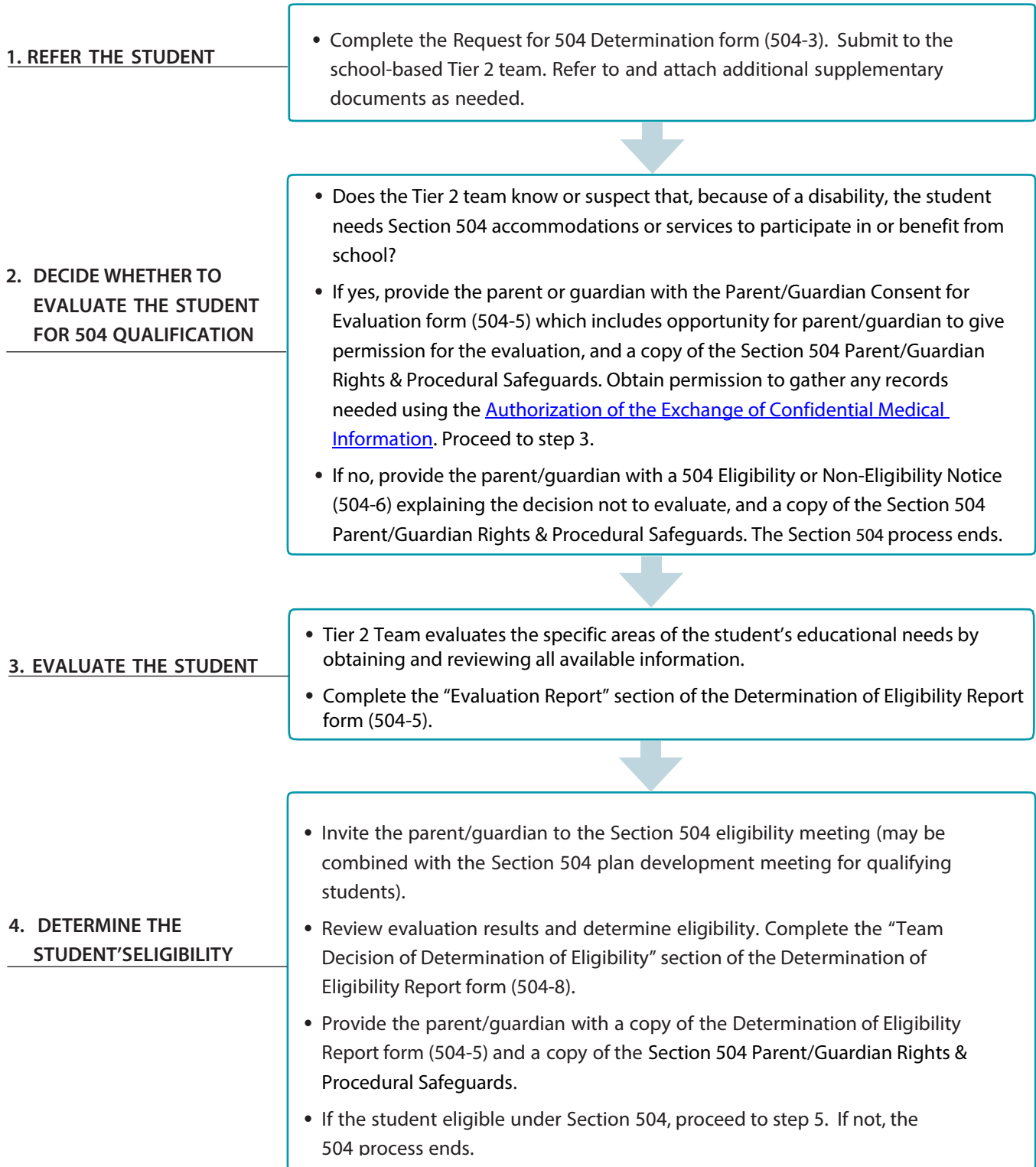



**Section 504 Process Flow Chart for Initial/Continuing Students**

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**5. DEVELOP AN  
INDIVIDUAL 504 PLAN  
FOR THE STUDENT**


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- 
- 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.

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**6. REVIEW THE STUDENT'S  
INDIVIDUAL 504 PLAN AT  
LEAST ANNUALLY**


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- 
- 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.

