samples, observational data, test results, progress monitoring data, available medical records, previous special education data, if appropriate).
2. Identify and, if necessary, administer assessment instruments that will provide valid information on whether the student has a disability and the impact of the disability on the student's education. If additional assessments are necessary, the 504 Team must include a person with knowledge of assessment instruments, such as the school psychologist and use the 504 Assessment Plan.
3. Evaluate student's before initiating services or before any significant change in services is made.

Requirements for Evaluation

The type of disability suspected determines requirements for the evaluation and placement process.

- The evaluation must be sufficient to assess the nature and extent of the educational impact of the disability so that appropriate educational services can be determined. The 504 Team will obtain and review current, complete and reliable information on the educational, psychological, medical, and/or social/emotional history and status that is sufficient to (a) fully and accurately identify the nature and extent of any disabilities the student may have and (b) determine the services, if any, that are necessary and appropriate for the student's individual needs.
- The evaluation must be made by a group of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of the assessment data and options for placement and services.
- Decisions about Section 504 eligibility and services must be documented in the student's 504 Plan and reviewed at least yearly and whenever any member of the team, including the parents, determines that it is necessary.

Under Section 504, parents or guardians must be notified of any action that changes the identification, program, or placement of their child. The parents should be included in the evaluation and placement process whenever possible. Though written consent is not required, parental involvement and support is a priority.

Evaluation-continued

The type of information necessary to determine eligibility under Section 504 will be determined on a case by case basis. However, the data must include assessment results that will provide information on whether the student has a mental or physical impairment that substantially limits one or more major life activities. If additional assessments are needed to determine eligibility, the 504 Team will arrange for additional assessments to be completed within the 60 day timeline and the appropriate personnel will fill out the 504 Assessment Plan which will be signed by the parent or guardian and returned to the site 504 Coordinator.

Plan Development

The 504 Team shall consider the following factors:

- Section 504 eligibility (major life activities)
- evaluation results
- the student's unmet needs
- plans for staff in-service, if needed
- full range of accommodations, programming options and services

Full Range of Program Options

When identifying and responding to a student's needs, the 504 Team must consider a full range of program options which includes alternative settings within the continuum of educational services. This range of options consists of:

- general education with instructional accommodations
- general education with supplemental services
- general education with accommodations, related aids and/or specialized services, including the services of special educators and related service professionals, when the student does not otherwise qualify for special education. (Such services may be provided in both special education and general education environments.)
- referral to special education for consideration of additional, more restrictive services that may include:
 - ❖ designated instruction and services
 - ❖ resource specialist program
 - ❖ non-public schools
 - ❖ special day classes and centers
 - ❖ state schools

Only IEP teams, after assessment in all areas of suspected disability, recommend placement in special education classrooms.

Placements are always based upon consideration of least restrictive environment (LRE)

Plan Development-continued

The 504 Team recommends the necessary accommodations/services to ensure that the student receives a free appropriate public education (FAPE).

- 504 Team will consider a full array of instructional and support strategies and the full range of options.

BEST PRACTICE:
**Involving parents in the whole 504 process must
always be considered a priority.**

❖ **Can related services be offered as part of a 504 Plan?**

Yes. The Section 504 regulations require that students who are eligible under Section 504 be provided services and related aids, and/or specialized services, including the services of special educators and related professionals when the student does not otherwise qualify for special education. These services are designed to meet the individual needs of the Section 504 eligible students as adequately as the needs of non-disabled student are met. Depending on the extent of the accommodation necessary, in some cases, a combination of general education, special education, related aids and services may be required. This combination should be done in consultation with the 504 Office.

If monies are not available in the site budget for costly required aids and services, the site administrator will contact the 504 Office.

- Parents must be given an opportunity for input regarding the accommodations.
 - ❖ If the parents do not attend the 504 meeting, the site 504 coordinator is responsible for seeing that the parents are informed of all aspects of the 504 Plan, as required.
 - ❖ Parents are notified of their right to appeal any decision of the 504 Team concerning the identification, assessment, evaluation, or placement of the student.
- The 504 Plan shall specify the position of the service provider and the direct service time (initiation, frequency, and duration).
 - ❖ If the provider is a paraprofessional, the plan will specify how the services and supervision are provided.
- The 504 Team shall convene prior to consideration of a significant change of program for a 504 student, including those students being considered for alternative schools or option 2 diploma.
- All 504 services will follow the student when there is a significant change, including a move to an alternative placement.
 - ❖ Parents will be notified of this requirement.

Plan Review

Accommodations will be in place as long as the student needs them. A yearly review is required. This will allow a review by the receiving teacher(s) early in the new school year so that changes in accommodations can be considered. If changes are suggested by the receiving teacher(s) or school because of a significant change in placement, a 504 meeting is called. The parent is informed of and invited to this meeting. Teachers who will be working with the student and who suggest changes must be included in the 504 meeting.

Each student's 504 Plan is reviewed at least annually.

- At the start of the school year the site 504 coordinator shall provide the site administrator with a list of students with 504 Plans, and teacher(s) with a copy of any student's 504 Plan.
 - ❖ If changes are necessary, they shall be made in a 504 meeting with prior notification and invitation to the parent(s) to attend.
 - ❖ The same process shall be followed when a student with a 504 Plan enrolls later in the school year.
- The 504 Team shall convene prior to consideration of a significant change of program for a 504 student, including those students being considered for alternative schools or option 2 diploma.
- All 504 services will follow the student when there is a significant change, including a move to an alternative placement.
 - ❖ Parents will be notified of this requirement.
- When a significant change of placement is being considered, the 504 Team shall review and revise the student's 504 Plan, as needed.
 - ❖ Prior to the change, parents are informed and invited to the 504 meeting.
- When a student with a 504 Plan is suspended for 5 consecutive days or 10 days during a school year, the student's 504 Plan shall be reviewed and a manifestation determination meeting will be held.
 - ❖ Parents are informed and invited to every 504 meeting including manifestation determination.

Compliance Issues

The site 504 coordinator responsibilities:

- Advocate for students to ensure that the accommodations, aids and services indicated in the student's 504 Plan are provided and assists the site administrator with response to concerns raised by parents.
- Serve as liaison to the 504 Office.
- Collaborate with the site administrator, teacher(s), staff and parents to implement student 504 Plans as written.
 - ❖ If noncompliance issues cannot be resolved at the site level, they are to be referred to the 504 Office.

Compliance Issues-continued

The site 504 coordinator responsibilities (cont.):

- Receive training regarding parent' rights to file a complaint or initiate due process proceeding. Parents or guardians will be advised on how to file a complaint and will be provided with the appropriate forms and assistance, if needed.
- Inform parents when they have a complaint that it is within their rights to bypass the complaint process at the site and/or district level and register their complaints directly with the Office for Civil Rights (OCR) at the following address:

**U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105**

- Keeps all necessary records, logs, printed materials and forms available at the site.
- Input of the 504 into the SIS Legacy system.
- Apply 504 sticker to the front of the student's cumulative record (outside left corner).
- Acts as a liaison and establishes procedures with site special education staff to be immediately informed when a student is evaluated and found not to be eligible for services under IDEA and refers the student to the 504 Team for a determination of eligibility under Section 504. The IEP Team cannot serve as the 504 Team.
- Serves as the chair of the 504 Team.
- Reviews 504 Plans and ensures that all time lines are met in processing and initiating services for eligible students.
- Assists parents with requesting 504 consideration.
- Assists parents with filing complaints.
- Notifies parents in writing of school's intent to convene the 504 Team.
 - ❖ Provides parents with information about Section 504
 - ❖ Copy of the 504 Parent Handbook and 504 brochure available on-line
 - ❖ Reviews the student's needs at the 504 meeting.
- Ensures that parents have an opportunity to give input regarding accommodations on the 504 Plan.
- Monitors that transition services are provided (High School).

The site 504 coordinator responsibilities (cont.):

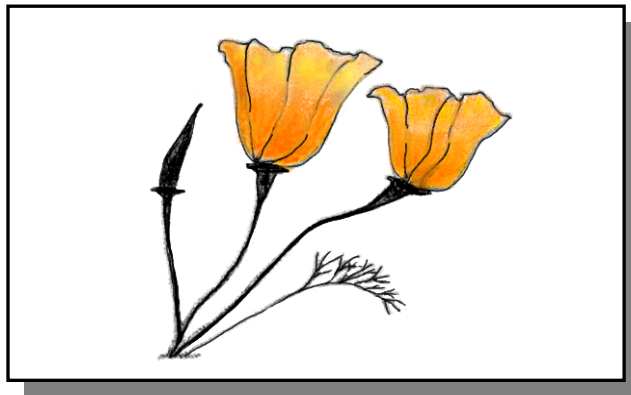
- Investigates parent complaints regarding the identification, evaluation, placement, or other program concerns and assists the site administrator with responsive services to ameliorate the expressed concern.
- Maintains the Site 504 Log in the cumulative folder.
- Refers non-resolvable complaints to the site administrator and/or the 504 Office.
- Maintains the Site 504 Log in the cumulative folder.
- Provides teachers and site administrator with copies of the 504 Plans at the beginning of the school year or at any time there is a significant program changes and informs them of the requirement that they read each plan and indicate this by signing the 504 log for Service Providers.
- Informs the receiving teacher(s) that if revisions of a 504 Plan are necessary, a 504 meeting needs to be convened.
- Observes the delivery of 504 services/accommodations in adherence to the site developed 504.R
- It is imperative to attend 504 training prior to assuming the site 504 Coordinator role.
- Attends required inservices and requests inservices needed by the school site.

The site administrator has the responsibility for the following activities:

- Administers the 504 program at the site level, including serving on the 504 Team.
- Selects the site 504 coordinator at the beginning of each school year, implementing circular.
- Meets regularly with the site 504 coordinator.
- Signs the 504 Log and forwards it to the district 504 Office at the beginning of each year.
- Reads all 504 Plans at the beginning of each school year and ensures that teachers and other service providers are following the 504 Plans.
- Checks fidelity of services by observing a sampling of students accommodation and services in classroom settings.
- Ensures that specialized aids and services are provided as stated in the 504 Plan. Although Section 504 is an unfunded federal mandate, students with disabilities may not be denied modifications/accommodations, related aids and/or specialized services, including the services of special educators and related service professionals, when the student does not otherwise qualify for special education (such services may be provided in both special education and general education environments). Consult with the 504 Office on a case by case basis if funding is unavailable at the site.
- Resolves parent complaints or refers them to the 504 Office if they cannot be resolved at the site level.
- Attends required in-services and ensures that appropriate staff, including the site 504 coordinator, are released to attend mandated in-services. Please ensure that the designated site 504 Coordinator has attended 504 training prior to assuming the 504 Coordinator role.

