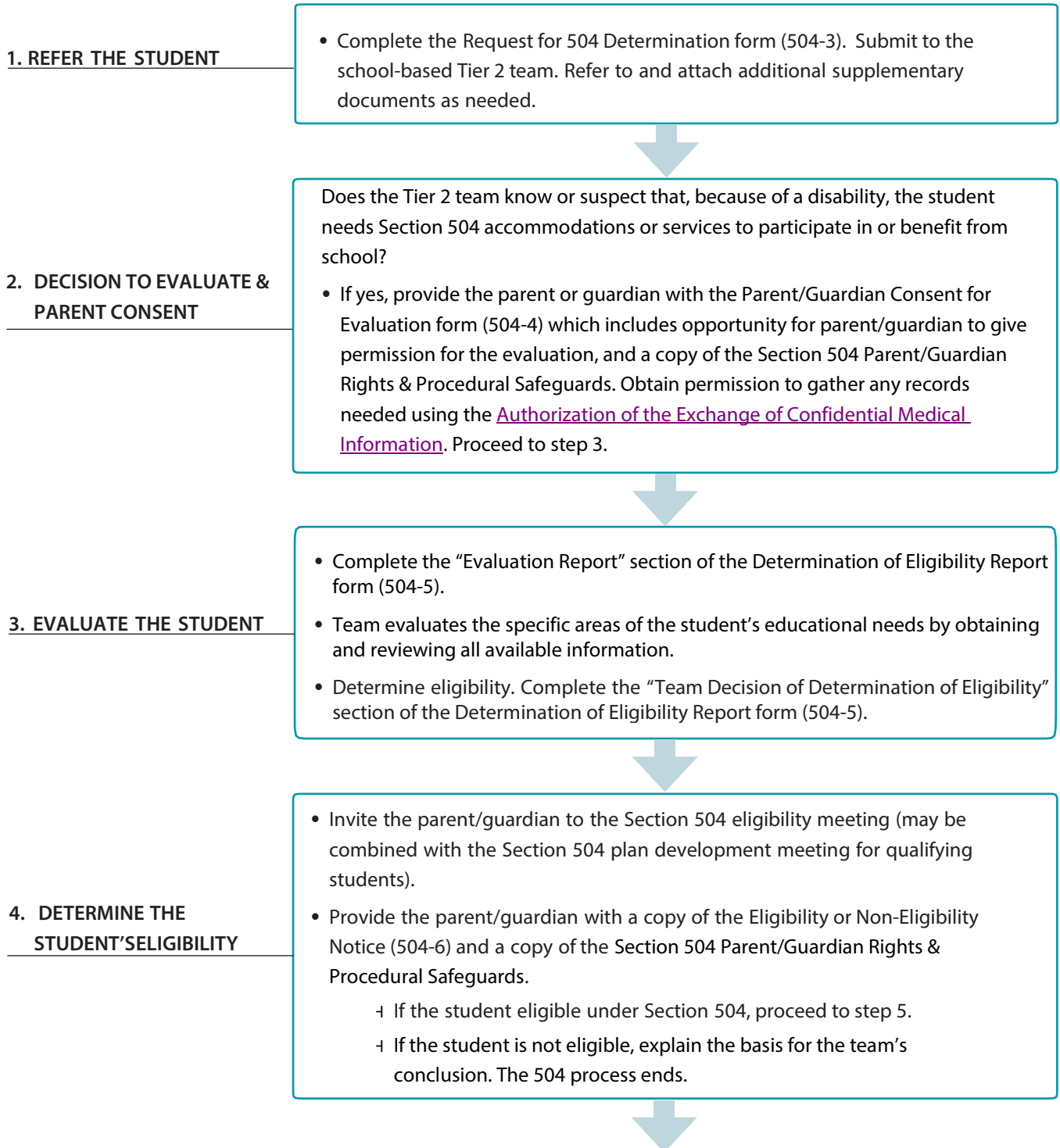
