

504 Guidelines

During the First Two Weeks of School

- Review list of current Section 504 Plan students for your school
 - Become knowledgeable of student's accommodations
 - Notify District 504 Coordinator of any discrepancies on the list, such as:
 - Active 504 student is missing from the list
 - Student is on the list and does not have a 504
- Schedule 504 Plan meetings by "Next Review Date"
 - Schedule remote meeting, if necessary
- Enter leave date in Aeries on the previous 504 Plan
 - Leave date is the day before the current meeting. For example, the leave date of 09/16/2021 is entered for the old plan if the current plan begins on 09/17/2021.

Within the First Three Weeks of School

- Ensure teachers are aware of their students' Section 504 Plans and accommodations. One suggestion to accomplish this task would be to send an email with a read receipt to the teachers.

Mandatory Actions for Section 504 Plan Meeting

- Schedule 504 Plan meetings by "Next Review Date" (Aeries)
 - Prior to the initial or re-evaluation meeting:
 - Parents/guardians must receive the:
 - "Parent/Guardian Notice of Section 504 Team Meeting" (Form B)
 - "Parent/Guardian Procedural Safeguards" (Form C)
 - If parents have not signed Form C, review document with them and ask them to sign during the meeting
 - Prior to any 504 Plan meeting:
 - The "Teacher Observations" (Form F) must be completed prior to the meeting and reviewed during the meeting
 - Teacher input must be entered on the 504 Plan notes
 - Invite the team, which is typically composed of teachers, school counselor (high school), Intervention counselor, nurse (if applicable), and parents/guardians
 - If 504 Plan is due to medical condition, school nurse must be present
 - During the meeting:
 - All team members must sign the "Evaluation Team Signatures" (Form D) during the meeting
 - The "Team Eligibility Decision" (Form H) must be completed for all initial and re-evaluation meetings
 - Obtain parent/guardian signature
 - After the meeting:
 - The "Plan Distribution Notice" (Form I) must be completed for all 504 meetings
 - Within 24 hours of the Section 504 Plan meeting, send copies of 504 Plan to all teachers via email with a read receipt until teachers are available to sign. (Form I)
 - Send copy of the completed Section 504 Plan to District 504 Coordinator
- Ensure all applicable forms have been completed

Ongoing Actions

- Update 504 Plan at least once a year and again, if needed (e.g., teacher or parent request, or academic or behavior concerns)
- Hold annual review meeting to update and/or revisit plan. Schedule virtual meeting, if necessary.
- Hold 3-year re-evaluation meeting for eligibility. Schedule remote meeting, if necessary.
- Review need for additional accommodations/updates
- For any teacher/schedule change, provide new teacher(s) a copy of the accommodations page (e.g., trimester, semester)
- Send copy of revised Section 504 Plan to District 504 Coordinator

Mirror IDEA Timelines

- Send Parent/Guardian Notice of Section 504 Team Meeting (Form B) and Parent/Guardian Procedural Safeguards (Form C) to parents/guardians 15 days prior to scheduled meeting
- Complete evaluations/observations within 60 days of receiving signed consent to determine if student is eligible for a Section 504 plan
- Adhere to the 30-day timeline if parents request an additional update/change to the meeting, and if additional accommodations are needed outside of the annual 504 update meeting, or a student enrolls at the site.

FORMS Needed for Section 504 Plans

(Forms are located on the Intranet at <https://www.chino.k12.ca.us/Page/8376>)

Section 504 Plan forms for Initial 504 evaluation

Section 504 plan with signatures

Referral and request for Initial Evaluation (Form A)

Parent/Guardian Notice of Section 504 Team Meeting (Form B)

Parent/Guardian Procedural Safeguards (Form C)

Evaluation Team Signatures (Form D)

Teacher Observations (Form F)

Team Eligibility Decision (Form H)

Plan Distribution Notice (Form I)

Aeries Section 504 plan forms for 3-year re-evaluation

Section 504 plan with signatures

Referral and request for Initial Evaluation (Form A)

