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Introduction

Section 504 of the Rehabilitation Act of 1973 (sometimes referred to as “504”) prohibits discrimination against students on the basis of a disability, though not only limited to a student’s identified disability. The purpose of this manual is to inform District employees and parents about Section 504 and the District’s procedures to comply with the requirements for Section 504. This manual reflects the District’s commitment to serving ALL children. The District expects employees to be knowledgeable about District procedures governing Section 504 activities, grievance procedures for resolving Section 504 complaints, and parent and student rights. If you have questions pertaining to Section 504, please contact your student’s counselor at your campus or the Special Education Department at Chandler Unified School District.

Statement of Non-Discrimination

The Chandler Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status, in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District’s activities and programs. The Chandler Unified School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

**Assistant Director of Student Services
Meaghan Davis**

Section 504 Background Information

What is Section 504?

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a federal statute that prohibits discrimination against persons on the basis of disability by institutions, such as Chandler Unified School District, that receive Federal financial assistance. It states:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504’s purpose is, among other things, to assure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. Responsibilities of school districts under Section 504 include Child Find, Evaluation, Free Appropriate Public Education, Placement, and Procedural Safeguards. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, Chandler Unified School District must provide a Free Appropriate Public Education (FAPE), including accommodations when necessary to ensure that the student has equal access to services, programs, and activities offered by our schools.

How does Section 504 differ from IDEA?

A student who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA) is, in all cases, a qualified student with a disability under Section 504. The converse, however, is not true: a qualified student with a disability under Section 504 is not qualified in all cases to receive special education services and the protections of IDEA. In other words, some students with a disability may qualify for protections under Section 504 but do not qualify for special education services under IDEA.

If a student with a disability is receiving special education services – and any necessary related services – in accordance with IDEA, the District’s obligations to provide FAPE have been met, but the student is still entitled to the non-discrimination protection under Section 504. However, even if a student is determined ineligible under IDEA, a Section 504 team may consider whether the student qualifies for the protections of Section 504.

This manual will focus solely on Section 504. Any questions regarding IDEA should be directed to a school psychologist or the Special Education Department.

Key Differences between IDEA and Section 504

Identification

IDEA

The student must have a disability that falls within one or more specific categories of qualifying conditions: autism, specific learning disability, speech or language impairment, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, deafness, intellectual disability, deaf blindness, multiple disabilities, orthopedic impairment, and other health impairments. The student's disability must adversely affect educational performance, and as a result of the disability, the student requires special education and related services.

Section 504

The student must have a physical or mental impairment that substantially limits a major life activity (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, et al.)

Evaluation

Full comprehensive evaluation, including psychological evaluation. Decision by multi-disciplinary team, including parent.

Evaluation using documentation of relevant information from a variety of sources. Decision by a group of knowledgeable persons.

Written parent consent required.

OCR interprets Section 504 to require informed parental consent for the initial evaluation. Section 504 is silent on the form of consent but it is required.

Annual review of student's IEP. Mandatory re-evaluation every three years.

"Periodic" re-evaluation required, but no prescribed time period.

Independent evaluation at district expense if parents disagree with the District's evaluation.

No provision for independent evaluation at District expense.

Dispute Resolution

District Complaint

District Grievance

State complaint

Not available

Federal complaint (Office for Civil Rights)

Federal complaint (Office for Civil Rights)

Due process hearing by state-appointed hearing officer within 45 days

Due process hearing by impartial District-appointed hearing officer

Identifying Students for Section 504 Eligibility

Americans with Disabilities Act, (ADA)

When Congress amended the Americans with Disabilities Act in 2008, the intent was to ensure a broad scope of protections under the ADA and to shift the analysis away from whether the individual had a disability to the District's obligation to ensure equal educational opportunities.

What criteria are used to determine 504 eligibility?

For a student to qualify for Section 504 protection, the student must meet three criteria: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** Simply having a condition or disability does not automatically qualify a student for Section 504 protections. While there are no disabilities that are automatically eligible for Section 504 protections, the Office for Civil Rights ("OCR") of the U.S. Department of Education has issued guidance that indicates in "virtually every case," diabetes, epilepsy, bipolar disorder, or autism will likely result in eligibility under Section 504. See Dear Colleague Letter, 112 LRP 3621 (OCR 2012). It is important to understand that all three criteria must be met before the student is eligible for Section 504 protections. Additional detail on each of the three criteria follows.