The classroom teacher is responsible for the following activities:

- Communicates with parents in person or in writing regarding student's progress, problems, and/or successes.
- Provides required progress monitoring of prior and on-going interventions to the site 504 coordinator.
- Attends 504 meetings to provide background information, work samples, data, and professional input on the student's needs and helps develop the 504 Plan.
- Reads 504 Plans at the beginning of the school year and when a new student with a 504 enters the class.
- Implements the 504 as written, or requests a 504 meeting to discuss revisions. Parents must be invited to the meeting and informed before any changes are made.
- Supervises the work of paraprofessionals providing services to students.
- Alerts site 504 coordinator to any concerns related to the 504 Plan or of any parent concern/complaint not resolved at the classroom level.
- Attends all required in-service workshops.



DISTRICT PROCEDURAL REQUIREMENTS

To be in compliance with Section 504, the district and schools must have the following procedures in place. These procedures must be followed.

Procedure One: Provide Written Assurance of Nondiscrimination

Whenever a school applies for state or federal monies, it must assure that it does not discriminate on the basis of race, sex, color, national origin, age, or disability. This requirement is routinely completed by all schools in SDUSD. An example of the non-discrimination statement utilized by SDUSD is below.

Notice of School Responsibilities to Individuals with Disabilities

Programs for students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance or any public entity respectively. Section 504/ADA 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 bending, breathing, caring for one's self, communicating, concentrating, eating, hearing, learning, lifting, operation of major body functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions), performing manual tasks, reading, seeing, sleeping, speaking, standing, thinking, walking, and working; has a record of such an impairment; or is regarded as having such an impairment.

The school has the responsibility to provide adjustments, reasonable modifications and provide necessary services to eligible individuals with disabilities.

San Diego Unified School District acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

Procedure Two: Designate a Section 504 Officer

The general provisions of Section 504/ADA, (Americans with Disabilities Act) together with other federal nondiscrimination laws, require the designation of a person to coordinate the district's efforts to comply with these laws.

504 Coordinator
Michelle Crisci
619-725-7225

ADA/504 Officer
Dr. Joe Fulcher

Procedure Three: Provide Grievance Procedures

Initiating a Complaint

If any person believes that the school or any of the school's staff have inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, or Americans with Disabilities Act, 1990, he/she may bring forward a complaint in one of two ways:

1. Follow the school's grievance plan
 - Fill out the complaint form (located in this manual and Parent Handbook).
 - Give the completed form to either the site administrator or site 504 coordinator who will in turn investigate the complaint
2. File a complaint with the Office for Civil Rights (See the Office for Civil Rights Complaint Process in this manual and the Parent Handbook).

It should be understood by all that a complaint can be made to the Office for Civil Rights without going through the school's grievance procedures. However, the schools grievance procedures are to provide for a prompt and equitable resolution of a complaint.

Office for Civil Rights Complaint Process

An individual may file a complaint with the Office of Civil Rights (OCR) in San Francisco at the address shown below. An OCR complaint must be filed, in writing, within 180 days after the violation has occurred. In certain cases OCR will consider complaints where more than 180 days have elapsed.

**U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105**

The OCR complaint can be in the form of a letter or the Discrimination Complaint Form available from the regional OCR office. For San Diego, the regional office is located in San Francisco at the address shown above.

A complaint should include the following information:

- your name and address (a telephone number where you may be reached during business hours is helpful, but not required)
- a general description of the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required)
- the name and location of the institution that committed the alleged discriminatory act(s)
- a description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination.

NOTE: A recipient may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding.

Section 504/ADA Complaint Form

Name (please print): _____ Date: _____

Address: _____

Home Phone: _____

Work Phone: _____

Student's Name: _____

DOB & ID #: _____

School of Attendance: _____

Grade: _____

Signature of complainant

Date: _____

Signature of Person Receiving Complaint

Date: _____

Complaint:

Action Taken:

Procedure Four: Notice of Non-Discrimination To Students, Parents, and Employees

The school district must provide a notice of non-discrimination to students. A notice should be available for employees, unions, and professional organizations. A sample notice for students is provided below and is included in the Facts for Parents..

Recommendations for Notice Placement

- staff, parent and student handouts
- bulletin boards

Section 504 of The Rehabilitation Act and Americans with Disabilities Act

NOTICE OF NONDISCRIMINATION

It is the policy of San Diego Unified School District that no student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district educational program or activity receiving assistance.

Equal opportunity is a priority of the
San Diego Unified School District

Any person having inquiries concerning the school's compliance with the regulations implementing Section 504 is directed to contact:

Site 504 Coordinator: _____

School: _____

Phone/Fax: _____

Procedure Five: Locate and Identify Qualified Students

The school shall maintain a continual program to find unserved children who might qualify for special education or Section 504/ADA services. To encourage the use of services and ongoing assistance at the earliest age, the 504 Team shall be utilized as the K-12 process for identifying unserved children. Parents shall be invited and encouraged to participate in the process.

Procedure Six: Annual Notice to Individuals with Disabilities and Parents

Annually, the school must notify persons with disabilities (and their parents or guardians) of the school's responsibilities. A sample notice is provided below and in the Facts for Parents.

Recommendations for notice placement

- Staff, parent and student handouts
- Letterheads
- Staff workrooms
- Bulletin boards
- Included on professional contracts
- Included on job announcements
- Annual mailing to staff

Notice of School Responsibilities to Individuals with Disabilities

Programs for students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance or any public entity respectively. Section 504/ADA 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 bending, breathing, caring for one's self, communicating, concentrating, eating, hearing, learning, lifting, operation of major body functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions), performing manual tasks, reading, seeing, sleeping, speaking, standing, thinking, walking, and working; has a record of such an impairment; or is regarded as having such an impairment.

The school has the responsibility to provide adjustments, reasonable modifications and provide necessary services to eligible individuals with disabilities.

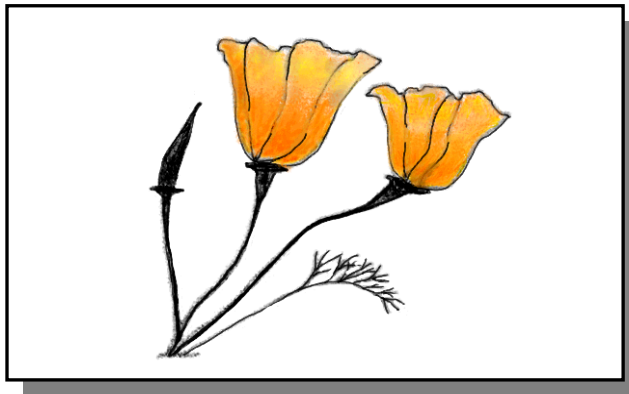
San Diego Unified School District acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

Procedure Seven: Provide Parents and Student with Procedural Safeguards

The school must provide parents or guardians with the following procedural safeguards:

- notice of their rights (see next page)
- an opportunity to review relevant records
- an impartial hearing
- a review procedure

On the following page is a sample notice of rights that can be provided to parents and guardians and is also located in the Parent Handbook.



Notice of Parental Rights

School: _____

Date: _____

The following is a description of student and parent rights granted by federal law. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You 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. Have the school advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, program, or placement of your child.
4. Be involved before the initial evaluation and placement for services for your child. Written consent is not required; however, encouraging your involvement and support before the initial evaluation and placement for services for your child is a priority.
5. Have your child receive a free appropriate public education that is the provision of related aids and/or specialized services, including the services of special educators and related professionals when the student does not otherwise qualify for special education. Related aids or services must be designed to meet the individual educational needs of your child as adequately as the needs of students without disabilities are met. This includes the right to be educated with non-disabled students and the opportunity to participate in school and school-related activities to the maximum extent appropriate.
6. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
7. Have your child evaluated for eligibility under Individuals with Disabilities Education Act (IDEA), and if found eligible, receive special education and related services.
8. Have identification, evaluation, and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, disability evaluation data, and placement options.
9. Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. File a local grievance with your school if you feel your child is being discriminated against because of his/her disability.
12. Request the assistance of a mediator to help resolve issues with the school.
13. Request a due process hearing to help resolve issues with the school.
14. File a formal complaint with the regional Office for Civil Rights at the address below:

**U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105**

Recourse

Parents shall be informed how to appeal 504 decisions regarding identification, evaluation, and/or placement. Appeals filed with the school shall be referred to the district's 504 office, which will process the appeal in accordance with the District Administrative Procedure 6025, Appendix E, Section C.9. Parents may directly contact the regional Office for Civil Rights at the following address:

**U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105**

**BEST PRACTICE:
EVERY ATTEMPT SHOULD BE MADE TO RESOLVE ANY
DIFFERENCES BETWEEN THE SCHOOL AND PARENTS BE-
FORE A GRIEVANCE IS FILED, OR THE OFFICE FOR CIVIL
RIGHTS IS CONTACTED. MEDIATION IS AN EXCELLENT
TECHNIQUE TO RESOLVE DIFFERENCES.**

504 and Related Forms



Section 504 Referral Form

Student Name: _____ Today's Date: _____

Birthdate: _____ I.D. Number: _____

School of Attendance: _____ Grade: _____

Parent: _____ Phone: _____

Address: _____

Referred by: _____ Role: _____

1. Reason for referral _____

2. Has the student ever been referred, evaluated or received services from Special Education?

Yes ☐ No ☐

If yes, indicate outcome: _____

3. Referral action (must be based on adequate assessment data):

☐ **504 meeting will be scheduled within 60 calendar days of the date this referral was received:** _____ (date referral accepted)

☐ Additional assessment is needed.

☐ Additional assessment is not required.

