

Section 504 Decision Making Chart

Purpose	Steps/Procedure	Documents Needed	Performed By
<p style="text-align: center;">Section 504 Referral</p>	<ol style="list-style-type: none"> 1. RtI Team meets to document Section 504 evaluation request. Supporting documentation is reviewed. 2. Referring teacher/staff member completes 504 referral. 3. Using 504 Referral information, Coordinator determines whether or not to proceed with 504 evaluation. 4. Notice and Consent for Initial Section 504 Evaluation is explained and signed by parent. Provide regardless of whether the decision is made to evaluate under 504. 5. Notice of Parent Rights is explained/Receipt of Rights is signed by parent. 6. Teacher completes Teacher Input for 504 Evaluation. 7. Coordinator completes Parent Input for 504 Evaluation with parent. 	<ol style="list-style-type: none"> 1. RtI Plan forms, pp.1-12 as appropriate (original) 2. RtI supporting documentation 3. Section 504 Referral (original) 4. Notice and Consent for Initial Section 504 Evaluation /Receipt of Rights (original) 5. Notice of Parent Rights Under 504 6. Teacher Input for 504 Evaluation 7. Parent Input for 504 Evaluation 	<p style="text-align: center;">504 Coordinator</p>
<p style="text-align: center;">Section 504 Evaluation / Placement</p>	<p>Prior to Meeting:</p> <ol style="list-style-type: none"> 1. Notice of evaluation/meeting to parent 2. Determine committee members 3. Collect all evaluation data and review for completeness <p>At the Meeting:</p> <ol style="list-style-type: none"> 1. Verify procedures that must occur before 504 evaluation can take place. 2. Review and consider all evaluation data. <ul style="list-style-type: none"> • Do you need additional data/testing? 3. Determine eligibility <ul style="list-style-type: none"> • Physical or mental impairment? • Major life activities including major bodily functions impacted? • Substantial limitation on major life activity? (Do not consider the ameliorative effects of mitigating measures. Ensure episodic or in remission impairments do not exclude eligibility when active.) • Does student need 504 accommodations in order for educational needs to be met? (Consult with special education contact if student's needs are too extreme for 504. If in remission impairment or student needs are 	<ol style="list-style-type: none"> 1. Notice of Section 504 Meeting <ol style="list-style-type: none"> 1. Section 504 Evaluation 2. Section 504 Accommodation Plan- Additional Notes and Information 3. Section 504 Behavior Intervention Plan (If needed) 4. Dyslexia Program Evaluation Supplement (If applicable) 5. General Education Homebound Supplement (If applicable) 	<p style="text-align: center;">504 Coordinator</p> <p style="text-align: center;">504 Committee</p>

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Section 504 Evaluation / Placement	<p>currently met by mitigating measures, the student is not in need of a 504 Plan and is not eligible for FAPE.)</p> <ol style="list-style-type: none"> 4. Section 504 Committee Decisions (Check applicable eligibility criteria) 5. Section 504 Accommodation Plan <ul style="list-style-type: none"> • Type of meeting being held? • Who gets copies of the plan? • What accommodation matches each documented need? • Classroom and testing accommodations? • Related services? • Behavior Management Plan needed? • Additional Notes and Information? (Provide detail) 6. Provide parent copies of Section 504 Evaluation and Accommodation Plan. 		
	<p>After the Evaluation Meeting:</p> <ol style="list-style-type: none"> 1. Report evaluation results to parent (If not present) 2. Copy of Accommodation Plan to parent (If student eligible) 3. Copy of Accommodation Plan to all teachers and administrators responsible for implementation 4. Personnel signs Acknowledgement of 504 Records. 5. Complete Data Entry form and input into data base. 	<ol style="list-style-type: none"> 1. Notice of Section 504 Evaluation Results 2. Section 504 Student Accommodation Plan 3. Acknowledgement of 504 Records 4. Dyslexia/Section 504 Data Entry 	504 Coordinator
Section 504 Annual Review or Re-evaluation (3 years)	<p>Prior to Meeting:</p> <ol style="list-style-type: none"> 1. Notice of evaluation/meeting to parent. 2. Determine committee members. 3. Collect data to be reviewed and review for completeness. 	<ol style="list-style-type: none"> 1. Notice of Section 504 Meeting 	504 Coordinator
	<p>At the Meeting:</p> <ol style="list-style-type: none"> 1. Verify procedures that must occur before 504 evaluation can take place. 2. Review and consider all new data. <ul style="list-style-type: none"> • Do you need additional data/testing? 3. Determine eligibility <ul style="list-style-type: none"> • Physical or mental impairment? • Major life activities including major bodily functions impacted? • Substantial limitation on major life activity? (Do not consider the ameliorative effects of mitigating measures. 	<ol style="list-style-type: none"> 1. Section 504 Eligibility Folder 2. Section 504 Evaluation 3. Section 504 Accommodation Plan- Additional Notes and Information 4. Section 504 Behavior Intervention Plan (If needed) 	504 Committee