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**7. RE-EVALUATE THE  
STUDENT'S SECTION 504  
QUALIFICATIONS AT LEAST  
EVERY THREE YEARS**


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- 
- Invite the parent/guardian to a Section 504 re-evaluation meeting.
  - Provide the parent/guardian with the Parent/Guardian Consent for Evaluation form (504-4), which includes space for parent to give permission for the re-evaluation, and a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards.
  - Obtain all needed information for the re-evaluation. Review, revise and consider the student's qualification and need for Section 504. Complete the Section 504 "Evaluation Report" section of the Determination of Eligibility Report form (504-5).
  - Provide the parent/guardian with a copy of the Section 504 Evaluation Report, a copy of the Notice of Evaluation Results and a copy of the Section 504 Parent/Guardian Rights & Procedural Safeguards.
  - Follow through with the recommendations of the re-evaluation. If the re-evaluation indicates that a review of the student's Section 504 plan is needed, initiate that review immediately (may be combined with the Section 504 re-evaluation meeting).

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**8. RECORD KEEPING**

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- 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 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. 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, (may be combined with the Section 504 eligibility meeting for qualifying students).
- 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.
- Proceed to steps 6, 7 and 8 of the Section 504 Process Flow Chart for Initial/ Continuing Students (see previous pages) for instructions on section 504 plan and evaluation reviews and record maintenance.