Other _____

Site 504 Coordinator: _____

Required Form

Original: Cum File
Copies to Referring Person/Parents

San Diego Unified School District
504 Office
4100 Normal Street, Rm. 2129, San Diego, CA 92103 — (619) 725-7225
Assessment Plan

Student: _____ Today's Date: _____
Birthdate: _____ I.D. Number: _____ M/F: _____ Age: _____ Ethnic Code: _____
Address: _____ Student's Language: _____
School: Residence: _____ Attendance: _____ Grade: _____
Teacher/Counselor: _____
Referred by: _____ Role: _____ Phone: _____

The purpose of this assessment is to provide additional information to determine eligibility under Section 504 of the Rehabilitation Act of 1973. Assessments will be done by staff members appropriately qualified in the area(s) identified. The assessments may include formal or standardized student observations in a group setting, interviews with you and/or classroom teachers and a review of any reports you have authorized us to request or that already exist in current school records.

Assessments will be conducted in the language of the student if he or she is limited-English or non-English speaking. When appropriate, a suitable interpreter in the primary language of the student will be used. If it is not feasible to conduct the assessment in the language of the student, the reason is stated in the space below and will indicate the language in which the assessment will be conducted.

The assessment will be conducted in _____ (language).

Please list below and briefly describe the assessment(s) that will be done.

Assessment Personnel:

Name: _____ Title: _____

Name: _____ Title: _____

If you have any questions about the above assessment plan, please call the site 504 Coordinator at the school before signing.

☐ I do give my permission for the assessment(s).

☐ I do not give my permission for the assessment(s) indicated above.

Signature of Parent/Guardian Date

Please return this Assessment Plan to the student's school, attention _____, (name)

Site 504 Coordinator _____. (phone)

Date signed Assessment Plan was received by SDUSD: _____
Date

Section 504 Plan

Student: _____ Date: _____

Birthdate: _____ I.D. Number: _____ School of Attendance: _____

Grade: _____ Date for next Review/Revision: _____

Site 504 Coordinator: _____

The student has a physical or mental impairment that substantially limits one or more of the following major life activities:

- | | | | |
|--|--|-----------------------------------|---|
| <input type="checkbox"/> Bending | <input type="checkbox"/> Hearing | <input type="checkbox"/> Sleeping | <input type="checkbox"/> Operation of major body functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions) |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Learning | <input type="checkbox"/> Speaking | |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting | <input type="checkbox"/> Standing | |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Thinking | |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Reading | <input type="checkbox"/> Walking | |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Seeing | <input type="checkbox"/> Working | |

1. Briefly describe the nature of the disability:

2. Briefly document the basis for determining the disability:

3. Briefly describe how the disability substantially impairs the student's ability to access curriculum, buildings, programs, and/or activities:

4. Copies to parents, service providers, and teachers.

The 504 Team has reviewed the data of the above named student and concludes that he/she meets the criteria as a qualified individual with a disability under Section 504 of the Rehabilitation Act of 1973.

Original: Cum File

Required Form

In accordance with the 504 guidelines, the school has agreed to provide the following accommodations, aids and services that address the student's individual needs in the following areas of difficulty.

Student: _____

Birthdate: _____ I.D. Number: _____

5. Document the areas of need and the action to be taken in the spaces provided below:

Area of Difficulty:

Accommodation/aids/services:

Date of Initiation: ____/____/____ **Duration:** _____ **Frequency:** _____ **Setting:** _____

Participant Signatures:

Site 504 Coordinator _____ **Date 504 Plan signed** _____

Administrator/Designee _____ **Date** _____

Student _____ **Date** _____

Parent(s) _____ **Date** _____

Teacher(s) _____ **Date** _____

Teacher(s) _____ **Date** _____

Teacher(s) _____ **Date** _____

Counselor _____ **Date** _____

Nurse _____ **Date** _____

School Psychologist _____ **Date** _____

Other _____ **Date** _____

- ☐ Parent has received information regarding Section 504 of the Rehabilitation Act of 1973, including their right to appeal any decision of the 504 Team regarding the identification, evaluation, or placement of the student by contacting the 504 Office at the address shown below:

Required Form

District 504 Office
4100 Normal Street, Rm. 2129, San Diego, CA 92103

Original: Cum File
Copies to parents, service providers, and teachers

SAN DIEGO UNIFIED SCHOOL DISTRICT

Section 504 Plan Review

Student: _____ Date: _____

Birthdate: _____ I.D. Number: _____

School of Attendance: _____ Grade: _____

Parent: _____ Phone: _____

Address: _____

Initial Referral by:

Teacher ☐ Parent ☐ Student ☐ Counselor ☐ Nurse ☐
Site 504 coordinator ☐ Administrator ☐ Ombudsperson ☐

Check one of the following types of review:

Annual ☐ Discipline ☐ Change of Placement ☐ New Enrollment ☐

Other (specify): _____

Placement

After careful review of relevant evaluation data, the 504 Team recommended the following action:

- ☐ Student will continue with current 504 Plan.
- ☐ Student will have a revised 504.
- ☐ Student is no longer eligible for Section 504 and is exited from the program. The student will receive general education without Section 504 services and supports.

Required Form

Original: Cum File/504 Review
Copies to parents and service providers

**San Diego Unified School District
District 504 Office**

504 Review Log by Service Providers

Student:	DOB and ID#:
School of Attendance:	504 Date:

Every service provider (general education teachers and support personnel) must review the contents of the 504 and complete the sections listed under **504 Plan Reviewed by Service Provider**. The site 504 coordinator or administrator then completes the sections under **504 Review verified by**. This log must be maintained at the site in the student's cumulative file. A new log must be completed each year or when a new 504 is developed for the student.

504 Reviewed by Service Provider:			504 Review Verified By:		
NAME	POSITION	DATE	NAME	POSITION	DATE
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
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				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	
				<div><input type="checkbox"/> Site 504 coordinator</div> <div><input type="checkbox"/> Administrator</div>	

Required Form

NOTICE TO SITE 504 COORDINATOR

Transferring Student with 504

To: 504 Coordinator at _____ (school)

From: 504 Coordinator at _____ (school)

SUBJECT: TRANSFERRING STUDENT with a 504 Plan

This notice is to inform you that the following student has a 504 Plan and will be attending your school.

Student: _____

DOB: _____ I.D. #: _____

You will find a copy of the 504 Plan:

- | | |
|--|--|
| <input type="checkbox"/> In the Cum file | <input type="checkbox"/> 504 On-line
(required) |
| <input type="checkbox"/> Attached to this letter | |

Comments:

Alert to 504 Coordinator/Sending/Receiving Schools

504 SUMMARY OF PERFORMANCE (SOP)

Transition Plan

Part 1: Background Information

Student Name _____ Birthdate ____/____/____ Graduation Date ____/____/____

Address _____
 _____ (Street) _____ (City,State) _____ (Zip Code)

Telephone No. _____ Primary Language _____

High School _____ City _____

Primary Disability _____

Secondary Disability, if applicable _____

Date or Grade Level of formal diagnosis	Student ELL	Yes	No
---	-------------	-----	----

If Yes, what services were provided _____

Date of most recent 504 Plan / / Date this Summary completed / /

SOP completed by: Name _____

Title		e-mail		Phone#	
-------	--	--------	--	--------	--

Check and include the most recent copy of assessment reports that clearly identify the student's disability, functional limitations and/or that will assist in postsecondary planning. **Attach a copy of the most current 504 Plan.**

Psychological/cognitive

Language proficiency assessments

Neuropsychological

Reading assessments

Medical/physical

Communication

Achievement/academics

Behavior plan

Adaptive behavior

Classroom observations or other settings

Social/interpersonal skills

Career/vocational/transition assessments

Self-determination

Assistive Technology

Informal assessment (specify)

Informal assessment (specify)

Other (specify)

Part 2 – Student's Postsecondary Goal(s)

2.

3.

If employment is primary goal, top three job interests:

1. $\frac{1}{1+y} = \frac{1}{1+y_1+y_2+y_3+y_4+y_5+y_6+y_7+y_8+y_9+y_{10}}$

2.

3.

Part 3 – Summary of Performance (Complete all that pertains to the student)		
ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Essential accommodations and reason needed
Reading (Basic reading/Decoding; comprehension Speed, etc)		
Math (Calculation skills, algebraic problem solving; quantitative reasoning, etc)		
Language (Written expression, speaking, spelling, etc)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills, etc)		
COGNITIVE AREAS	Present Level of Performance (grade level, standard scores, strengths, needs)	Essential accommodations and reason needed
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, assisted communication)		

FUNCTIONAL AREAS	Present Level of Performance (strengths and needs)	Essential accommodations and reason needed
Social Skills and Behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services/accommodations, degree of extra-curricular involvement, confidence & persistence as a learner)		
Independent Living Skills (self-care, leisure skills, personal safety, banking, budgeting, etc)		
Environmental Access/Mobility (assistive technology, transportation, etc)		
Self-Determination/ Self-Advocacy Skills (ability to identify and articulate postsecondary goals, learning strengths and needs, etc)		
Career-Vocational/ Transition Employment (career interest, exploration, job training, employment experiences, etc)		
Additional considerations (medical problems, family concerns, sleep disturbance, etc)		

Part 4 – Recommendations to assist the student in meeting postsecondary goals

Suggestions for accommodations, assistive services and/or collateral support services to enhance access in the following post-high school environments (complete those relevant to the student's postsecondary goals *only*).

Higher Education or Career/Technical Education: _____

Employment: _____

Independent living: _____

Community Participation: _____

Part 5 - Student Perspective

A. How does your disability affect your schoolwork and school activities (grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, physical accommodations, other services, etc)? _____

C. Which of these accommodations/supports have worked best for you? _____

D. Which of these accommodations/supports have not worked? _____

E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment? _____

I have reviewed and agree with this Summary of Performance.