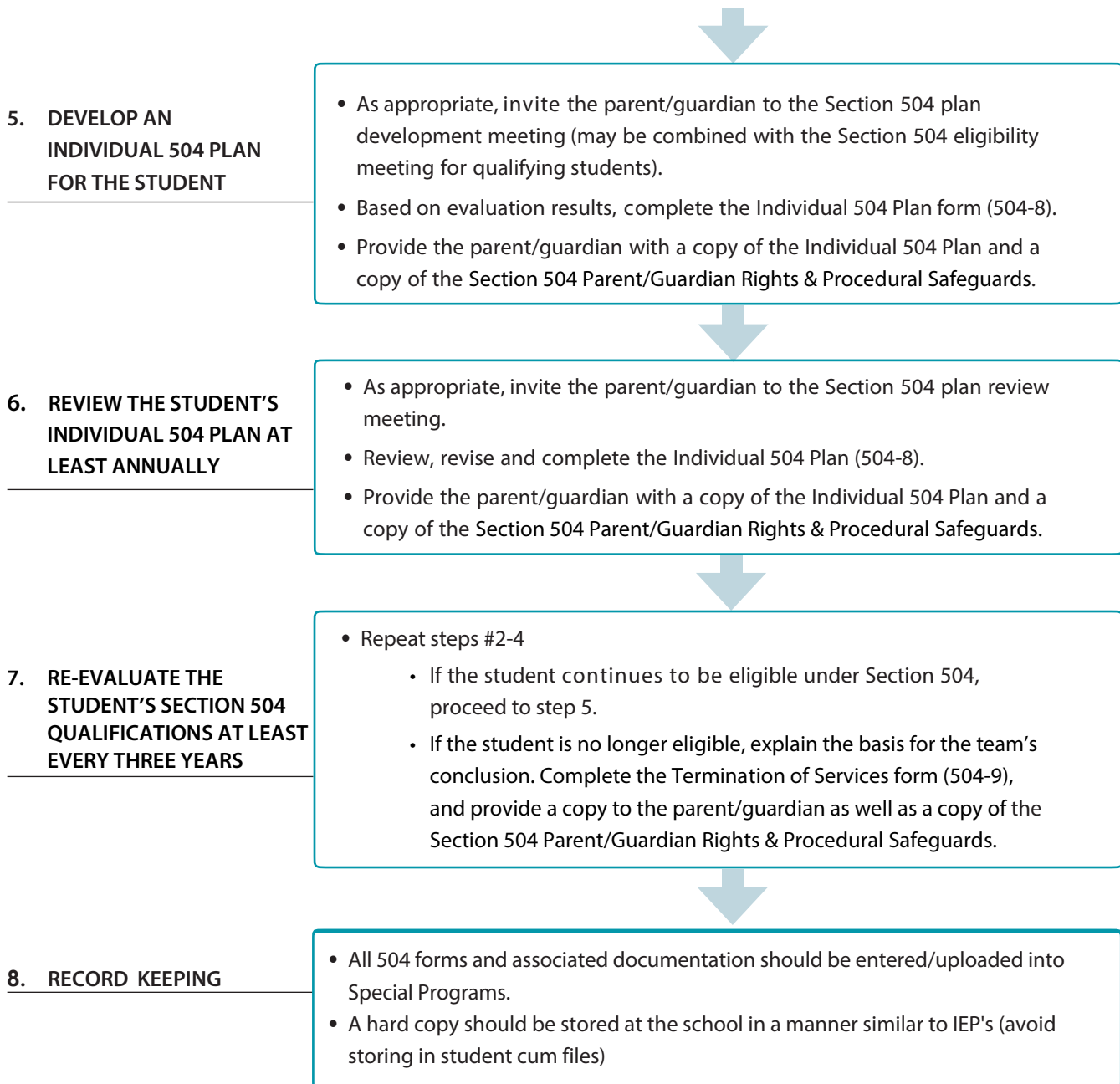


