

Section 504 Process | Flow Chart for Initial/Continuing Students**1. REFER THE STUDENT**

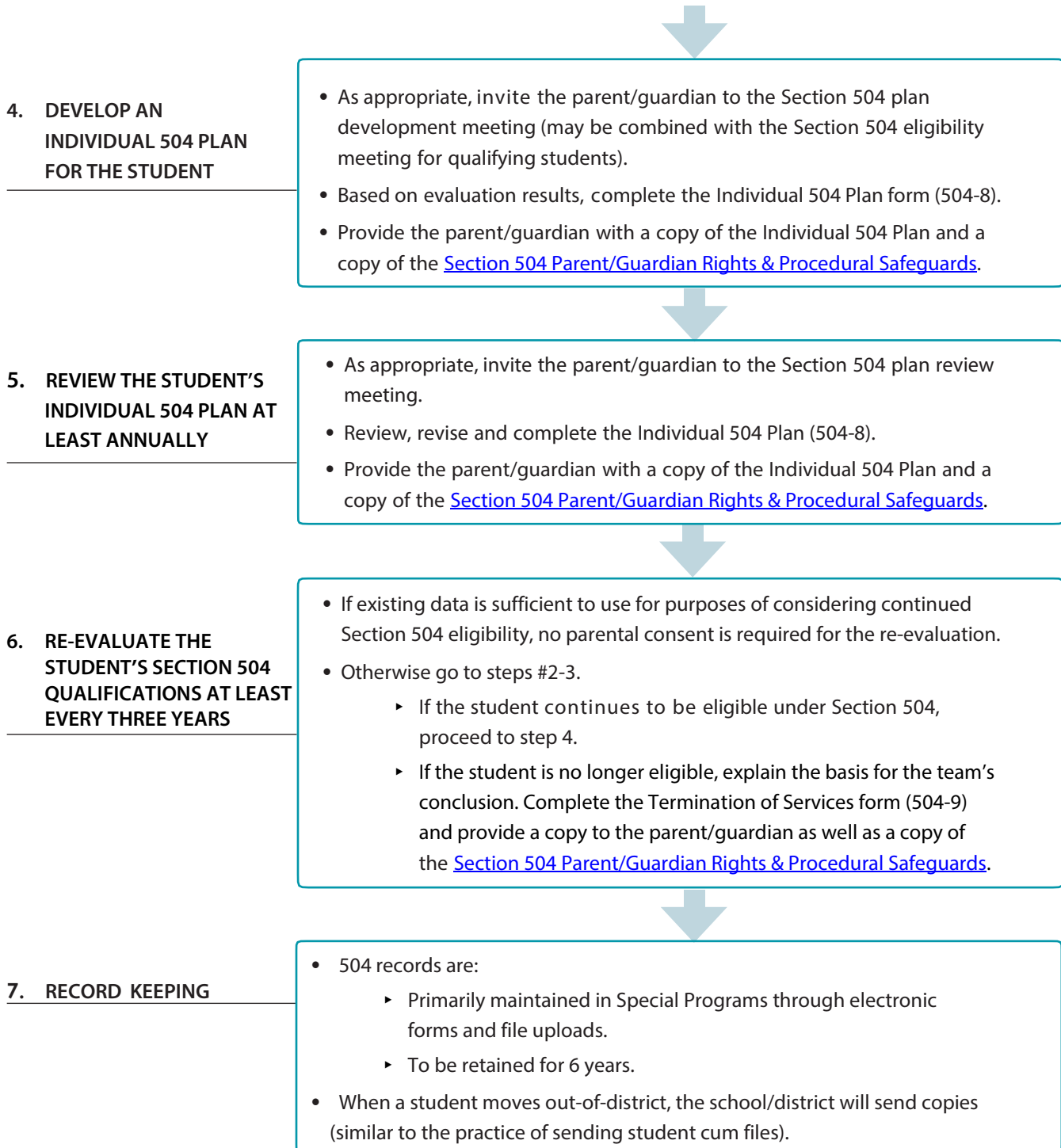
- Does the school or parent/guardian suspect that, because of an impairment that substantially limits one or more major life activities, the student may need Section 504 accommodations or services to participate in or benefit from school?
- If so, complete the Request for [504 Determination form](#) (504-3). Submit to the student's school counselor. Refer to the Substantial Impairment Determination graphic, and attach additional supplementary documents as needed.

2. DECISION TO EVALUATE & PARENT CONSENT

- Provide the parent or guardian with the Parent/Guardian [Consent for Evaluation form](#) (504-4) which includes opportunity for parent/guardian to give permission for the evaluation, and a copy of the [Section 504 Parent/Guardian Rights & Procedural Safeguards](#). Obtain permission to gather any records needed using the [Authorization of the Exchange of Confidential Medical Information](#). Proceed to step 3.