Student Signature _____ Date ____/____/____

Important Office for Civil Rights (OCR) Policy Documents, District Procedures, and District Circulars



TO: OCR Senior Staff

FROM: LeGree S. Daniels
Assistant Secretary for Civil Rights

SUBJECT: Long-term Suspension or Expulsion of Handicapped Students

This memorandum provides guidance on the application of the Section 504 regulation at 34 CFR Part 104 to the disciplinary suspension and expulsion of handicapped children from school, (This memorandum addresses only the requirements under the Section 504 regulation. Requirements of the Education of the Handicapped Act may be different in some respects.) an issue not addressed directly by the regulation. This guidance supersedes previous memoranda on this issue.

Legal Authority

The Section 504 regulation requires that a school district evaluate a handicapped child before making a significant change in his or her placement. Specifically, the regulation pertaining to evaluation and placement states:

A recipient that operates a public elementary or secondary education program shall conduct an evaluation in accordance with the requirements of...this section of any person who, because of a handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement.

34 CFR § 104.35(a).

The Supreme Court's recent decision in *Honig v. Doe*, 108 S. Ct. 592 (1988), interpreted the Education of the Handicapped Act (EHA), rather than Section 504. Nevertheless, it lends support to OCR's regulatory provision that a recipient may not make a significant change in a handicapped child's placement without reevaluating the child and affording the due process procedures required by the Section 504 regulation at 34 CFR § 104.36. The decision also supports OCR's longstanding policy of applying the regulatory provision regarding "significant change in placement" to school disciplinary suspensions and expulsions of handicapped children.

OCR Policy

1. If a proposed exclusion of a handicapped child is permanent (expulsion) or for an indefinite period, or for more than 10 consecutive school days, the exclusion constitutes a "significant change in placement" under § 104.35(a) of the Section 504 regulation.
2. If a series of suspensions that are each of 10 days or fewer in duration creates a pattern of exclusions that constitutes a "significant change in placement," the requirements of 34 CFR § 104.35(a) also would apply. The determination of whether a series of suspensions creates a pattern of exclusions that constitutes a significant change in placement must be made on a case-by-case basis. In no case, however, may serial short exclusions be used as a means to avoid the Supreme Court's prohibition of suspensions of more than 10 days. An example of a pattern of short exclusions that would clearly amount to a significant change in placement would be where a child is suspended several times during a school year for eight or nine days at a time. On the other hand, OCR will not consider a series of suspensions that, in the aggregate, are for 10 days or fewer to be a significant change in placement. Among the factors that should be considered in determining whether a series of suspensions has resulted in a "significant change in placement" are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the child is excluded from school.

3. In order to implement an exclusion that constitutes a "significant change in placement," a recipient must first conduct a reevaluation of the child, in accordance with 34 CFR § 104.35.
4. As a first step in this reevaluation, the recipient must determine, using appropriate evaluation procedures that conform with the Section 504 regulation, whether the misconduct is caused by the child's handicapped condition.
5. If it is determined that the handicapped child's misconduct is caused by the child's handicapping condition, the evaluation team must continue the evaluation, following the requirements of § 104.35 for evaluation and placement, to determine whether the child's current educational placement is appropriate.
6. If it is determined that the misconduct is not caused by the child's handicap, the child may be excluded from school in the same manner as similarly situated nonhandicapped children are excluded. In such a situation, all educational services to the child may cease. (The provision of this policy which permits total exclusion of handicapped children from educational services should not be applied in Alabama, Georgia, Florida, Texas, Louisiana, and Mississippi. In *S-1 v. Turlington*, 635 F. 2nd 342, 348 (5th Cir. Unit 8 1981), the court of appeals ruled that under both Section 504 and the EHA, a handicapped child may be expelled for disruptive behavior that has been properly determined not to have been caused by the handicapping condition, but educational services may not be terminated completely during the expulsion period).
7. When the placement of a handicapped child is changed for disciplinary reasons, the child and his or her parent or guardian are entitled to the procedural protections required by § 104.36 of the Section 504 regulation; that is, they are entitled to a system of procedural safeguards that includes notice, an opportunity for the examination of records, an impartial hearing (with participation of parents and opportunity for counsel), and a review procedure. Thus, if after reevaluation in accordance with 34 CFR § 104.35, the parents disagree with the determination regarding relatedness of the behavior to the handicap, or with the subsequent placement proposal (in these cases where the behavior is determined to be caused by the handicap), they may request a due process hearing.

Note that these procedures need not be followed for students who are handicapped solely by virtue of being alcoholics or drug addicts with regard to offenses against school disciplinary rules as to the use and possession of drugs and alcohol. Appendix A paragraph 4 to the Section 504 regulation states: Of great concern to many commenters was the question of what effect the inclusion of drug addicts and alcoholics as handicapped persons would have on school disciplinary rules prohibiting the use or possession of drugs or alcohol by students. Neither such rules nor their application to drug addicts or alcoholics is prohibited by this regulation, provided that the rules are enforced evenly with respect to all students.

For example, if a student is handicapped solely by virtue of being addicted to drugs or alcohol, and the student breaks a school rule that no drugs are allowed on school property, and the penalty as to all students for breaking that rule is expulsion, the handicapped student may be expelled with no requirement for a reevaluation. This exception, however, does not apply to children who are handicapped because of drug or alcohol addiction and, in addition, have some other handicapping condition. For children in that situation, all the procedures of this policy document will apply.

Further, this policy does not prevent a school from using its normal, reasonable procedures, short of a change in placement, for dealing with children who are endangering themselves or others. Where a child presents an immediate threat to the safety of others, officials may promptly adjust the placement or suspend him or her for up to 10 school days, in accordance with rules that are applied evenhandedly to all children.

If you have any questions about the content of this memorandum, feel free to call me or have a member of your staff contact Jean Peelen at 732-1641.

SITE OPERATIONS CIRCULAR NO. 1010
Office of the Chief Student Services Officer

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: September 10, 2013

To: Principals, Division and Department Heads

Subject: LONG-TERM SUSPENSION OR EXPULSION OF STUDENTS
WITH A 504 PLAN

**Department and/or
Persons Concerned:** Principals, Site Administrators, Site 504 Coordinators, 504 Team
Members

Due Date: Upon receipt.

Reference: 504/ADA Guidelines

Action Requested: Please share information with designated 504 coordinator and
appropriate staff.

Brief Explanation:

This circular provides guidance on the application of Section 504 regulation to the disciplinary suspension and expulsion of a student with a 504 Plan.

Section 504 requires school districts reevaluate a student with a disability and afford due process procedures before making a "significant change in placement." This applies to school disciplinary suspensions and expulsion of students with disabilities.

A "significant change in placement" in the context of disciplinary consequences applies in the following circumstances:

- a suspension for more than ten (10) consecutive school days, or
- a proposed expulsion, or
- a series of suspensions that are fewer than ten (10) school days in duration, but cumulatively exceed ten (10) school days, that may create a pattern of exclusions. This would be determined on a case-by-case basis at the Manifestation Determination meeting. The Manifestation Determination meeting is part of SDUSD's obligation to provide a free, appropriate public education (FAPE). FAPE under 504 is the provision of general or special education aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

The school must take the following reevaluation steps:

1. Contact the 504 Office to schedule representation at the 504 Manifestation Determination meeting.
2. Reconvene the 504 Team which determines whether the conduct is a manifestation of (caused by) the student's disability. The 504 Team must review all relevant information in the student's file including the 504 Plan, any teacher observations, and any relevant or new information provided by the parent. This manifestation hearing must be convened within five (5) school days of the misconduct. A summary must be written and submitted to the Placement and Appeal Office, indicating whether the conduct was "causal" or "non-causal." The attached form is to be used.
3. If it is determined that the conduct is caused by or had a direct and substantial relationship to the student's disability (causal) or the conduct in question was the direct result of the district's failure to implement the 504 Plan, the 504 Team will conduct a functional behavioral assessment and implement a behavior support plan (BSP) for the student. In those cases where a behavior support plan (BSP) has been developed, review the plan and modify it to address the behavior in question so that it does not recur.

The student will be returned to the placement from which the student was removed, unless the parent and 504 Team agree to a change of placement as part of the modification of the behavior support plan (BSP).

4. If it is determined that the conduct is not caused by the student's disability (non-causal), the student may be subject to the same disciplinary policies and procedures as non-disabled students. The student, as appropriate, shall receive a functional behavioral assessment (FBA), behavioral support services and modifications that are designed to address the behavior violation so that it does not recur. The services and modifications may be provided in an alternative interim setting.
5. When the placement of a student with disabilities is changed for disciplinary reasons, the student and his/her parents are entitled to a system of procedural safeguards that include:
 - a notice to parents on the day the 504 Team recommends expulsion;
 - an opportunity for the parents to examine records;
 - due process and/or a review procedure (Manifestation Determination meeting).

If the parents disagree with the determination, they may request a due process hearing.

Further, this policy does not prevent a school from using its normal, reasonable procedures, short of a change in placement, for dealing with students who are endangering themselves or others.

Site Operations Circular No. 1010
Office of the Chief Student Services Officer
Page 3

For additional information or assistance with this process, contact Michelle Crisci, District 504 Coordinator, at (619) 725-7225.

APPROVED:



Joe Fulcher
Chief Student Services Officer

MC:lc

Attachment (1)

Distribution: Lists A, D, E and F

San Diego Unified School District
Section 504 Office
MANIFESTATION DETERMINATION
504 Team Report
(504 USE ONLY)

Instructions: Please convene all members of the 504 Team (including parent and student) as soon as a student with a 504 Plan commits an offense that is recommended for expulsion. Complete this form and fax it immediately to the Placement and Appeal Office at (619) 298-3749 and the 504 Office at (619) 725-5529.

Student Name: _____ ID#: _____ Date: _____
Gender: _____ Grade Level: _____ School: _____
Parent/Guardian: _____ Phone: _____
Address: _____
Manifestation Hearing Date: ____/____/____ Date of Incident: ____/____/____
Identified Disability: _____
Suspension/Expulsion Charge: (*refer to the suspension form*): _____
Date of last implemented 504 Plan: ____/____/____

The 504 Team must consider the following questions:

1. Was the conduct in question caused by or had a direct and substantial relationship to the student's disability? _____ Yes _____ No
2. Was the conduct in question the direct result of the district's failure to implement the 504 Plan? _____ Yes _____ No

The 504 Team must determine that the conduct was a manifestation of the student's disability if either question 1 or 2 above was checked "Yes."