Section 504 Process Flow Chart for Initial/Continuing Students





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.

2. SPECIAL WORDING & TERMINATION

- 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 [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 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

- Invite the parent/guardian to the 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

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

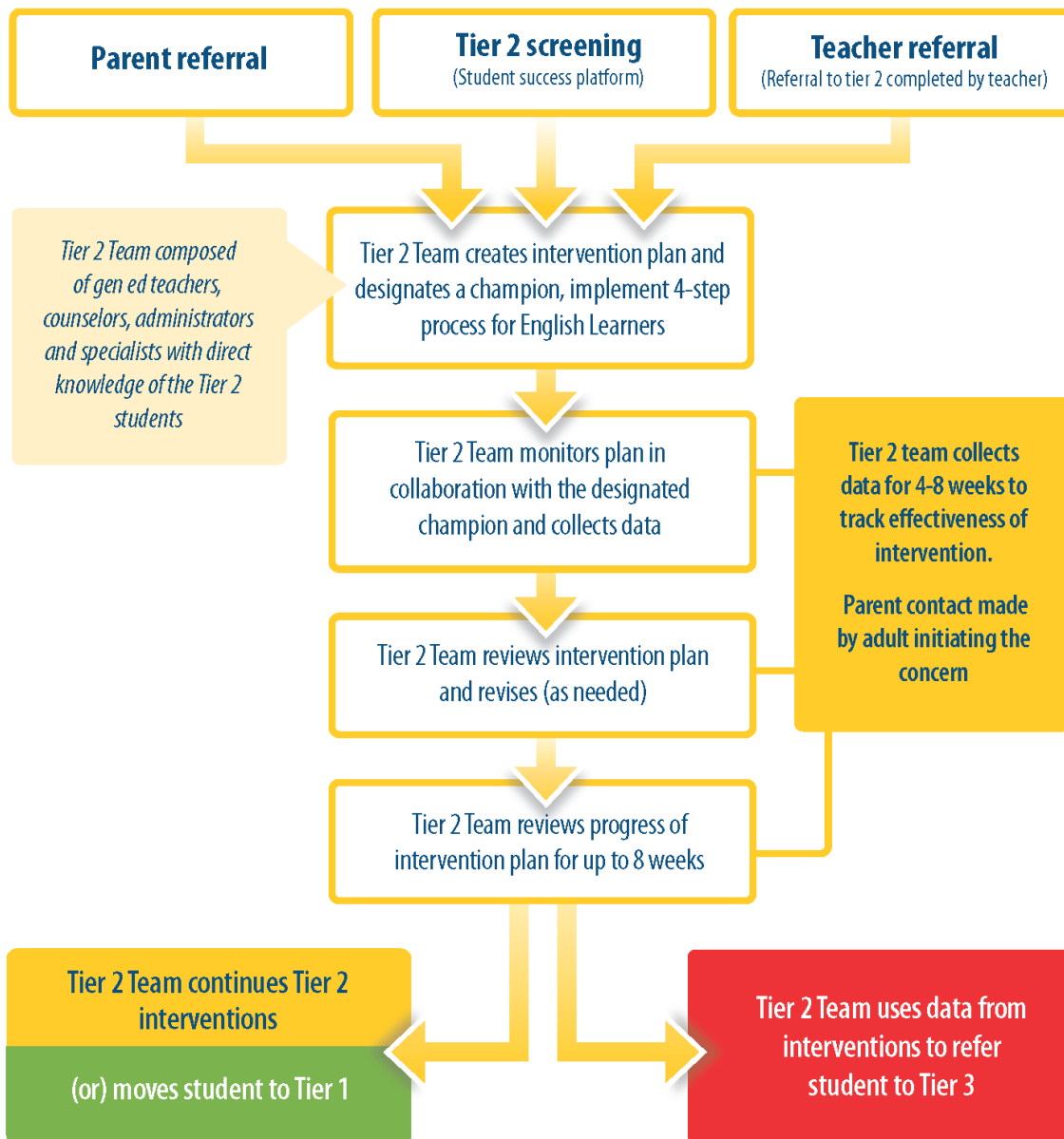
1. Mental or physical impairment is _____
2. Major life activity impacted is _____
3. Level of impact
 - a. Make an educated estimate without the effects of mitigating measures such as medication, assistive technology, reasonable accommodations or auxiliary aids/services.
 - b. For impairments that are 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
5 EXTREME	- Performs far below average on standardized tests - Failing grades - Never completes or turns in work	- 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 been called 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 of peers	- Participates in almost all school activities - Average attendance - Tardy less than once a month



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