Mental or physical impairment

This criterion includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Mental or psychological disorders are also covered. Section 504, in contrast to IDEA, does not limit eligibility to specific diseases or categories of medical conditions. Environmental, cultural, and economic disadvantages are not covered unless the student who has any of these characteristics also has a physical or mental impairment. Some examples of mental or physical impairments may include, but not limited to, deafness, blindness, diabetes, cancer, or epilepsy.

Substantially limits

Section 504 does not specifically define the term "substantially limits." The basis for evaluating this criterion is the impact the impairment has on one or more of a student's major life activities. A student's impairment is a substantial limitation if the student's "important life activities are restricted as to the conditions, manner, or duration under which they can be performed in comparison to most people." See S. Rep. No. 101-116, at 23 (1989) and Congressional Record, (Sept. 16, 2008), p. S8842. Further, an impairment does not need to prevent or severely or significantly restrict a major life activity to be considered substantially limiting. 29 C.F.R. 1630.2(j)(1)(ii). School staff should note, in particular, that a student may have a disability and be eligible for Section 504 services even if his or her disability does not limit the major life activity of learning. Therefore, rather than considering only how an impairment affects a student's ability to learn, school staff must also consider how the impairment affects any major life activity of the student and, if necessary, assess what is needed to ensure that the student has an equal opportunity to participate in the school's programs.

School staff should note that a student may have a disability and be eligible for Section 504 services, even if the student earns good grades. This is because the student's impairment may substantially limit a major life activity regardless of whether the student performs well academically.

An individual does not fall within the definition of someone with a disability if the physical or mental impairment is transitory (that is, having an actual or expected duration of six months or less) and minor. A temporary impairment caused by an injury (for example, a broken leg) may be a covered disability under the ADA Amendments Act if it is sufficiently severe to substantially limit a major life activity. While Section 504 does not require a school to take specific action if a student has a physical or mental impairment that is transitory and minor, Section 504 also does not prohibit schools from going beyond what the law requires to assist a student. However, an impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when it is in an active phase.

As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, **must not** consider the ameliorating effects of any mitigating measures that the student is using. This is a change from prior law.

However, Congress has now specified that the ameliorative effects of mitigating measures must not be considered in determining if a person is an individual with a disability.

Congress did not define the term “mitigating measures” but rather provided a non-exhaustive list of “mitigating measures.” Some mitigating measures include medication; medical supplies, equipment or appliances; low-vision devices (excluding ordinary eyeglasses or contact lenses that fully correct visual acuity); prosthesis (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Major life activities

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. These activities do not have to be related to school and learning.

What is a school district’s Section 504 responsibilities under Child Find?

Under Section 504, school districts must conduct an evaluation in a timely manner of any student who needs or is believed to need special education or related services because of a disability. When a school is aware of a student’s disability, or has reason to suspect a student has a disability, and the student needs or is believed to need special education or related services, the school must initiate the offer to evaluate the student and it is a violation of Section 504 if the school delays or denies the evaluation.

How is a Section 504 evaluation request made?

Any parent/guardian, teacher, counselor, or other school staff member who believes that a student may have a qualifying disability may request a Section 504 evaluation. The referral should be made – but is not required to be made – using the Section 504 Referral form, located on page 30 of this manual, or generated in IEP pro. Once complete, the form should be given to the student’s 504 Coordinator. Furthermore, while parents may request an evaluation, it is the district’s responsibility to initiate an offer to evaluate the

student if a teacher, counselor or other school staff member becomes aware of an impairment or disability.

What is the process for reviewing Section 504 eligibility?

Upon receipt of the Section 504 Referral form, the 504 Coordinator must send to the parent(s)/guardian(s) the Parent Notice and Consent for Consideration of Section 504 Protections (see page 32 of this manual), Student Input Form, and Parent's Rights and Safeguards under Section 504 (see page 24 of this manual). In addition, the 504 Coordinator must send the Teacher Input form to all of the student's teachers and may send a Parent Input form.

The 504 Coordinator then schedules a Section 504 meeting to review the referral. The 504 Coordinator sends the Parent and Student Invitation via email or phone call, and provides notice of the meeting all invited participants.

The Section 504 Team must include persons knowledgeable about the child, the meaning of the evaluation data. This team should include the parent/guardian of the student, teachers, counselors, other school staff members, and staff members of community agencies, if applicable, and with the consent of the parent/guardian. The parent/guardian, as well as the student, should be included in this process whenever possible. A decision not to conduct a Section 504 evaluation will be extremely rare and will most likely be based on similar requests for the same disability area in one calendar year. The 504 Coordinator may also contact the Director or Assistant Director of Student Services to assist with this process.