Was the conduct a manifestation of the student's identified disability?
_____ Yes _____ No

If *No*, move to alternative placement with Behavior Support Plan.

If *Yes*, placement will remain the same and the 504 Team must review/revise the 504 Plan and include a Behavior Support Plan.

____ New Placement at _____ (this is a responsibility of the 504 Team).

Brief statement to support above determination: _____

SIGNATURES *The signatures below affirm presence at this meeting.*

Parent/Guardian: _____
Parent/Guardian: _____
Student: _____
Administrator/Designee (required): _____
Site 504 Coordinator (required): _____
District 504 Representative (required): _____
School Psychologist: _____
School Nurse: _____
Counselor: _____
Teacher (required): _____ Teacher: _____
Teacher: _____ Teacher: _____
Other: _____

ADMINISTRATIVE CIRCULAR NO. 28
Office of the Chief Student Services Officer

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: September 30, 2013

To: Principals, Division and Department Heads

Subject: POLICY REGARDING ACCOMMODATIONS FOR
PARENTS/GUARDIANS WITH DISABILITIES

**Department and/or
Persons Concerned:** Principals, Site Administrators, Site 504 Coordinators

Due Date: October 15, 2013

Reference: None

Action Requested: Post policy (Attachment 1) for public viewing and return posting
verification (Attachment 2).

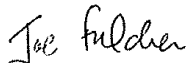
Brief Explanation:

Pursuant to a court order, each school in the San Diego Unified School District is required to post the attached "Policy Regarding Accommodation to Parents with Disabilities" in a prominent public location.

Moreover, the district must verify that the policy has been posted. Please indicate on Attachment 2 the name of the school, name and position of the employee responsible for posting the policy, and the date it is posted. Return the form to Leslie Caporale, ADA Committee Administrative Assistant, either by fax at (619) 725-5529 or e-mail the information to lcaporale@sandi.net.

For additional information you may call Michelle Crisci, District Section 504 Coordinator, at (619) 725-7225.

APPROVED:



Joe Fulcher
Chief Student Services Officer

MC:lc

Attachments (6)

Distribution: Lists A, D, E and F



POLICY REGARDING ACCOMMODATION TO PARENTS WITH DISABILITIES

San Diego Unified School District has a policy of making reasonable efforts to provide disabled parents of District students meaningful access to school programs and events in which parents participate, in the most integrated setting reasonably possible, unless providing such accessibility would cause a fundamental alteration of the District's programs and services, or would cause an undue administrative or financial burden on the District.

Because of the need to carefully administer limited resources, it will not always be possible to make needed physical upgrades to District facilities or to provide any physical upgrades within a time frame that will allow for prompt, permanent solutions for particular parents. Consequently, the District will implement the following procedure designed to assist parents that are in need of immediate accessibility changes.

Any parent, who needs an accommodation, should make a written request to the District (*see Site Operations Circular No. 1008*). The written request should be sent to both (1) the site administrator at the location of the requested accommodation and; (2) the 504/ADA Committee at 4100 Normal Street, Room 2129, San Diego, CA 92103 (attention: Michelle Crisci). Once the written requests are received, the 504/ADA Committee, with the assistance of the site administrator, shall endeavor to provide alternative accommodation consistent with this policy within 60 calendar days of receipt of such request. Computation of the 60-calendar day deadline shall be based upon actual receipt of the request by the 504/ADA Committee.

The 504/ADA Committee will respond to the parent making the request with the following information: (1) notice of any planned upgrades, (2) alternative accommodations that shall be offered as an interim measure or permanently, OR, (3) that the District has determined that it is unable to provide access because of undue burden or fundamental alteration. The notice of the district's decision will also provide notice of any further appeal rights, if any, within the District.

Nothing contained in this policy is intended to increase or decrease any legal protections provided to disabled persons or any legal obligations owed by the District as provided by applicable state and federal law.



POLÍTICA SOBRE LAS ADAPTACIONES RAZONABLES PARA PADRES CON DISCAPACIDADES

El Distrito Escolar Unificado de San Diego cuenta con una política de hacer todo esfuerzo razonable por brindarles a los padres con discapacidades de alumnos del distrito acceso significativo a programas y eventos en los cuales los padres participan, de la manera más integrada posible, a menos que el brindar dicho acceso cause una alteración fundamental de los programas y servicios del distrito, o le cause al distrito una carga administrativa o económica indebida.

Debido a la necesidad de administrar los recursos limitados cuidadosamente, no siempre será posible hacer reparaciones físicas necesarias para las instalaciones del distrito o brindar mejoras físicas dentro de un tiempo especificado que permita soluciones rápidas y permanentes para padres individuales. Consecuentemente, el distrito implementará el siguiente procedimiento diseñado para asistir a los padres con cambios inmediatos necesarios de acceso.

Cualquier padre que necesite adaptaciones deberá solicitarlo al distrito por escrito (*acuda a la Circular de Operaciones del Plantel No. 1008*). La solicitud escrita debe enviarse a: (1) el administrador del plantel en el sitio donde se solicita que se haga la adaptación y (2) el Comité 504/ADA en 4100 Normal Street, Salón 2129, San Diego, CA 92103 (atención: Michelle Crisci). Una vez recibidas las solicitudes escritas, el Comité 504/ADA, con la ayuda de el/la administrador/a del plantel, deberá intentar brindar una adaptación alterna que sea consistente con esta política dentro de 60 días del calendario después de recibir la solicitud. El cálculo de la fecha límite de 60 días deberá basarse en el recibo actual de la solicitud por el comité 504/ADA.

El Comité 504/ADA responderá a el/la padre/madre solicitante con la siguiente información: (1) noticias de cualquier mejora planeada, (2) adaptaciones alternas que se ofrecerán como medidas interinas o permanentes O (3) que el distrito ha determinado que no le es posible brindarle acceso, debido a una carga indebida o alteración fundamental. La noticia de la decisión del distrito también le informará sobre cualquier derecho de apelación, si es que lo hay, dentro del distrito.

Nada de lo que contiene esta política intenta incrementar o disminuir las protecciones legales de las personas discapacitadas ni cualesquiera obligaciones debidas por el distrito, según las leyes estatales y federales aplicables.



San Diego Unified
SCHOOL DISTRICT

ADA/504/Title IX Office
P - 619-725-7225
F - 619-725-5529

ATTACHMENT 2

MEMORANDUM

TO: M. Crisci

FROM:

DATE:

**SUBJECT: POLICY REGARDING ACCOMMODATION TO PARENTS WITH
DISABILITIES 2013-2014 School Year**

The following indicates that the "Policy Regarding Accommodation to Parents with Disabilities" has been posted.

_____	_____
School	Date Posted
_____	_____
Responsible Employee (Please print name)	Position

Signature of Responsible Employee	

Please return this form by email or fax by October 15, 2013 to:

Leslie Caporale
lcaporale@sandi.net or
fax: 619-725-5529

MC:lc



ADMINISTRATIVE PROCEDURE

CATEGORY: Students, Welfare

SUBJECT: Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973

A. PURPOSE AND SCOPE

1. To outline procedures governing the identification, evaluation, and provision of a free, appropriate public education (FAPE) to students who are eligible for services under Section 504 of the Rehabilitation Act of 1973. This applies to students who, because of actual disability or disabilities, are eligible for FAPE under Section 504 as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students. Students eligible for special education services under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq.) receive discrimination protections under the Americans with Disabilities Act (ADA)/504; FAPE is addressed in Administrative Procedure 4230.
2. **Related Procedures:**

Nondiscrimination on the Basis of Disability	0108
Nondiscrimination on the Basis of Sex in District Programs and Activities	0112
Uniform Complaint Procedure	1700
Individuals with Exceptional Needs	4230
Suspension	6290
Expulsion	6295
Student-to-Student Bullying, Harassment or Intimidation	6381

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policies A-3500, A-3550, F-2520, F-2530, F-2594; Individuals with Disabilities Education Act (IDEA) 20 USC §1400 et seq.; Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; 34 Code of Federal Regulations Part 104

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the ADA/504/Title IX Office, Student Services Division.
2. **Definitions:**
 - a. **Individual with a disability:** Under Section 504 of the Rehabilitation Act of 1973, any person who:
 - (1) Has a physical or mental impairment that substantially limits one or more major life activities;
 - (2) Has a record of such impairment; or
 - (3) Is regarded as having such impairment
 - b. **Major life activities:** functions such as bending, breathing, caring for one's self, communicating, concentrating, eating, hearing, learning, lifting, operation of major body functions (including, but not limited to, functions of the immune system, normal cell

SUBJECT: **Students Eligible for Services Under Section 504 of the Rehabilitation Act of 1973**

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growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions), performing manual tasks, seeing, sleeping, speaking, standing, thinking, walking, reading, writing, or working. Impairment need not prevent or severely restrict a major life activity to be considered substantially limiting.

- c. **Evaluation:** administration of tests or other evaluation materials, or a review of formal and informal assessment data to determine student eligibility under the meaning of Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The determination of whether an individual has a disability should not demand extensive analysis, should be made without considering the ameliorative effects of medication or other measures, and may not be foreclosed solely on the basis of bottom line measures such as grades. (Ameliorative effect may remain pertinent to determining appropriate related aids and services as well as classroom and instructional accommodations).
- d. **504 Plan:** A written statement that identifies the accommodations or related aids and services needed by an eligible student and the person who will provide the services or modifications/accommodations.
- e. **504 Team:** A group of persons knowledgeable about the student and the student's school history, including the student and his/her parent/guardian, that meets and analyzes the evaluation data to determine if the student has a mental or physical impairment, or is perceived to have such an impairment, that substantially impairs or limits a major life activity, including learning, and is in need of special accommodations/services.
- f. **Free appropriate public education (FAPE):** The provision of general or special education and related aids or services, at no cost to the individual with a disability, or his/her parents/guardians, designed to meet individual education needs.
- g. **Discriminatory treatment:** Harassment of a person with disabilities by others; denial of the opportunity to participate in a program or activity based on disability; other forms of different treatment based on disability; inaccessibility of district programs or activities.