## Substantial Impairment Determination

### EXTREME

#### 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

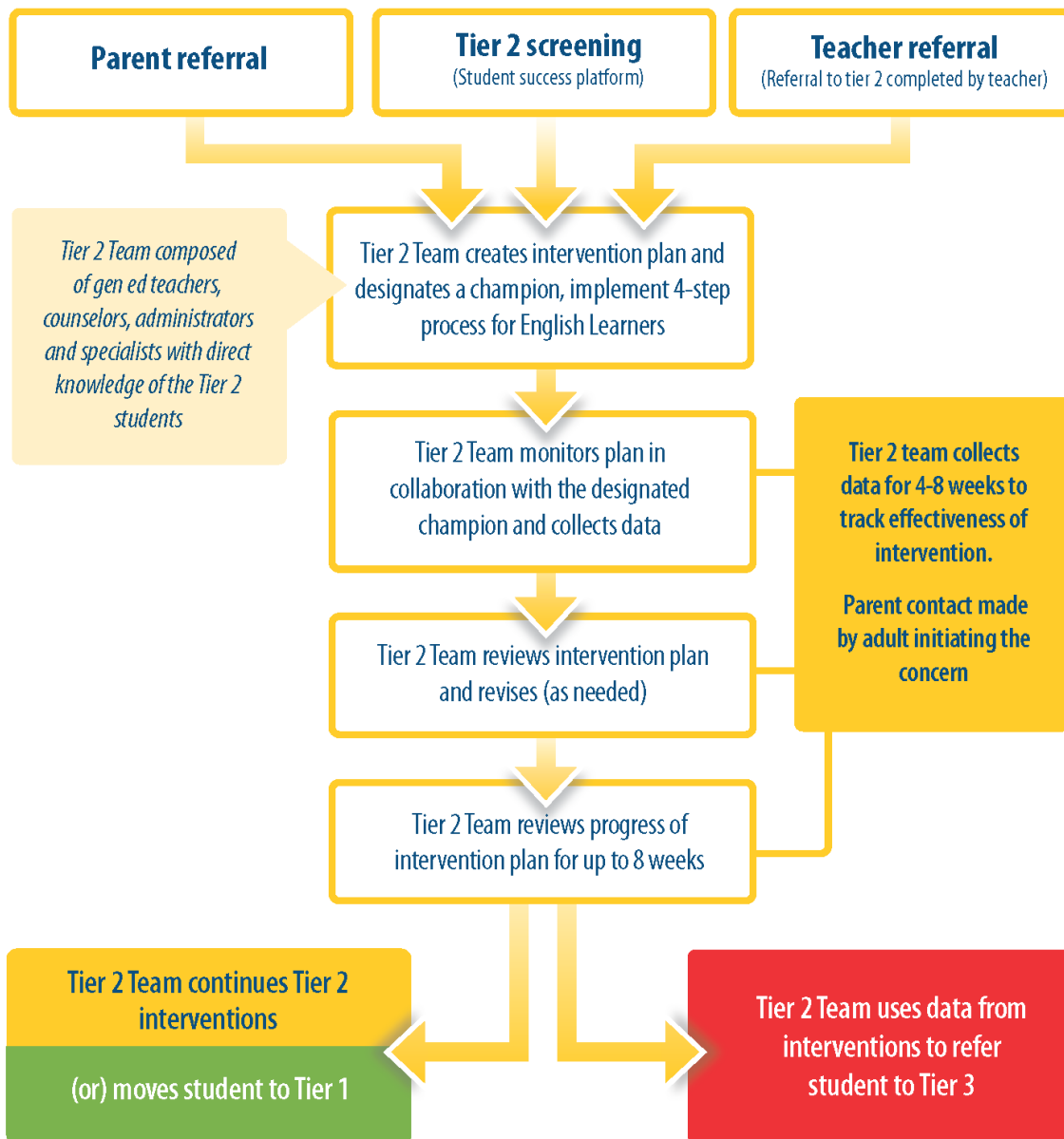
1. Mental or physical impairment is \_\_\_\_\_
2. Major life activity impacted is \_\_\_\_\_
3. Level of impact
  - a. Make an educated estimate without the effects of mitigating measures such as medication, assistive technology, reasonable accommodations or auxiliary aids/services.
  - b. For impairments 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
<b>5 EXTREME</b>	<ul style="list-style-type: none"> <li>Performs far below average on standardized tests</li> <li>Failing grades</li> <li>Never completes or turns in work</li> </ul>	<ul style="list-style-type: none"> <li>Has no friends</li> <li>Always alone</li> <li>No relationship with adults at school</li> <li>Poor self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Multiple exclusions or removals from class</li> <li>Significantly modified or shortened schedule</li> <li>Parents called more than once a week for behavioral concerns</li> </ul>	<ul style="list-style-type: none"> <li>Misses over 75% of school activities (due to behavior or discipline)</li> <li>Excessive absent</li> <li>More than 10 min. tardy to four or more classes per week</li> </ul>
<b>4 SUBSTANTIAL</b>	<ul style="list-style-type: none"> <li>Below average on standardized tests</li> <li>Failing or very low grades</li> <li>Completes/turns in very little work</li> </ul>	<ul style="list-style-type: none"> <li>Has very few friends</li> <li>Expresses feelings of loneliness</li> <li>Very few relationships with adults at school</li> <li>Poor self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Frequent exclusions or removals from class</li> <li>Detention several times per month</li> <li>Partially modified or shortened schedule</li> <li>Parents called monthly for behavioral concerns</li> </ul>	<ul style="list-style-type: none"> <li>Misses over 50% of school activities</li> <li>Frequently absent</li> <li>More than 10 min. tardy to two or more classes per week</li> </ul>
<b>3 MODERATE</b>	<ul style="list-style-type: none"> <li>Average or below on standardized tests</li> <li>Poor grades</li> <li>Inconsistent work completion</li> </ul>	<ul style="list-style-type: none"> <li>Makes but loses friends</li> <li>Trouble interacting with adults</li> <li>Occasionally expresses low self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Some exclusions or removals from class</li> <li>Some office referrals</li> <li>Occasional detention</li> <li>Parents have been called for behavioral concerns</li> </ul>	<ul style="list-style-type: none"> <li>Misses over 25% of school activities</li> <li>Often absent</li> <li>More than 10 min. tardy to at least one class per week</li> </ul>
<b>2 MILD</b>	<ul style="list-style-type: none"> <li>Average or above on standardized tests</li> <li>Grades of concern</li> <li>Occasionally misses schoolwork</li> </ul>	<ul style="list-style-type: none"> <li>Would like more friends</li> <li>Typical relationships with adults</li> <li>Self-esteem average</li> </ul>	<ul style="list-style-type: none"> <li>Occasional behavioral concerns</li> <li>Occasional discipline actions</li> <li>Parents have been called for behavioral concerns</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally misses school activities</li> <li>Occasionally absent</li> <li>Occasionally tardy</li> </ul>
<b>1 NEGLIGIBLE</b>	<ul style="list-style-type: none"> <li>Average or above on standardized tests</li> <li>Average or above average grades</li> <li>Completes/turns in most schoolwork</li> </ul>	<ul style="list-style-type: none"> <li>Many friends</li> <li>Participates in activities with others</li> <li>Good relationships with adults</li> <li>Good self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Behavior typical of peers</li> </ul>	<ul style="list-style-type: none"> <li>Participates in almost all school activities</li> <li>Average attendance</li> <li>Tardy less than once a month</li> </ul>



# MTSS: TIER 2 PROCESS

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





## 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