3. EVALUATE THE STUDENT TO DETERMINE ELIGIBILITY

- As appropriate, invite the parent/guardian to the Section 504 eligibility meeting (may be combined with the Section 504 plan development meeting for qualifying students).
- Team evaluates the specific areas of the student's educational needs by obtaining and reviewing all available information.
- Complete the "Evaluation Report" section of the Determination of Eligibility Report form (504-5).
- Determine eligibility. Complete the "Team Decision of Determination of Eligibility" section of the Determination of Eligibility Report form (504-5).
- Provide the parent/guardian with a copy of the Eligibility or Non-Eligibility Notice (504-6) and a copy of the [Section 504 Parent/Guardian Rights & Procedural Safeguards](#).
 - If the student is eligible under Section 504, proceed to step 4.
 - If the student is not eligible, explain the basis for the team's conclusion. The 504 process ends.



Temporary 504 | Flow Chart for Students with **Transitory Impairments**

1. CONSIDERATION OF TRANSITORY IMPAIRMENT(S)

- A transitory impairment may constitute a temporary disability for purposes of Section 504 if its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time (usually less than 6 months).
- Follow the 504 process steps #1-3 above (Initial/Continuing Students)

2. SPECIAL WORDING & TERMINATION

- If the student is eligible based on one or more transitory impairments, follow step #4 above (Initial/Continuing Students)
- Include the following in the description field of Form 504-8:
 - Indicate that it is a “temporary 504 plan”
 - Include an anticipated ending date and/or criterion
- When the temporary 504 is no longer needed, complete the Termination of Services form (504-9), and provide a copy to the parent/guardian as well as a copy of the [Section 504 Parent/Guardian Rights & Procedural Safeguards](#).

Section 504 Process | Flow Chart for **Students Transferring** into the District

1. GATHER THE TRANSFERRING STUDENT'S SECTION 504

- On receiving information that a student with a current section 504 plan has transferred into the district, provide the parent/guardian with a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards, and obtain permission to gather any records needed using the [Authorization of the Exchange of Confidential Medical Information](#).