3. **Intent:**

- a. To identify, evaluate, and provide a free, appropriate public education (FAPE) to each student attending a district school who is an individual with a disability within the meaning of Section 504, regardless of the nature or the severity of the student's disability.
 - b. To ensure that students with disabilities within the meaning of Section 504 are identified, evaluated, and provided with the required free, appropriate education (i.e., general or special education and related aids and services that are designed to meet the needs of each individual with a disability as adequately as the needs of nondisabled persons are met).
4. **Identification and Referral.** Students who, because of disability, need, or are believed to need special accommodations or related aids and services not available through existing programs in order to receive a free, appropriate public education, may be referred to the site

SUBJECT: Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973

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504 coordinator by a parent/guardian, teacher, or other certificated school employee for identification and evaluation of the student's individual education needs.

5. Evaluation.

- a. The 504 Team will conduct an evaluation of the student and the impact of the disability upon his/her educational access. The 504 Team will obtain and review current, complete and reliable information on the student's educational, psychological, medical, and/or social/emotional history and status that is sufficient to:
 - (1) Fully and accurately identify the nature and extent of any disabilities the student may have, and
 - (2) Determine the services, if any that are necessary and appropriate for the student's individual needs.
- b. Evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria for participation in the educational program and/or activities.
- c. The 504 coordinator will notify the student's parent/guardian of the procedural safeguards available to them, including the right to an impartial hearing and review, as described in Section C.9.

6. Plan for Services.

- a. For a student who has been identified as an individual with a disability, and is in need of accommodations or related aids and services, the 504 Team will, within 60 days of referral, determine the services necessary, if any, to ensure that the student receives a free, appropriate public education (FAPE). In making this determination, the 504 Team will consider all available relevant information, drawing upon a variety of sources including, but not limited to, comprehensive assessments conducted by the district professional staff.
- b. Parent/guardian of a student identified as an individual with a disability will be invited to participate in the 504 meeting, where services for the student will be determined, and when requested, will be given an opportunity to examine in advance relevant records concerning their child.
- c. The 504 Team will develop a written plan describing the student's disability and the accommodations or related aids and services needed. The plan will specify how and by whom the accommodations and related aids and services will be provided to the qualified student. District personnel who work with the student will be informed of the plan.
- d. The 504 Team may also determine that a student identified as an individual with a disability under Section 504 does not need accommodations or related aids and services. If such a determination is made, the 504 Team will document the basis for the decision.

SUBJECT: **Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973**

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- e. A student identified as an individual with a disability under Section 504 will be placed in the general education environment (including seminar, International Baccalaureate, Advanced Placement, etc.) unless the 504 Team determines that a more restrictive placement is required to meet his/her needs; an individual with a disability will be educated with students without disabilities to the maximum extent appropriate to meet the needs of the student.
 - f. The 504 Team will provide the parent/guardian of each student identified as an individual with a disability with written notice of its final decision concerning the services to be provided to the student.
- 7. Reevaluation of the Student's Progress.**
- a. The 504 Team will annually monitor the progress of the student identified as an individual with a disability to determine the appropriateness of the accommodations and related services.
 - b. Prior to any significant change in the educational placement of a student identified as an individual with a disability, a reevaluation of the student must be conducted.
- 8. Complaints.** Any individual that believes that a school or school representative has inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973 may submit a complaint.
- a. Complaints about Section 504 identification, evaluation or placement of a student with a disability or suspected disability under Section 504 may be submitted by either:
 - (1) Following the school's grievance plan (i.e., complete a complaint form located in the Section 504 Guidelines for Educators or in the Parent Handbook), or
 - (2) Contacting the Office for Civil Rights, as outlined in Section C.8.f.
 - b. Complaints not resolved at the school site shall be submitted in writing by the complainant to the district's ADA/504/Title IX Office within 10 business days. The ADA/504/Title IX Office shall further investigate the allegations and reply in writing to the complainant within 60 business days. Within 10 days of receipt of the complaint, the ADA/504/Title IX Office may contact the complainant for additional information for inclusion during the investigation.
 - c. To appeal a decision of the district's ADA/504/Title IX Office, the complainant may file a complaint with the Office for Civil Rights (OCR) or at any time during the complaint procedure (refer to Section C.8.f.).
 - d. The site administrator should make every attempt to resolve complaints of discriminatory treatment at the site level.
 - e. If the complaint of discrimination based on disability is not resolved at the site, the complainant shall be informed of the right to file a complaint under the District's Uniform Complaint Procedure (Administrative Procedure 1700).

SUBJECT: **Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973**

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- f. Complainants may also file complaints directly with the Office for Civil Rights (OCR). An OCR complaint must be filed in writing within 180 days after a violation has occurred. The OCR complaint can be submitted in the form of a letter or on the Discrimination Complaint Form (refer to Section E.2.). The complaint will include:
- (1) Complainant's name and address (a telephone number where the complainant may be reached during business hours is helpful, but not required).
 - (2) A general description of the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person[s] are not required).
 - (3) The name and location of the institution that committed the alleged discriminatory act(s).
- g. A complainant shall not be retaliated against for having made a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding.
9. **Procedural Safeguards.**
- a. Parents/guardians shall be notified in writing of all decisions concerning the identification, evaluation, or educational placement of their child made under this procedure. Parents/guardians shall have the right to review relevant records. Records may be reviewed at the school site or at the district office. As part of the notification of any district decision concerning the identification, evaluation or placement of their child, the parents/guardians will be advised of the right to appeal the decision. The notification will include:
- (1) The procedures for filing a request for an impartial hearing.
 - (2) The title of the person to whom they shall make any such request and his/her address and telephone number.
- b. Parents/guardians may appeal decisions made by the district relating to any of the following:
- (1) Identification of the student as an individual with a disability.
 - (2) Evaluation procedures utilized with the student.
 - (3) Educational placement services recommended for the student.
- c. A written appeal must be filed with the district's ADA/504/Title IX Office within 30 days of the date the appellant was served notice of the district's decision. The appeal must specify the decision that is being appealed, the relief sought, and any other information the appellant believes will assist in understanding the appeal.
- d. Within 20 calendar days of receipt of a written appeal and request for hearing, the district's ADA/504/Title IX Office will identify an impartial hearing officer. A hearing officer identified by the district must meet the following requirements:

SUBJECT: Students Eligible for Services Under Section 504
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- (1) Be qualified to review district decisions relating to Section 504 of the Rehabilitation Act of 1973.
 - (2) Be impartial and unbiased.
 - (3) Not be an employee of, or under contract with, the district in any capacity other than that of a hearing officer in the past three years, or by any cooperative program in which the district participates, or by any other agency or organization that is directly involved in the diagnosis, education, or care of the student, or who in any other way has a professional or personal involvement that would affect his/her objectivity in the case.
- e. Either party to the hearing may request the hearing officer to grant a continuance. The continuance may be granted upon a showing of good cause or by agreement of the parties.
 - f. Any party to the hearing shall be afforded the following rights:
 - (1) The right to be accompanied and advised by counsel and by individuals with specialized knowledge or training relating to the needs of students who are individuals with disabilities under Section 504.
 - (2) The right to present evidence, including documents and witnesses.
 - (3) The right to question and cross-examine witnesses.
 - (4) The right to written findings of fact, conclusions of law, and decisions prepared by the hearing officer.
 - g. Where a State Fair Hearing has been held under the Individuals with Disabilities Education Act (IDEA) concerning issues relevant to the Section 504 due process proceeding, the hearing officer shall, at the request of either party, accept into the record as evidence, copies of the transcript of testimony and documents submitted in the State Fair Hearing. The Section 504 hearing officer shall then provide an opportunity for the submission of additional evidence by the parties that is relevant to a determination of the issues under Section 504. The Section 504 hearing officer's jurisdiction shall be limited to Section 504 issues and shall not extend to a determination of eligibility for special education assessment or placement under IDEA.
 - h. If the parent/guardian and the district both agree that the student is not eligible for special education services under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to holding a Section 504 hearing.
 - i. Within 45 calendar days of the selection of the hearing officer, excluding the days of any continuance, the hearing on the appeal shall be conducted and a written decision mailed to all parties.
 - j. The parties shall abide by the decision of the Section 504 hearing officer unless the decision is appealed to a court of competent jurisdiction and the decision is stayed, revised, or reversed by the court.

SUBJECT: **Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973**

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D. IMPLEMENTATION

1. **Principal or designee** identifies a site 504 coordinator.
2. **Site 504 coordinator**, upon receipt of referral from parent/guardian, student, or staff member:
 - a. Sends notice of intent to evaluate the student to the parent/guardian, invites the parent/guardian to the 504 Team meeting, and provides information on due process rights.
 - b. Coordinates collection of relevant student data.
3. **504 Team:**
 - a. Together with parent/guardian, reviews all relevant data, including any previous formal evaluation results.
 - b. If necessary, conducts additional formal or informal evaluation.
 - c. Makes determination as to whether student is eligible for services within the meaning of Section 504. If student is determined to be eligible under Section 504, develops a 504 Plan for the student including a description of the proposed accommodations and/or special aids or services.
 - d. Notifies parent/guardian and all concerned parties (e.g., teacher, counselor, nurse) by providing each a copy of determination and the 504 Plan. District staff must sign site log to indicate receipt of copy.
 - e. Sets a date for annual review of student's progress and placement.
4. **Parent/guardian**, upon receipt of determination, may appeal determination by:
 - a. Contacting principal or designee to discuss and resolve concerns.
 - b. Sending written complaint within designated timelines described in Section C.8. to district's ADA/504/Title IX Office if concerns are not resolved at the site level after discussion with principal or designee.
5. **District ADA/504/Title IX Office:**
 - a. Meets with parent/guardian to discuss complaint.
 - b. If parent/guardian concerns remain unresolved, initiates fair hearing process within designated timeline with an impartial hearing officer as described in Section C.9.
6. **Hearing officer** renders final written decision and notifies parent/guardian and district ADA/504/Title IX Office of the decision.
7. **District ADA/504/Title IX Office** notifies principal or designee of final decision.