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<p>Section 504 Annual Review or Re-evaluation (3 years)</p>	<p>Ensure episodic or in remission impairments do not exclude eligibility when active)</p> <ul style="list-style-type: none"> • Does student need 504 accommodations in order for educational needs to be met? (Consult with special education contact if student’s needs are too extreme for 504. If in remission impairment, or student needs are currently met by mitigating measures, the student is not in need of a 504 Plan and is not eligible for FAPE). <p>4. Section 504 Committee decisions (Check applicable eligibility criteria.)</p> <p>5. Section 504 Accommodation Plan</p> <ul style="list-style-type: none"> • Type of meeting being held? • Who gets copies of the plan? • What accommodation matches each documented need? • Classroom and testing accommodations? • Related services? • Behavior Management Plan needed? • Additional Notes and Information? (Provide detail.) <p>6. Provide parent copies of Section 504 Evaluation and Accommodation Plan.</p>		
	<p>After the Annual Review Meeting:</p> <ol style="list-style-type: none"> 1. Report evaluation/meeting results to parent (If not present) 2. Copy of Accommodation Plan to parent (If student eligible) 3. Copy of Accommodation Plan to all teachers and administrators responsible for implementation. 4. Personnel signs Acknowledgement of 504 Records. 5. Complete Data Entry form and input into data base. 	<ol style="list-style-type: none"> 1. Notice of Section 504 Evaluation Results 2. Section 504 Student Accommodation Plan 3. Acknowledgement of 504 Records 4. Dyslexia/Section 504 Data Entry 	<p>504 Coordinator</p>
<p>Manifestation Determination</p>	<p>Prior to Meeting:</p> <ol style="list-style-type: none"> 1. Gather all available information about the offense (Referral forms, staff statements, student statements, verbal information from administrators and other staff, etc.) 2. Send notice to parents of Section 504 committee meeting to conduct the manifestation determination (Meeting must be held within 10 school days.) 3. Verify that parents have also received notice of rights, including the right to request a due process hearing. 4. Determine committee membership. 	<ol style="list-style-type: none"> 1. Notice of Section 504 Meeting (For purpose of placement change/ expulsion.) 2. Notice of Parent Rights Under Section 504 	<p>504 Coordinator</p>

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<p>Manifestation Determination</p>	<p>At the Meeting:</p> <ol style="list-style-type: none"> 1. Review the existing §504 evaluation data and the student’s disabilities 2. Determine whether the committee has the needed information to make the manifestation determination. 3. Determine whether the student is capable of understanding the impact and consequences of the behavior. 4. Determine whether the student is capable of controlling the behavior. 5. Answer the following questions: <ul style="list-style-type: none"> • Was the conduct in question caused by, or directly and substantially related to the student’s disabilities? • Was the conduct in question the direct result of the school’s failure to implement the student’s Section 504 Plan, if there was any such failure? • If either of the questions above is answered “yes,” the behavior must be considered to be a manifestation of the student’s disability. <u>In that event, the student cannot be expelled or placed in the school’s disciplinary alternative education setting (DAEP) for more than 10 school days.</u> 6. Summarize the basic underlying rationale by which the committee has reached its determination. 	<ol style="list-style-type: none"> 1. Section 504 Eligibility Folder 2. Disciplinary forms appropriate to meeting 3. 504 qualification data/forms from file <ul style="list-style-type: none"> • Section 504 Evaluation • Section 504 Accommodation Plan • Section 504 Behavior Intervention Plan 4. Section 504 Manifestation Determination Evaluation 	<p>504 Committee</p>
	<p>After the Meeting:</p> <ol style="list-style-type: none"> 1. Notify the campus and the parents of the committee’s determination (Either at the meeting or afterwards, if they did not attend.) 2. Copy of 504 Accommodation Plan to parents (If change made). 3. If student removed to an AEP, ensure that the §504 accommodations are received by AEP. 4. Copy of completed 504 Manifestation Determination Evaluation and summary to District 504 office. 	<ol style="list-style-type: none"> 1. Notice of Section 504 Manifestation Determination Evaluation Results (if parent not present) 2. 504 Accommodation Plan (If change made) 3. 504 Manifestation Determination Evaluation (to district 504 office) 	<p>504 Coordinator</p>