During the meeting, the 504 Coordinator will facilitate a review of existing data, to determine the nature of the student's disability and what, if any, additional data is needed. Information that might be considered includes (but is not limited to) teacher input form, parent input form, student input form, grades, attendance reports, behavior plans, cumulative file information, psychological evaluations, medical information, observations, and standardized testing information. This review of data will assist the Section 504 Team in determining if further assessments need to be conducted or if a decision on eligibility may be made. The team must ensure that information obtained from all sources is documented and carefully considered.

If the Section 504 team determines that additional data is necessary in the form of a psycho-educational evaluation that incorporates standardized testing before an eligibility determination can be made, the team should consider developing an assessment plan and obtaining parental consent for further, individualized assessment(s).

If the Section 504 team determines that there is sufficient data to make an eligibility determination, the team must complete the Section 504 Eligibility Determination (see page 37 of this manual), which asks the team a series of questions to determine if there is an impairment that substantially limits a major life activity. Once the team determines that the student is eligible for Section 504 protections, the team must consider whether the student requires a Section 504 Plan in order for the child's educational needs to be met as adequately as his/her peers without disabilities.

The Section 504 team may make the following determinations:

- The student is not eligible for Section 504 protections;

- The student is eligible for Section 504 protections and requires a Section 504 Accommodation Plan;
- The student is eligible for Section 504 protections but does not require a Section 504 Plan because the impairment is in remission; note that a plan may be required as soon as the impairment is not in remission;
- The student is eligible for Section 504 protections but does not require a Section 504 Plan because the student's needs are being met due to mitigating measures; note that a plan may be required as soon as mitigating measures are not working or are no longer in place; or
- The student is no longer eligible for Section 504 protections.
- The student has been determined to be eligible for special education and related services by a MET team and will no longer receive services under a Section 504 Student Accommodation Plan.

Following the eligibility determination, the 504 Coordinator will provide the parent(s)/guardian(s) with a copy of the Eligibility Determination, which documents the decision made by the Section 504 team.

If the Section 504 team determines that the student is eligible and requires a Section 504 Plan, the team will create the Plan that addresses all areas of need and the appropriate accommodations,

Following the meeting, the 504 Coordinator will provide a copy of the Section 504 Student Accommodation Plan to all of the student's teachers and other individuals responsible for implementing the Section 504 Plan. This procedure should be followed when students' schedules change during the school year and at the beginning of each school year.

A Section 504 Team should review the Section 504 Student Plan whenever a student moves to another school or it appears that changes to the Plan are needed. The purpose of a review is to add, subtract, and/or modify student Plans as needed.

The 504 Coordinator is responsible for completing, compiling, and once finalized, uploading to our special education student management system and distributing all of the forms, including a copy of the **signed** Section 504 Referral, Parent Consent for Section 504 Evaluation, Section 504 Eligibility Determination Report, Parent Notice and Consent for Consideration of Section 504 Protections and Section 504 Student Accommodation Plan. The 504 Coordinator works with the assigned specialist to create a profile, and then scans and uploads these documents to the student's file, sends a copy of the documents to the student's parent/guardian, and maintains a file of all original copies at the school site.

When is it not appropriate to offer a Section 504 Plan?

Eligibility under Section 504 is always decided by evaluating and determining that all three criteria are met. The student must have a mental or physical impairment. That mental or physical impairment must be substantially limiting. The impairment must substantially limit one or more major life activities. If any of the three criteria are not met, the 504 Team should not create a formal Section 504 Plan for the student.

Keep in mind that while a Section 504 Plan might not be appropriate, as a part of our multi-tiered systems of support, an informal intervention plan may be appropriate to implement as part of the District's multi-tiered systems of support. In the event that the Section 504 Team determines that the student is not eligible to receive a Section 504 Plan, the 504 Coordinator is responsible for notifying the parent by completing and mailing, or delivering in person the Section 504 Eligibility Determination form found on page 37 of this manual.

Here are some common mistakes relating to the Section 504 evaluation process:

- A parent and/or doctor presents the school with a disability diagnosis, and a 504 Plan is written without first determining if the disability causes substantial limitation of a major life activity.
- A student fails to qualify for special education services under IDEA, and a Section 504 Plan is automatically written without first qualifying him or her based upon Section 504 criteria.
- A school district requires a parent to go get medical documents but does not offer to assist or pay for additional expenses to do so.

Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. The Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making eligibility decisions.

Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation to a major life activity. For example, a student who has a physical or mental impairment would not be considered eligible under Section 504 if the impairment does not in any way limit a major life activity or only results in some minor limitation in that regard.

How should the district handle an outside evaluation? Does all data brought to a Section 504 team need to be considered and given equal weight?

The results of an outside evaluation provided by a parent will be one of a variety of sources to consider. The Section 504 team must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and carefully considered by knowledgeable committee members. The weight to be given to the various types of information considered will be determined by the Section 504 team.

Who in the evaluation process makes the ultimate decision regarding a student’s eligibility for services under Section 504?

The Section 504 regulatory provision at 34 C.F.R.104.34 (c) (3) provides that a student’s eligibility for Section 504 must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

Once a student is identified as eligible for accommodations under Section 504, is there an annual review or triennial evaluation requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the Section 504 Plan in place indefinitely after a student has been identified?

Section 504 requires a “periodic” re-evaluation of the student. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child’s parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

How should the school district view a temporary impairment?

A temporary 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. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual

In the Amendment Act, Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with actual or expected duration of 6 months or less. However, impairments that are episodic or in remission are considered disabilities if they substantially limit a major life activity when active.

Design and Implementation of a Section 504 Plan

Where will accommodations be provided for students and what are some examples of possible accommodations?

Section 504 requires that a student with a disability be educated with students without disabilities to the maximum extent appropriate for the student. As with IDEA, this is considered educating the student in the least restrictive environment. Implementation of most Section 504 plans occurs within the general education classroom.

Accommodations are generally those minor adjustments to things like seating arrangement, lesson presentation, assignments, and other facets of the learning experience that provide the student with equal access to learning opportunities. An example could be moving the student to a position in the room that best supports his or her ability to attend to schoolwork. Accommodations might involve the use of special visual aids, large print, or video recordings. Allowing a student additional time to complete a specific kind of task is also an accommodation. Countless accommodations exist that can support a student's equal access to educational opportunities. It is the job of the Section 504 Team to identify the accommodations that will provide the student with educational access. The District requires Section 504 Teams to review the Arizona Department of Education *Test Administration Guidelines* to ensure there is an alignment within the Section 504 Student Accommodation Plan with allowable accommodations during State mandated testing and other testing circumstances. The Reference Tool for Allowable Testing Accommodations, found in this manual on page 41, is intended to assist Section 504 Teams in their discussions and decisions.