SUBJECT: Students Eligible for Services Under Section 504
of the Rehabilitation Act of 1973

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E. FORMS AND AUXILIARY REFERENCES

1. *Section 504 Guidelines for Educators*, available from the ADA/504/Title IX Office, and on the district website at:
<http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/11240/Guidelines%20for%20Educators%20Section%20504%202012.txt.pdf>
2. *Discrimination Complaint Form*, available from the Office for Civil Rights, US Department of Education, 50 Beale Street, Suite 7200, San Francisco, CA 94105-1813, and online at:
<http://www2.ed.gov/about/offices/list/ocr/complaintform.pdf>

F. REPORTS AND RECORDS

1. All relevant student reports and records are to be retained in the student's file.

G. APPROVED BY

General Counsel, Legal Services
As to form and legality

H. ISSUED BY

Chief of Staff

MEMORANDUM

TO: Principals and Site 504 Coordinators
FROM: Michelle Crisci, ADA/504 Coordinator
DATE: April 16, 2012
SUBJECT: Access by Students with Disabilities to Accelerated Programs

Under Title II of the Americans with Disabilities Act (ADA), the San Diego Unified School District (“SDUSD”) may not exclude an otherwise qualified student with a disability from participating in any of our accelerated programs (Gifted and Talented Education, International Baccalaureate, Advanced Placement, and AVID Programs). It is the intent of SDUSD to ensure curriculum, program, and placement decisions for all students are based on individual student potential. Accordingly, SDUSD’s Advanced Studies Department provides guidance on its webpage regarding this obligation:

The Gifted and Talented Education (GATE) program supports unique opportunities for high-achieving and underachieving pupils who are identified as gifted and talented. This capacity includes many and varied characteristics that require modifications of curriculum and instruction. These modifications form the basis of gifted and talented educational services.

The law requires SDUSD to provide accommodations and services through the entire range of general education class offerings (Co-taught, Cluster, Seminar, etc.). For example, if a student’s Section 504 Plan provides extra time for assignments in order to participate in the regular education program and she or he enrolls in an accelerated, advanced, or seminar history class, then (s)he must also receive extra time on assignments for that class.

Conversely, requiring a student to surrender needed accommodations and services as outlined on his/her Section 504 Plan as a condition to participate in an accelerated program would also constitute a denial of free appropriate public education (FAPE). Moreover, a student with a disability may need accommodations and services to participate in accelerated programs, even if (s)he is able to succeed without such services in a regular classroom. The Americans with Disabilities Act was recently amended to make it clear that impairments that substantially limit a variety of major life functions including reading, concentrating, thinking, and communicating constitute disabilities.⁴ A student who is otherwise qualified for an accelerated program, but who, because of such impairment, may need special education or related services in order to participate in his/her educational program, should receive an evaluation under the District’s Section 504 evaluation procedures.

If you have any additional questions, please call the SDUSD, ADA/504 Office at (619) 725-7087.

¹<http://www.sandi.net/site/Default.aspx?PageID=1058>

²<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html>

³<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html>

⁴<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>

General 504 FAQs

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General 504 FAQs

1. Question: Who should serve on the 504 Team?

Answer: The 504 Team is knowledgeable about the student and is familiar with interventions that have been successful and strategies that have failed. The team will usually include:

- A. Parent(s)
- B. Student, when appropriate
- C. Site administrator
- D. Classroom teacher(s)
- E. Site 504 coordinator
- F. School Counselor
- G. Nurse
- H. Bilingual staff, when appropriate
- I. Others as appropriate.

2. Question: Should each eligible student with a 504 have a case manager?

Answer: YES. The site 504 coordinator is generally the case manager who ensures the services are implemented and manages the Section 504 file.

3. Question: How does free appropriate public education (FAPE) differ between Section 504 and special education?

Answer: In special education, a student must be eligible under one of the thirteen disability categories and need special education before he/she is entitled to related service.

The definition for eligibility under Section 504 is very broad and could include any physical or mental impairment, which substantially limits a major life activity. The student could receive accommodations, related aids and/or specialized services including the services of special educators and related professionals when the student does not otherwise qualify for special education.

4. **Question:** **Who conducts evaluations to determine Section 504 eligibility?**
- Answer: Many student who are eligible for Section 504 services have medical conditions that have already been diagnosed. In these cases the school would request permission from the parents to obtain copies to document the Section 504 eligibility.
- In cases where the school conducts the evaluation, special education staff or other support staff may be involved.
5. **Question:** **When a student does not qualify or exits special education should they be considered for Section 504 eligibility?**
- Answer: YES. Section 504 eligibility shall be a team decision and will depend on the unique needs of the student. Some exiting special Education students will not require Section 504 accommodations or services. All students who are found not to be eligible for special education under IDEA will be referred to the 504 Team for determination of eligibility under Section 504.
6. **Question:** **Where can parents or the school receive technical assistance regarding Section 504 issues?**
- Answer: There are several sources of technical assistance for parents and the school including the following:
1. School District's 504/ADA Officer.
 2. District's 504 Coordinator.
 3. Site 504 Coordinator at their child's school.
 4. Regional Office for Civil Rights, San Francisco, CA.
7. **Question:** **To what extent should parents be involved in the 504 process?**
- Answer: The Section 504 regulations do not specify the degree of parent participation. It is always a priority to involve parents every step along the way in their child's educational program. It is required that parents receive notice whenever their child is being considered for evaluation, eligibility, or service delivery. Written consent is not required before evaluations and services. The parents should be invited to participate in all 504 meetings regarding their child.
8. **Question:** **Can the 504 Team recommend modifications to an eligible student's graduation requirements?**
- Answer: Yes, as long as the recommendation is necessary to provide the student a free appropriate public education (FAPE). For example, a student with a severe physical disability might not be capable to participate and fulfill physical education graduation requirements. Adapted physical education would be a modification for the physical education requirement. School are encouraged to develop alternative options rather than totally waive a course requirement.

9. Question: Are all students with attention deficient disorder eligible for Section 504 services?

Answer: NO. Although many students who have been diagnosed with ADD/ADHD do qualify for Section 504 services, many others do not. Many students who have been diagnosed with ADD/ADHD are either on medication and/or have been taught and apply compensatory skills to successfully function in a school environment and may not require Section 504 services.

Some students with ADD/ADHD will be eligible for services under IDEA if they were first found to be eligible for services under the categories of learning disability, other health impaired, emotionally disturbed, or traumatic brain injury.

If the student has a mental or physical disability which substantially limits a major life activity (learning, in the case of ADD/ADHD), then the student would qualify for Section 504 accommodations and/or services.

10. Question: What are the consequences for a school who refuses to meet Section 504 and/or ADA obligations?

Answer: According to Board Policy on Special Education, AND Section 504 of the Rehabilitation Act of 1973, March 24, 1998 (Revised), "it is the policy of the San Diego Unified School District to educate all students in an integrated setting and the least restrictive environment that ensures thinking and contributing members of a multicultural society. In accordance with this policy, the district will provide educational opportunities to all resident students, including those with special needs as required by state and federal law, specifically the Individuals with Disabilities Education Act, Public Law 105-17 and Section 504 of the Rehabilitation Act of 1973.

Authority for the special education program is vested in the Board of Education and delegated to the Superintendent. The Board of Education has delegated such authority to the Superintendent or his/her designee to make changes that will ensure compliance with the law. Ultimate accountability for full compliance with this policy and with the full extent of the law remains with the Members of the School Board. All district staff will be held accountable for compliance with the law under this policy. A lack of compliance by district personnel with their required duties as prescribed by state and federal law and district policies and procedures, shall result in corrective action or disciplinary measures as warranted. Reports on the status of these programs shall be made to the Board at regularly specified intervals.

- 11. Question: Should a school document and keep a Section 504 file on each eligible student?**
- Answer: YES. It is required to document the events of each Section 504 services. Files should be kept on eligible students and maintained by the site 504 coordinator.
- 12. Question: Who pays the costs for Section 504 and/or ADA services?**
- Answer: Services are the responsibility of the local school district general fund.
- 13. Question: Are private schools responsible to provide Section 504 services?**
- Answer: Yes, if the private school is receiving any form of federal funding.
- 14. Question: Can a school require a medical statement for students for whom they cannot pinpoint a medical or physical impairment that is substantially limiting a major life activity within the schools and for which assistance is needed in the school?**
- Answer: A school cannot require a parent or student to provide a medical statement if the school suspects that the student has a disability that would necessitate the provision of general or special education and related aids and services under the regulations implementing Section 504 of the Rehabilitation Act of 1973. However, a school is not required to evaluate a student whom the school does not believe has a disability, e.g., a mental or physical impairment that substantially limits a major life activity, such as learning. A school is required to conduct an evaluation of any person who, because of a disability, needs, or whom the school believes to need, general or special education, related aids and services prior to placement.
- If a school determines, based on the facts and circumstances of the individual case, that a medical assessment is necessary to make an appropriate evaluation, the school must ensure that the student receives this assessment at no cost to the parents. If alternative assessment methods meet the evaluation criteria, these methods may be used in lieu of a medical assessment. If a district does not believe that a student has a disability and refuses to evaluate the child, the district must inform the parents of their due process rights.
- 15. Question: Are school responsibilities under Section 504 also responsible for providing services to students in private schools?**
- Answer: If a school has made available a free appropriate public education to a person with a disability and the person's parent or guardian chooses to place the person in a private school, Section 504 does not require the recipient to provide services in the private school.

16.Question: For students who are referred to special education but do not qualify under IDEA criteria, do they automatically become Section 504 students?

Answer: Under Section 504, a “person with disabilities” is defined as any person who has a physical or mental impairment, which substantially limits a major life activity. Thus, depending on the severity of their condition, students who do not meet the standards of the Individuals with Disabilities Education Act (IDEA) may or may not fit within the Section 504 definition. ***It is not automatic.*** However, any student who is not eligible under IDEA must be immediately referred to the 504 Team for a determination of eligibility under Section 504.

17.Question: Can a student be identified as IDEA eligible and be receiving some services under IDEA, and also be identified as a Section 504 student and be receiving different assistance in the regular classroom under Section 504? If the child is eligible for IDEA for the disability, shouldn't they receive all services for their disability under IDEA?

