Section 504 Process Flow Chart for Initial/Continuing Students

1. REFER THE STUDENT

• Complete the Request for 504 Determination form (504-3). Submit to the school-based Tier 2 team. Refer to and attach additional supplementary documents as needed.

2. DECISION TO EVALUATE & PARENT CONSENT

Does the Tier 2 team know or suspect that, because of a disability, the student needs Section 504 accommodations or services to participate in or benefit from school?

 If yes, 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 <u>Authorization of the Exchange of Confidential Medical Information</u>. Proceed to step 3.

3. EVALUATE THE STUDENT

- Complete the "Evaluation Report" section of the Determination of Eligibility Report form (504-5).
- Team evaluates the specific areas of the student's educational needs by obtaining and reviewing all available information.
- Determine eligibility. Complete the "Team Decision of Determination of Eligibility" section of the Determination of Eligibility Report form (504-5).

4. DETERMINE THE STUDENT'SELIGIBILITY

- Invite the parent/guardian to the Section 504 eligibility meeting (may be combined with the Section 504 plan development meeting for qualifying students).
- 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.
 - 4 If the student eligible under Section 504, proceed to step 5.
 - 4 If the student is not eligible, explain the basis for the team's conclusion. The 504 process ends.



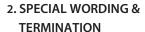
- 5. DEVELOP AN INDIVIDUAL 504 PLAN FOR THE STUDENT
- As appropriate, invite the parent/guardian to the Section 504 plan development meeting (may be combined with the Section 504 eligibility meeting for qualifying students).
- Based on evaluation results, complete the Individual 504 Plan form (504-8).
- Provide the parent/guardian with a copy of the Individual 504 Plan and a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards.
- 6. REVIEW THE STUDENT'S INDIVIDUAL 504 PLAN AT LEAST ANNUALLY
- As appropriate, invite the parent/guardian to the Section 504 plan review meeting.
- Review, revise and complete the Individual 504 Plan (504-8).
- Provide the parent/guardian with a copy of the Individual 504 Plan and a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards.
- 7. RE-EVALUATE THE STUDENT'S SECTION 504 QUALIFICATIONS AT LEAST EVERY THREE YEARS
- Repeat steps #2-4
 - If the student continues to be eligible under Section 504, proceed to step 5.
 - If the student is no longer eligible, explain the basis for the team's conclusion. 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.

- 8. RECORD KEEPING
- The Section 504 Evaluation Report (504-5), the Individual 504 Plan (504-8) and all Notices should be maintained in the student's cumulative file.

Section 504 Process Flow Chart for Students with Transitory Impairments

1. CONSIDERATION OF TRANSITORY IMPAIRMENT(S)

- A transitory impairment does not constitute a disability for purposes
 of Section 504 unless 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 6 months or less).
- Follow the 504 process steps #1-4 above.



- If the student is eligible based on one or more transitory impairments, follow step #5 above
- 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 <u>Authorization of the Exchange of Confidential Medical Information</u>.

- 2. REVIEW THE STUDENT'S SECTION 504 PLAN WITHIN 30 CALENDAR DAYS OF STUDENT ENTRY
- Invite the parent/guardian to the Section 504 plan 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 of the Individual 504 Plan and a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards.

Substantial Impairment Determination

EXTREME

1

EXTREME

In relation to the impaired major life function, the scholar is **unable to perform** the major life function or **cannot do so without accommodations** to the conditions, manner, or duration when compared to same age peers.

SUBSTANTIAL

SUBSTANTIAL

In relation to the impaired major life function, the scholar demonstrates signs of **great** difficulty with performing the major life function and **can generally not do so** without accommodations to the conditions, manner, or duration when compared to same age peers.

MODERATE

MODERATE

In relation to the impaired major life function, the scholar demonstrates signs of difficulty with performing the major life function but can generally do so with personal adjustments to the conditions, manner, or duration when compared to same age peers.

MILD

MILD

In relation to the impaired major life function, the scholar demonstrates signs of some difficulty with performing the major life function but can generally do so under the same conditions as, in the same manner, for the same duration when compared to same age peers but with some variance.

NEGLIGIBLE

NEGLIGIBLE

In relation to the impaired major life function, the scholar demonstrates signs of **minimal** difficulty with performing the major life function and **can do so** under the same conditions as, in the same manner, for the same duration when compared to same age peers.

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	 Performs far below average on standardizedtests Failing grades Never completes or turns inwork 	 Has no friends Always alone No relationship with adults at school Poor self esteem 	Multiple exclusions or removals from class Significantly modified or shortened schedule Parents called more than once a week for behavioral concerns	 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	Below average on standardized tests Failing or very low grades Completes/turns in very little work	 Has very few friends Expresses feelings of loneliness Very few relationships with adults at school Poor self esteem 	Frequent exclusions or removals from class Detention several times per month Partially modified or shortened schedule Parents called monthly for behavioral concerns	 Misses over 50% of school activities Frequently absent More than 10 min. tardy to two or more classes per week
3 MODERATE	 Average or below on standardized tests Poor grades Inconsistent work completion 	 Makes but loses friends Trouble interacting with adults Occasionally expresses low self esteem 	Some exclusions or removals from class Some office referrals Occasional detention Parents have beencalled for behavioral concerns	 Misses over 25% of school activities Often absent More than 10 min. tardy to at least one class per week
2 MILD	 Average or above on standardized tests Grades of concern Occasionally misses schoolwork 	 Would like more friends Typical relationships with adults Self-esteem average 	 Occasional behavioral concerns Occasional discipline actions Parents have been called for behavioral concerns 	 Occasionally misses school activities Occasionally absent Occasionally tardy
1 NEGLIGIBLE	 Average or above on standardized tests Average or above average grades Completes/turns in most schoolwork 	 Many friends Participates in activities with others Good relationships with adults Good self esteem 	Behavior typical ofpeers	 Participates in almost all school activities Average attendance Tardy less than once amonth



MTSS: TIER 2 PROCESS

Tier 2 Team identifies students who need Tier 2 supports, creates intervention plan and monitors progress.

Parent referral

Tier 2 screening

(Student success platform)

Teacher referral

(Referral to tier 2 completed by teacher)

Tier 2 Team composed of gen ed teachers, counselors, administrators and specialists with direct knowledge of the Tier 2 students

Tier 2 Team creates intervention plan and designates a champion, implement 4-step process for English Learners

Tier 2 Team monitors plan in collaboration with the designated champion and collects data

Tier 2 Team reviews intervention plan and revises (as needed)

Tier 2 team collects data for 4-8 weeks to track effectiveness of intervention.

Parent contact made by adult initiating the concern

Tier 2 Team reviews progress of intervention plan for up to 8 weeks

Tier 2 Team continues Tier 2 interventions

(or) moves student to Tier 1

Tier 2 Team uses data from interventions to refer student to Tier 3



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MTSS: TIER 3 PROCESS

Tier 3 Team composed of Counselor, Administrators, Gen Ed Teachers, and potentially School Psychologist, EL Facilitator and other staff as deemed appropriate.

Tier 3 Team looks at data, reviews cumulative file and student history and determines Tier 3 individualized interventions based on specific student needs:

Academic
 Behavior
 SEL

Parent meeting with focused Tier 3 Team members (Counselor, Admin, student's teacher, and potentially School Psych/EL Facilitator as deemed relevant by Tier 3 Team

504

Individual Student **Support Plan**

Referral for **Special Education Evaluation**