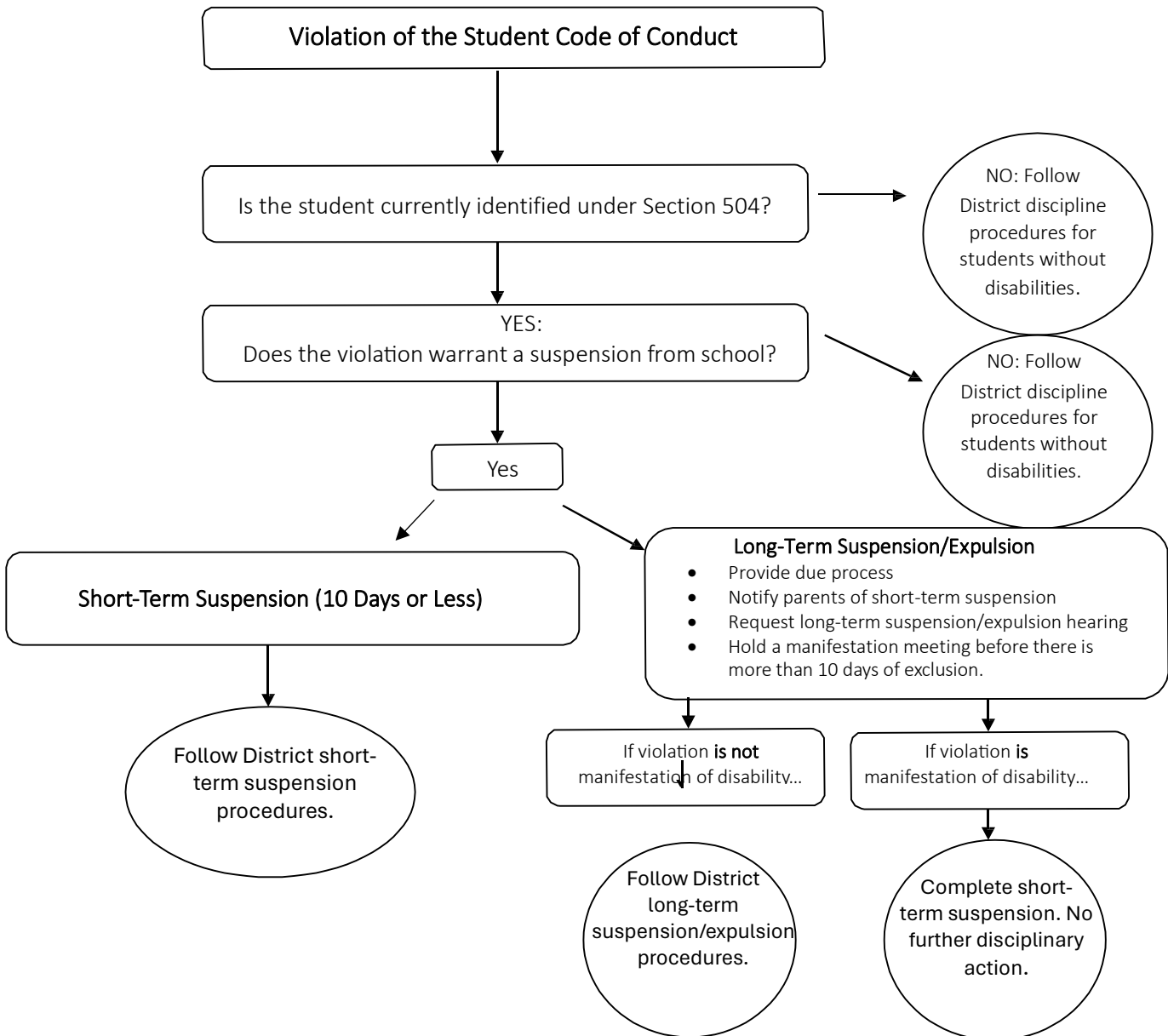
How are Section 504 accommodations and related services documented?

If the Section 504 Team determines that a student has a qualifying disability, the team's second responsibility is to identify the student's needs and services and/or accommodations the student will receive. Documentation of the Plan's details should be completed on the Section 504 Student Accommodation Plan form (see page 39 of this manual). The Plan sets forth the accommodations that a student needs in order to have equal access to the learning process, or to other programs, activities, and services. The team will also need to determine if the student should take standardized tests under routine conditions without accommodations or if the student should take the test with accommodations. If the team determines that the student should NOT take standardized tests under routine conditions, then the team will need to write the testing accommodations listed on the **Reference Tool for Allowable Testing Accommodations** that are consistent with the instructional accommodations used in the student's educational program. The original copies of the Section 504 Student Accommodation Plan will be kept in the student's PI file.

Disciplining a Student Who is Eligible Under Section 504

What is the discipline process for a student who is eligible under Section 504?

Students eligible under Section 504 are subject to the same disciplinary action as students without disabilities, provided that the student’s behavior is not a manifestation of his or her qualifying disability. A Section 504 Team must conduct a manifestation determination whenever a student with a disability is subject to exclusion from the educational program (such as out-of-school suspension) more than ten (10) consecutive school days, or if multiple short-term suspensions result in a significant change in placement (i.e., removal from the educational program for more than 10 cumulative school days in a given school year). If the Section 504 Team concludes that the behavior is a manifestation of the student’s qualifying disability, the discipline process must end and the Section 504 Team should review the Section 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any student without a disability would receive for the same violation.



Must a school make a manifestation determination when considering the disciplinary exclusion of a student with a Section 504 Plan?

Yes. Similar to suspension or expulsion of a student having a disability under IDEA, it is necessary to conduct a manifestation determination for a student who is eligible under Section 504 when:

- The disciplinary exclusion will be for more than 10 consecutive school days. Like IDEA, a disciplinary exclusion of more than 10 consecutive school days constitutes a significant change in placement and requires schools to determine if the cause of the behavior is the disability identified in the student's 504 Plan.
- A series of discipline exclusions that total more than 10 school days may also trigger the manifestation determination requirement of Section 504. If cumulative disciplinary exclusions for a student on a Section 504 Plan total more than 10 school days, it must be determined if a significant placement change has occurred. This is done on a case-by-case basis. If a group of short suspensions creates a pattern of disciplinary exclusion, then this constitutes a change in placement and the school must conduct a manifestation determination meeting before further disciplinary exclusions occur. OCR has identified some of the key factors in determining patterns of exclusion: the length of each suspension, the proximity of one suspension to another, the nature of the behavior, and the total amount of time the student is excluded from school.

