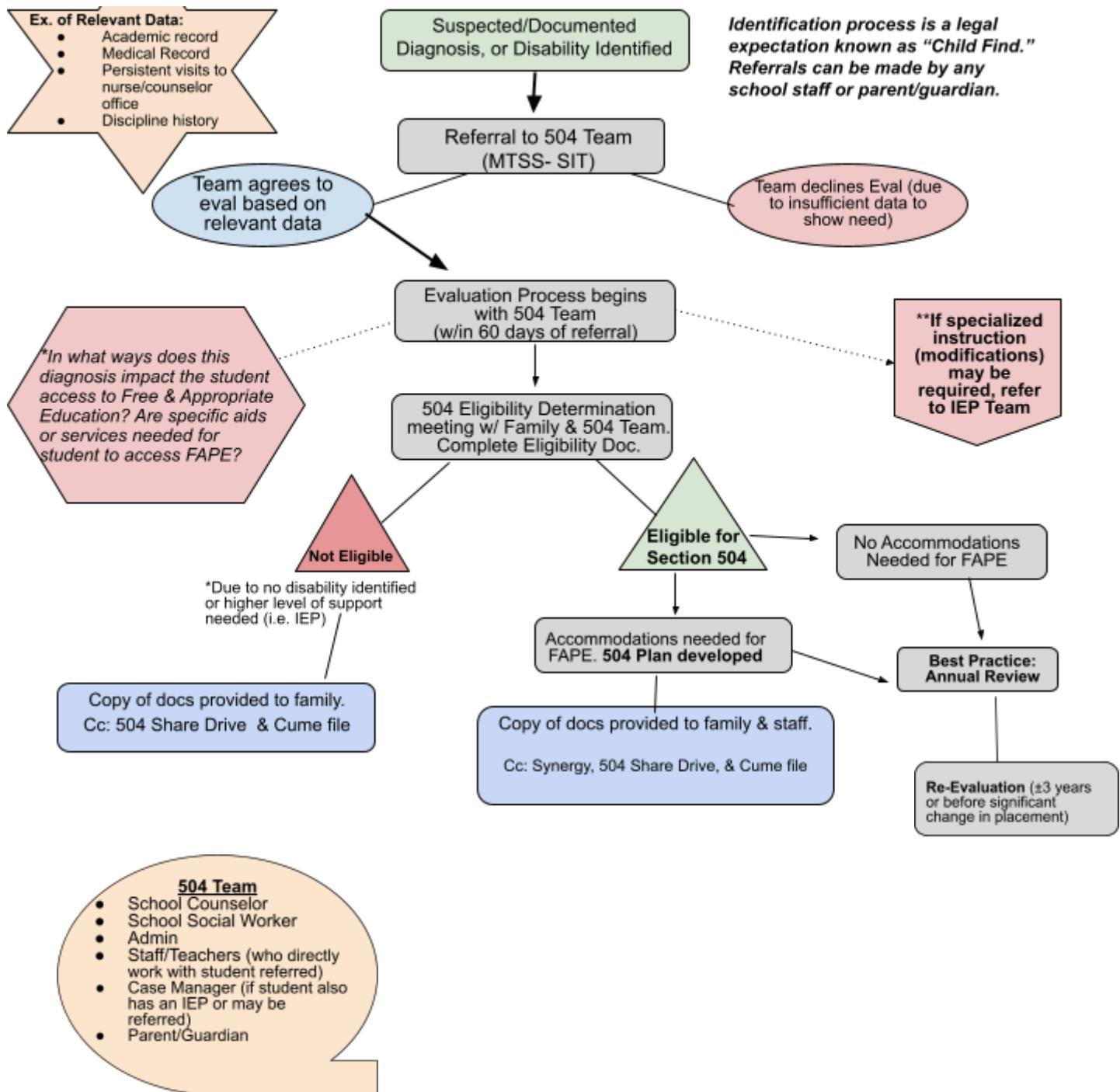


CORBETT SCHOOL DISTRICT

504 Process



CSD Section 504 Referral Process & Quick Facts

What is a 504 and why would a student need one?

“Section 504 is a Federal law that prohibits disability discrimination by recipients of Federal financial assistance...Section 504 provides a broad spectrum of protections against discrimination on the basis of disability.”

Section 504 allows for special education aids and services to support students in receiving a Free and Appropriate Education (FAPE). While not all students who qualify for Section 504 need special education services (i.e. Accommodations or Modifications), all students who are evaluated for and qualify for Section 504 are legally protected from disability-based harassment and bullying under federal law.