Parent/Guardian Notice of Section 504 Team Meeting (Form B)

Parent/Guardian Procedural Safeguards (Form C)

Evaluation Team Signatures (Form D)

Teacher Observations (Form F)

Team Eligibility Decision (Form H)

Plan Distribution Notice (Form I)

Plan Exit Determination (Form M), if applicable

Section 504 plan forms for Annual 504 evaluation

Aeries 504 plan with signatures

Section 504 Meeting notice (Form J)

Section 504 Procedural Safeguards (Form C)

Section 504 Teacher Observations (Form F)

Section 504 Plan Distribution Notice (Form I)

If needed: - Section 504 Plan Exit Determination (Form M)

Two-Prong Eligibility Criteria

1. Does the student have an impairment under section 504?

a. Does the student have a mental or physical impairment?

- 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; cardiovascular, reproductive; digestive; genitor-urinary; hemic and lymphatic; skin and endocrine
- Mental impairment – any mental or psychological disorder, such as, organic brain syndrome, emotional or mental illness, and specific learning disabilities

b. Is the degree of impairment substantial compared to same age, nondisabled peers in the general population and without benefits of medication or other mitigating measures?

2. Does the Impairment impact or substantially limit one or more major life activities?

“Major Life Activity”

Bending	Hearing	Sleeping
Breathing	Learning	Standing
Caring for oneself	Lifting	Thinking
Communicating	Performing Manual tasks	Walking
Concentrating	Reading	Working
Eating	Seeing	

“Major Bodily Function”

Bladder	Digestive	Normal cell growth
Bowel	Endocrine	Reproductive
Brain	Immune system	Respiratory
Circulatory	Neurological	

“Substantially Limits”

- Term not defined by Section 504 or ADA; the decision of whether an impairment substantially limits major life activities should be made on an individual basis
- Consider condition, manner, and duration of the student’s disabling condition o Impairment does not need to prevent, or significantly or severely restrict the performance of a major life activity
- Do not consider the ameliorative effects of mitigating measures
- The student must be measured against his /her same age, non-disabled peers in the general population

“Mitigating Measures”

- Adjustments, accommodations, or services that eliminate or reduce the symptoms of an impairment. Examples include, but are not limited to:

Hearing aids and cochlear implants or other implantable hearing devices	Medication	Prosthetics (including limbs and devices)
Learned behavioral or adaptive neurological modifications	Mobility devices	Psychotherapy, behavioral therapy, or physical therapy
Low vision devices (do not include ordinary eyeglasses or consequences)	Oxygen therapy equipment	Use of assistive technology
Medical supplies, equipment, or appliances		

“Condition, manner or duration”

- The difficulty, effort or time required to perform a major life activity
- Pain experienced when performing a major life activity
- Length of time needed to perform a major life activity, or length of time that a major life activity can be performed
- Way that the impairment effects the operation of a major bodily function
- Non ameliorative effects of mitigating measures (e.g. Negative side effects of medication or burdens associated with following a treatment regimen)
- Generally, a student in remission will be looked at as having a disability

- Students in remission may not need services or accommodations but may be eligible and entitled to nondiscrimination protection

“Accommodations”

- Accommodations should be designed to minimize impact of disability, allowing the student to participate in the activity, to the extent possible, as if the student did not have a disability. Accommodations should not significantly alter curriculum or content, nor level of expectation for student performance.

3. Eligibility Determinations

<u>Referral</u>	<u>Identification</u>	<u>Evaluation</u>
Can be submitted by a parent, teacher, other school employee, interventions team, or community agency	Referral is considered and a determination is made whether an evaluation is appropriate Determination based upon review of the student's records, consultation with pertinent individuals, an analysis of student needs	If not appropriate, parent receives notice of decision in writing and a notice of procedural safeguards. If appropriate, obtain parent consent for evaluation of the student for eligibility under section 504 Evaluation procedures must ensure that the test and evaluation materials are appropriate