Who makes the manifestation determination for a student on a Section 504 Plan and what information is included in this process?

The manifestation determination should be made by a Section 504 Team that consists of persons who have knowledge of the student and the meaning of the information that will be reviewed. When possible, the members of the Section 504 Team should be the same members who designed the student's Section 504 Plan. School officials responsible for school disciplinary procedures, such as the school principal or assistant superintendent, cannot make the determination. However, such administrators may present pertinent student information to the Section 504 Team and participate in the decision-making process.

The Section 504 Team must have available information that competent professionals would require when making a manifestation determination. Such information might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, and staff observations. The information should be current enough to afford an understanding of the behavior that is the subject of the manifestation determination.

The manifestation determination should begin with the Section 504 Team deciding if the conduct in question was the direct result of the District's failure to implement the Section 504 Plan. If so, the school should not take any further disciplinary action. The Section 504 Team should review and update the Section 504 Plan, if appropriate.

If the student's Section 504 Plan had been properly implemented, the Section 504 Team will next consider if the behavior is the result of the student's disability. This inquiry is resolved by considering the relationship between the student's disability and his or her behavior. The team must decide whether the

conduct in question was: (1) caused by, or had a direct and substantial relationship to, the student's disability; or (2) a direct result of the District's failure to implement the student's Section 504 plan.

If the Section 504 Team decides that the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, then the behavior is a manifestation of the student's disability and no change in placement can be taken past the 10 school days. The team has 10 days from the 11th suspension day to hold a manifestation determination review.

If the Section 504 Team determines that the behavior is not a manifestation of the disability, the District may impose whatever disciplinary change in placement it would impose under the same circumstances if a student without a disability was the offender. **The District has no legal obligation to continue to provide educational services to a student with a Section 504 plan during the period of a long-term suspension or expulsion.**

The 504 Team must conclude its work by completing a Section 504 Manifestation Determination Review form.

Are current users of alcohol excluded from protection under Section 504?

No. Section 504's definition of a student with a disability does not exclude users of alcohol. However, Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

The statute (Section 705) says "For purposes of subchapter V, the term "individual with a disability" does not include an individual who is currently engaging in the illegal use of drugs, **when a covered entity acts on the basis of such use.**"

504 Procedural Safeguards and Parent/Student Rights

Must schools secure parental consent before conducting an evaluation meeting?

Schools must include parents in the evaluation process and provide a written meeting notice prior to the evaluation meeting using the Parent and Student Invitation: Section 504 Meeting. Although Section 504 does not require obtaining parental consent prior to conducting a Section 504 evaluation, OCR has issued several opinions indicating that districts must receive consent. 504 Coordinators should use the Section 504 Eligibility Form which contains a section allowing for acquiring parent consent for collecting additional data and for placement, if the student is eligible, on a Section 504 Student Accommodation Plan.

Are schools required to provide parents with a list of parent/student rights under Section 504 before conducting an initial student review?

Yes. The District is required to establish and implement Procedural Safeguards that include:

- Notice to the parent explaining any evaluation or placement decisions.
- An opportunity for parents to review relevant records.
- An impartial hearing with opportunity for participation by the student's Parent/Guardian with representation by counsel.
- An appeal procedure to review the hearing decision.

These Procedural Safeguards have been addressed by creating Section 504 evaluation procedures and a set of forms that guide the evaluation team through the eligibility determination and placement process.

A notice concerning Parent's Rights and Safeguards under Section 504 must be included with the Parent Notice and Consent for Consideration of Section 504 Protections form given to the parent/guardian prior to the 504 evaluation meeting. Likewise, the Parent's Rights and Safeguards under Section 504 must be provided to the parent(s)/guardian(s) upon the eligibility determination made by the Section 504 team.

Working to Address Concerns and Complaints

Section 504 Grievance Procedure

When a student, parent, or community member has a complaint or grievance against the District based on Section 504, the District will follow the policies and procedures set forth in Governing Board Policy JB, *Equal Educational Opportunities* and Governing Board Regulation JB-R, *Equal Educational Opportunities*.