Reasons to Refer for Section 504 Evaluation:

1. Student has a diagnosis or suspected diagnosis
2. Student may need aids or special services in order to access their Free & Appropriate Education (FAPE)
3. Student is experiencing physical/medical disability (that will last beyond 6 weeks),
4. Concerns for a child's academic progress persist after Tier 1 & 2 interventions have been implemented

Referral Process:

1. **A request is made (by parent or school) to School Counselor/Social Worker for an Evaluation for Section 504 eligibility. If there is sufficient evidence of data, then the Intervention Team/504 Case Manager moves to Step 2.**
 - a. *If referral is made by school staff - parents must be informed & provide consent for evaluation. They can decline an initial evaluation.*
 - b. Parents/Guardians are provided a copy of the [Parent Rights Form](#)
2. **Evaluation & Data Collection Begins**
 - a. 504 Case Manager:
 - i. Obtains parent input (*can use [Parent Input Form](#) in 504 Drive as a guide or send to parent to fill out*)
 - ii. Reviews medical records provided by family & obtains input from School Nurse if needed
 - iii. Reviews school records (Cume file, Synergy, grade books)
 - iv. Obtains input/assessment from teachers/staff who are unable to attend 504 Team Meeting (*can use [Staff Input Form](#) in 504 Drive*)
 - b. If student has diagnosis from medical provider, parent should provide a copy to be kept in student file. Parent should fill out an ROI in case more information is needed.
 - c. ***Two questions to consider when determining eligibility*
 - *Does the student have a documented or suspected disability under Section 504?*
 - *If so, does the student need special education related aids and services, or supplementary aids and services because of the disability in order to receive a*

Free and Appropriate Education. And in what setting should the student receive them?

3. 504 Team meets to discuss findings & determine Eligibility

- a. Information is reviewed & documented on [504 Eligibility Determination Form](#)
- b. Reminder: 504 Plans are an ACCESS plan, not ADVANTAGE plan
- c. Determination is made as:

NOT ELIGIBLE: Give parent a copy of Eligibility Determination/reasoning along with the [Parent Rights Form](#)

ELIGIBLE: If eligible under Section 504, determine which Prong the student falls under.

- **Prong 1 =**
 - Student has a physical or mental impairment
 - That substantially limits
 - One or more major life activities
- **Prong 2 =** Student has a record of such impairment
- **Prong 3 =** Student is regarded as having such impairment

ONLY PRONG 1 CAN RECEIVE ACCOMMODATIONS, MODIFICATIONS, OR RELATED SERVICES (i.e. 504 PLAN)

- d. If 504 Plan is needed, develop one with 504 Team and family.

4. Develop 504 Plan – only if student falls under Prong 1

- a. Use the [504 Accommodation Forms](#) and determine what interventions are needed in the classroom to ensure access to FAPE
- b. Examples: [Academic Accommodations for Students with Psychiatric Disabilities](#)
- c. Once developed, have parent/student sign plan

5. Maintaining Documentation

- a. Copies of all 504 documentation & forms go into:
 - i. 504 Share Drive (building folder) –electronically
 - ii. Student Cume File - hard copy
 - iii. Parent/Student - hard copy or send via email
 - iv. Synergy - electronically
- b. Teachers/Staff directly working w/ student should receive notification & copy of 504 Plan
- c. Counselors should maintain a copy for their working files too.

6. Synergy

- a. Upload Eligibility & Accommodations Plan into Synergy under “Documents”
- b. Create “504” tag for students with a 504 Plan
 - i. Search “Student Programs” > Student Name > Click “Needs” drop down > Section 504 > “Add New Need”

- ii. This will populate the yellow "504" tag and an alert in the 504 Section of the students profile

Temporary disability/504:

If student is experiencing temporary medical disability, they qualify under Section 504, as long as the condition would persist and student would not be fully healed **for more than 6 weeks.** Same process as above. Eligibility Forms & 504 Plan can be completed same day. If there is a termination date you can add that into form & into Synergy.

- Example: Broken leg = more time for assignments to complete due to doctor appointments & physical therapy. **Student accommodations needed for minimum 6 weeks.**

Once it's time for termination, meet with or Docusign the termination form to parent to sign, add into student's Cume file & 504 Share Drive folder, and take off Synergy.

Reviewing 504 Plans

The 504 Plans should be reviewed every year (*ideally at the beginning or end of each school year*). Contact Student/Parent and inquire if any changes need to be made to 504 plan. If the parent/student does not want to add or change anything, provide updated copy with new grade/date for signature.

Re-Evaluating Eligibility under Section 504

Re-Evaluations should be completed roughly every 3 years **OR** after a significant change in placement (i.e. moving from MS to HS, terminating an IEP, moving from online school to in-person). Once a student is deemed Eligible under Section 504, it is rare for them to become "ineligible," however, you must determine the level of eligibility. For example, a student may be eligible for protection from discrimination under Section 504, but not eligible for a 504 Plan under Prong 1 because they are able to access a FAPE without accommodations, modifications, or related services.

Termination: Termination forms are filled out if the parent asks to discontinue the 504 accommodations or if the student no longer meets criteria for eligibility. Meet with parent, teacher and counselor to discuss termination and plans to continue to support the student. Copy goes to the parent and in the student's Cume file & 504 Share Drive folder. Take off tag in Synergy.

Resources:

- [ODE: Section 504](#)
- [Special Education Reference Manual \(CSD\)](#)
- [!\[\]\(0f13e74bece43321be4542883500ac30_img.jpg\) U.S. DOE - Parent and Educator 504 Resource Guide.pdf](#)
- [504 Resource Guide for Students with ADHD](#)
- [Academic Accommodations for Students with Psychiatric Disabilities](#)