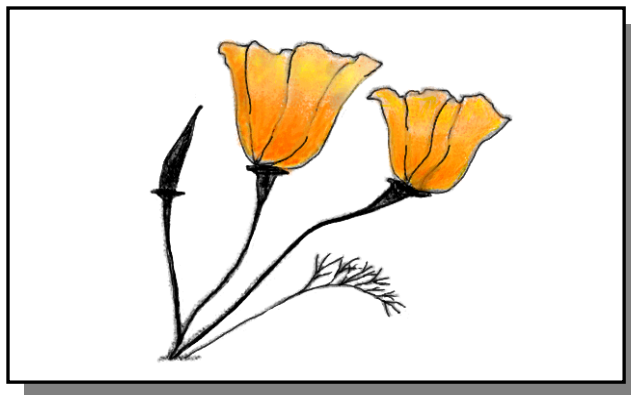
Answer: In order to be eligible for services under the IDEA, a student must be found to have one or more of the 13 disability categories specified and must also be found to need special education. A student identified as IDEA eligible and receiving services under the IDEA in order to receive a free appropriate public education (FAPE) could receive the same assistance in order to comply with Section 504. Section 104.33(b)(2) states that implementation of an individualized education program developed in accordance with IDEA is one means of meeting Section 504's requirement for the provision of general and special education and related aids and services designed to meet individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

18.Question: It is clear that a parent can take the school to a hearing regarding their Section 504 student. Can a district take a parent to hearing as well?

Answer: Yes. For instance, if a student is receiving services the school thinks are necessary for the provision of a free appropriate public education under Section 504, and the parent decides he/she no longer wants the child to receive the services, the school cannot simply accede to the parent's wishes. It must use the Section 504 due process hearing requirements or other proceedings if the school believes the student needs the services.

19. Question: If a student, due to his disability, is constantly disruptive on the school bus, can the school have the student's bus privileges removed if he/she needs the transportation to get to school? If so, must the school still provide transportation? How about when the student is a threat to the safety of other students on the bus?

Answer: If transportation is a related service for a student with disabilities, any incident of misconduct on the bus should be viewed in the same manner as any disciplinary incident in the school. A school cannot revoke transportation services just as a school could not suspend a student with disabilities in excess of 10 days or, in some cases, impose cumulative suspensions exceeding 10 days without taking a number of prior actions. A school can change the mode or method of providing transportation services if a student with disabilities is endangering himself or others, just as the school can place a student with disabilities in a more restrictive setting if the student become dangerous. In the above situation, the school should convene an 504 Team meeting to address the student's behavior on the bus.



SECTION 504/ISP COMPUTER PROGRAM Student Information System

Step One	Go to the "START" button
Step Two	Go to "APPLICATIONS" (some computers you will go to "ALL PROGRAMS", then to "APPLICATIONS")
Step Three	Go to "STUDENT INFORMATION SYSTEM" and single click
Step Four	Log in by entering your USER ID (your employee #) and your PASSWORD. Press "ENTER" or single click "LOGIN"
Step Five	The next window will be the Environment where "PRODUCTION" will be in the window. Click on "OK"
Step Six	Section 504 Application screen will appear with eight icons. The two That you will use are "STUDENT PROGRAMS" and "REPORTS"

TO CREATE AN INITIAL 504/ISP

1. Single click on "STUDENT PROGRAMS". A drop down menu appears and single Click on "504".
2. The Student Search screen will appear.
3. Enter **EITHER** the Student ID# **OR** the Last Name (only) of the student you wish to locate, then click the SEARCH button or press ENTER (**NOTE:** less is more in this program) [If you use the last name of the student, a list of students with the same last name may appear, select the appropriate student by double clicking on the student name or single click on the name and single click on the Select button].
4. You will see word icons on the upper portion of the screen than a dark bar that says "504" for (student's last name"), directly under this you will see 504 (NEW). Directly under this you will see a series of tabs: Case Action, Referral, 504 Plan/Review, Accommodations, Letters, Complaint Log.
5. Enter the last name (only) of the 504 Coordinator.
6. In the Type of Action, click on "INITIAL" (a look up list from the district personnel files may appear for you to select the appropriate name from the look up screen. You would single click on the appropriate name).
7. Click in the "REFERRED BY" area and enter the full name of the person making the 504 referral.
8. Click in the "ROLE" a drop-down list will appear to select from.
9. Enter "DATE OF REFERRAL", "IST/504 MEETING DATE", "DATE ISP WRITTEN/ REVIEWED, and "ISP IMPLEMENTION DATE". Enter "IEP REFERAL DATE" at the bottom of the page if the student has been referred for a Special Education assessment.
10. Go to "FILE" and click on "SAVE."
11. Go to the "REFERRAL" tab and click. Complete all the information requested. (**NOTE:** the Referral information may only be viewed on the initial 504/ISP).

12. Go to "FILE" and click on "SAVE".
13. Go to the "504 PLAN/REVIEW" tab and click. Complete all the information including scrolling down the page and entering the names of the individuals that attended the meeting and checking if the "Student Attended" and "Parent has received information regarding Section 504." (*Reminder:* for #2 "Briefly document the basis for determining the disability" include all the information that was reviewed-doctor's diagnosis alone is not enough information to determine eligibility for Section 504).
14. Go to "FILE" and click on "SAVE".
15. Go to the "ACCOMMODATION" tab and click.
16. Click on the "NEW" icon (the sheet of paper with the right corner folded down located on the upper left side of the screen).
17. Enter "Area of Difficulty".
18. Enter "Accommodations/aids/services." (**HINT:** if you have a lengthy accommodation, open a new accommodation page and continue the accommodation).
19. Enter "Duration Date", "Frequency", "Setting", and "Who's Responsible" (**Reminder:** The name of the person who is the service provider must be indicated. Job title is not enough information).
20. Go to "FILE" and "SAVE".
21. REPEAT step 16 through 20 for each accommodation.

TO CREATE A 504 PLAN/REVIEW

1. Follow the GENERAL START DIRECTIONS on page one.
2. Follow steps one through four in CREATE AN INITIAL 504/ISP.
3. You are now viewing the previous 504/ISP.
4. Click on the NEW icon (sheet of paper with the right corner folded down) to create a new CASE ACTION page.
5. Enter the 504 Coordinator's LAST name only.
6. Select TYPE OF ACTION (a look up from the district personnel files may appear for you to select the appropriate name).
7. Enter 504 Meeting Date, Date ISP Written/Reviewed, ISP Implementation Date".
8. Go to "FILE" and "SAVE"
9. The program will prompt you to go to "504 Plan/Review" page. Click "OK".
10. Scroll down to "Section 504/ISP Plan Review (Skip if this is the initial plan". Enter the appropriate "Recommended Action".
11. Scroll down and enter PARTICIPANTS (those individuals that were at the 504 meeting. Be sure to scroll down to indicated if the "Student Attended Meeting" and/or "Parent has received information regarding Section 504".
12. Go to "FILE" and "SAVE".
13. Click on "Accommodations" tab in the center of the page.
14. Click on the "Carry Forward" tab.
15. Click "SAVE" before making any changes. [**NOTE:** this is a new step]
16. Make changes to the existing accommodations as appropriate. [**HINT:** "SAVE or go to "FILE" and then to "SAVE" after each change that is made to each accommodation].
17. To create new accommodation pages, click on the new icon (sheet of paper with the right corner folded down).
18. Enter the new accommodation. Go to "FILE" and "SAVE".

TO EXIT A STUDENT FROM 504

1. Follow the GENERAL START DIRECTIONS on page one.
2. Follow steps one through four in CREATE AN INITIAL 504.
3. You are now viewing the previous 504/ISP.
4. Click on the NEW icon (sheet of paper with the right corner folded down) to create a new CASE ACTION page.
5. Enter the 504 Coordinator's LAST name only.
6. In the TYPE OF ACTION section select "OTHER" (a personnel look up list may appear for you to select the appropriate name). Enter the reason the student is being "exited" from the 504/ISP (ex: Student qualifies for special education; student not long meets the eligibility criteria for 504; student progressing better than average without accommodations, etc.)
7. Enter the date the 504 meeting was held to "exit" the student in 504 Meeting Date", "Date ISP Written/Reviewed", "ISP Implementation Date" and at the bottom on the page "ISP Exit Date".
8. Go to "FILE and "SAVE".
9. A pop up box may appear indicating the next page to go to is the 504 PLAN/REVIEW page, click OK.
10. Scroll down to "Section 504 Plan Review (skip if this is an initial plan)"
11. Click on "Student will exit from ISP".
12. Scroll down and enter "Date ISP Signed" and the participants at the meeting.
13. Go to "FILE and "SAVE".

TO CREATE LETTERS

1. Follow the GENERAL START DIRECTIONS on page one.
2. Follow steps one through four in CREATE AN INITIAL 504.
3. Select the LETTERS tab
4. Select "Letter type" from the drop down box.
5. Enter "Letter Date:", "Letter to: (name of parent/guardian)", "Meeting Date:" and "Location."
6. Go to "FILE" and select "PRINT"
7. The "PRINT" dialogue box will appear
8. Select the letter you wish to print on the right side of the page under "Letters and Miscellaneous".
9. Select the "PRINT" tab in the lower right corner.

TO PRINT FORMS

1. Go to “FILE” and select “PRINT”.
2. The “Select Form(s) to Print” dialogue box will appear.
3. Click the boxes next to the forms desired in the “504 Forms” section
4. Click the radio buttons to print “Blank Forms”, “blank Forms with student identifiers”, or “Forms with all data.
5. Click on the “PRINT” tab in the lower right hand corner to print.

SECTION 504/ISP REPORTS

1. Follow the GENERAL START DIRECTIONS on page one.
2. Single click on the “REPORTS” button.
3. Click on “Query” from the drop down menu.
4. The “Query Search” screen will appear.
5. Single click on the “Category”, select “504”, and single click on “Search” (on the right hand side of the page).
6. Single click on the “504 Coordinator Case List”, then single click on the “Select” button to open the report.
7. Single click on the “Execute” button (middle of the page on the left side of the page).
8. The “Query Parameters for 504 Coordinator Case List” page will appear. Type in the school location number **ONLY. Leave all the other fields blank.**
9. Click on “OK” tab on the bottom of the page. Remember to scroll through all the pages to view all the students listed.