Due Process Procedures

Parents or the District may initiate a due process hearing on a matter related to: 1) eligibility and related procedures; 2) Procedural Safeguards; 3) provision of a free and appropriate public education to the student; or 4) placement of the student. If a parent or adult student files a Section 504 due process complaint, the District will follow the policies and procedures set forth in Governing Board Policy IHBA, *Special Instructional Programs and Accommodations for Disabled Students*, and Governing Board Regulation IHBA-R, *Special Instructional Programs and Accommodations for Disabled Students*

Chandler Unified School District Section 504 Forms

<u>Section 504 Acceptance Checklist for a Move in Student in CUSD (with current 504)</u>	<u>20</u>
Purpose: Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.	
<u>Section 504 Acceptance Letter</u>	<u>21</u>
Purpose: Informs the parent/guardian that the student's previous Section 504 Student Accommodation Plan has been received and reviewed by the student's teachers and counselor so that accommodations and services will be provided while the student gets adjusted to the new school setting with the expectation that the Team will convene within a month, if necessary, to review and/or revise the Section 504 Student Accommodation Plan.	
<u>504 Alternative to Annual Review Waiver Letter</u>	<u>22</u>
<u>Parent Rights and Safeguards under Section 504</u>	<u>23</u>
Purpose: <i>Informs the parent(s) of rights under Section 504. This form must be provided with the Parent Consent: Section 504 Evaluation and Parent Notice: Section 504 Eligibility or Non-Eligibility Determination.</i>	
<u>General Education Teacher Access to Student</u>	<u>25</u>
<u>Section 504 Plan Acknowledgement Letter</u>	<u>27</u>
<u>Adding Signature Pages and Supporting Documents in PRO</u>	<u>28</u>
<u>Section 504 Initial Evaluation/Placement Checklist</u>	<u>28</u>
Purpose: Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.	
<u>Section 504 Referral</u>	<u>30</u>
Purpose: Requests that a student be evaluated to determine if the student has a qualifying disability.	
<u>Parent Notice and Consent for Consideration of Section 504 Protections</u>	<u>32</u>
Purpose: Informs the parent(s) of rights under Section 504. This form must be provided with the Parent Consent: Section 504 Evaluation and Parent Notice: Section 504 Eligibility or Non-Eligibility Determination.	
<u>504 Initial Evaluation and Periodic Re-Evaluation</u>	<u>34</u>
Purpose: Outlines areas to be evaluated and obtains written consent from parent(s) to administer tests or other evaluation materials to the student.	

<u>504 Eligibility Determination</u>	<u>37</u>
Purpose: Organizes and documents the steps that the Section 504 Team must follow to determine whether a student is eligible under Section 504 and informs parent(s) of the student’s Section 504 eligibility or non-eligibility.	
<u>504 Student Accommodation Plan</u>	<u>39</u>
Purpose: Organizes and documents the Section 504 Student Accommodation Plan created by the Section 504 Team if the Team determines that the student is entitled to the protections of Section 504 and is eligible for a Section 504 Student Accommodation Plan.	
<u>Accommodations for Students with Disabilities</u>	<u>41</u>
Purpose: Provides a list of ADE-approved accommodations that the Section 504 Team may use to select appropriate testing accommodations for the student.	
<u>Section 504 Review /Re-Evaluation/Placement Checklist</u>	<u>43</u>
Purpose: Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.	
<u>504 Manifestation Determination</u>	<u>45</u>
Purpose: Organizes and documents the steps that the Section 504 Team must follow to determine the relationship between the student’s disability and misconduct if the student’s educational placement may be changed for disciplinary reasons.	
<u>504 Summary of Performance</u>	<u>46</u>
Purpose: Provides a summary of the student’s current performance, needed accommodations and recommendation for accommodations in post-secondary education or work to assist the student in a smooth transition after graduation from high school.	
<u>Revocation of Consent for Section 504 Services and Accommodations</u>	<u>47</u>
<u>Section 504 Complaint Form</u>	<u>49</u>
Purpose: Provides a form a parent/guardian can use to submit a complaint to the Coordinator of District 504 Coordinator alleging that a student’s rights under Section 504 have been violated.	
<u>FAQ for 504 Plans</u>	<u>50</u>

**Chandler Unified School District
Section 504 Acceptance Checklist
for a Move-in Student in CUSD (with current 504)**

Use this form for students entering the school with a current Section 504 Student Accommodation Plan only. This includes incoming Freshmen, students transferring from another district who are enrolling for the first time in CUSD, and students transferring from another school within CUSD.