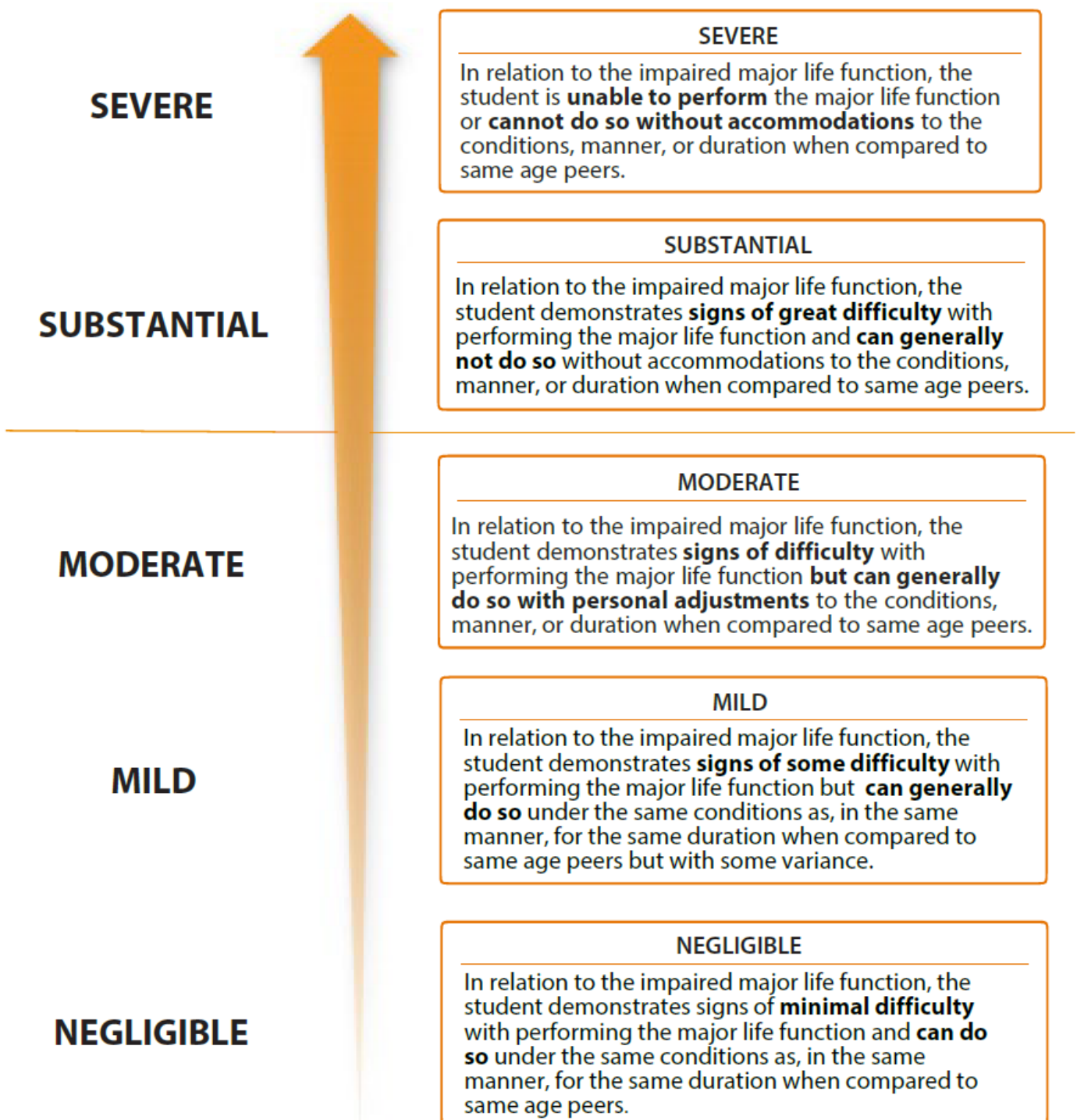
2. SYSTEM ACTIVATION

- Complete and **finalize** an Eligibility Notice (504-6).
Note: *This is not a legal or policy requirement. It is a technology need that will trigger Special Programs to activate the 504 plan in TAC and eSchoolPlus*

3. REVIEW THE STUDENT'S SECTION 504 PLAN WITHIN 30 CALENDAR DAYS OF STUDENT ENTRY

- As appropriate, invite the parent/guardian to the Section 504 review/development meeting.
- Review the student's past section 504 records and complete the Individual 504 Plan (504-8). Provide the parent/guardian with a copy.

Substantial Impairment Determination



Level of Impact of Impairment on School Participation: Grading Rubric

1. Mental or physical impairment is _____
2. Major life activity impacted is _____
3. Level of impact
 - a. Make an educated estimate without the effects of mitigating measures such as medication, assistive technology, reasonable accommodations or auxiliary aids/services.
 - b. For impairments that are episodic or in remission, make the determination for the time they are active.
 - c. Use the average in the general (school) population as the frame of reference.
 - d. Substantially limits means:
 - i. unable to perform a major life activity that the average person in the general population can perform; or
 - ii. significantly restricted as to the condition, manner, or duration under which an individual can perform a major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.

	ACADEMIC	SOCIAL	BEHAVIORAL	PARTICIPATION/ ATTENDANCE
5 EXTREME	<ul style="list-style-type: none"> Performs far below average on standardized tests Failing grades Never completes or turns in work 	<ul style="list-style-type: none"> Has no friends Always alone No relationship with adults at school Poor self esteem 	<ul style="list-style-type: none"> Multiple exclusions or removals from class Significantly modified or shortened schedule Parents called more than once a week for behavioral concerns 	<ul style="list-style-type: none"> Misses over 75% of school activities (due to behavior or discipline) Excessive absent More than 10 min. tardy to four or more classes per week
4 SUBSTANTIAL	<ul style="list-style-type: none"> Below average on standardized tests Failing or very low grades Completes/turns in very little work 	<ul style="list-style-type: none"> Has very few friends Expresses feelings of loneliness Very few relationships with adults at school Poor self esteem 	<ul style="list-style-type: none"> Frequent exclusions or removals from class Detention several times per month Partially modified or shortened schedule Parents called monthly for behavioral concerns 	<ul style="list-style-type: none"> Misses over 50% of school activities Frequently absent More than 10 min. tardy to two or more classes per week
3 MODERATE	<ul style="list-style-type: none"> Average or below on standardized tests Poor grades Inconsistent work completion 	<ul style="list-style-type: none"> Makes but loses friends Trouble interacting with adults Occasionally expresses low self esteem 	<ul style="list-style-type: none"> Some exclusions or removals from class Some office referrals Occasional detention Parents have been called for behavioral concerns 	<ul style="list-style-type: none"> Misses over 25% of school activities Often absent More than 10 min. tardy to at least one class per week
2 MILD	<ul style="list-style-type: none"> Average or above on standardized tests Grades of concern Occasionally misses schoolwork 	<ul style="list-style-type: none"> Would like more friends Typical relationships with adults Self-esteem average 	<ul style="list-style-type: none"> Occasional behavioral concerns Occasional discipline actions Parents have been called for behavioral concerns 	<ul style="list-style-type: none"> Occasionally misses school activities Occasionally absent Occasionally tardy
1 NEGLIGIBLE	<ul style="list-style-type: none"> Average or above on standardized tests Average or above average grades Completes/turns in most schoolwork 	<ul style="list-style-type: none"> Many friends Participates in activities with others Good relationships with adults Good self esteem 	<ul style="list-style-type: none"> Behavior typical of peers 	<ul style="list-style-type: none"> Participates in almost all school activities Average attendance Tardy less than once a month