Student Name:
Click or tap here to enter text.

Student ID number:
Click or tap here to enter text.

School:
Click or tap here to enter text.

Grade:
Click or tap here to enter text.

1. For a student entering the District with a current Section 504 Student Accommodation Plan: Upon entering the District, the 504 Coordinator or the Guidance Assistant:

- Request a profile for the student in PRO, or confirm that a profile already exists in PRO. _____
(Date)

- Scans and uploads the student’s current 504 Plan into PRO or requests a copy of a transfer 504 Plan if the student coming from a district that also uses PRO. _____
(Date)

- Directs teachers to verify receipt of Section 504 Student Accommodation Plan on the PRO General Education Teacher portal. _____
(Date)

- Sends home to parent/guardian:
 - Section 504 Acceptance Letter; _____
(Date)
 - Parent’s Rights and Safeguards under Section 504. _____
(Date)

(This is to confirm receipt of a 504 Plan. The Section 504 Acceptance Letter states that within a month the 504 Team will meet to review the 504 Plan, if necessary. At that time, the counselor would proceed to #3 on the Section 504 Review/Re-Evaluation/Placement Checklist.)

Reminder: A minimum of one annual review meeting is required for every student on a 504 Plan; therefore, if the student has not yet had an annual review during the current school year, a meeting will need to be scheduled. Best practice is to meet on an annual basis and/or anytime there has been a change in a student’s environment or qualifying Section 504 condition to review the Section 504 Plan and make sure the current accommodations are still appropriate.

If parent chooses not to meet for the Annual Review the 504 Coordinator can _____
send home: (Date)

- Section 504 Alternative to Annual Review Waiver Letter

2. The 504 Coordinator contacts the Registrar's office to update the Student's _____
profile in Infinite Campus screen if update is needed. (Date)

3. The 504 Coordinator scans and uploads all documents with signatures into PRO _____
under Supporting Documents. This checklist should be included as a coversheet (Date)
for that paperwork.

4. The 504 Coordinator or the Guidance Assistant maintains a 504 file for that _____
student. (Date)

5. The 504 Coordinator or the Guidance Assistant also ensures that the Section 504 _____
Student Accommodation Plan is sent to the new location if the student changes (Date)
schools.

6. The 504 Coordinator completes the Section 504 Summary of Performance when _____
the student is in the final semester of his/her senior year and preparing to (Date)
graduate. A copy of the Summary of Performance is given to the student and the
original is maintained in the student's cumulative file at the site.

Chandler Unified School District Section 504 Acceptance Letter

Student Name: Click or tap here to enter text.	Student ID Number: Click or tap here to enter text.
School: Click or tap here to enter text.	Grade: Click or tap here to enter text.
504 Coordinator: Click or tap here to enter text.	Date: Click or tap here to enter text.

To The Parent/Guardian of: Click or tap here to enter text. (Student Name)

I have received a copy of your child’s current Section 504 Student Accommodation Plan, developed by your child’s prior school. As part of our efforts to help support your child in our school, I have reviewed the Plan and discussed the instructional and testing accommodations with all of your child’s teachers as outlined in the Plan received. They have received a copy of the Plan and confirmed their understanding of the Plan and their related responsibilities.

We would like the opportunity to see how your child performs in our school before reconvening the 504 Team, so that we have current classroom observations, performance data and input to share with you regarding any revisions to the Plan we feel are necessary. We will contact you within the next month to schedule a time to meet with you, if necessary. If a meeting is needed, we will work with you to arrange a mutually convenient time to meet as well as send you a written notice of the meeting as we value your participation in the discussion and decision-making process. If you have any questions or if you would like your child’s Section 504 Team to meet sooner than we are proposing, please contact me.

Section 504 provides you with specific rights concerning your child. These rights are summarized on the “Parent’s Rights and Safeguards under Section 504” document enclosed with this letter.

504 Coordinator

Telephone Number

Enclosures: Parent’s Rights and Safeguards under Section 504

Chandler Unified School District
Section 504 Alternative to Annual Review Waiver Letter

CONFIDENTIAL

To: Click or tap here to enter text.
Parent/Guardian's Name(s)
From: Click or tap here to enter text.
Your Name
Date: Click or tap here to enter text.
Re: Click or tap here to enter text.
Student's Name

Your student has been identified as a student with a qualifying disability under Section 504. As a qualified Section 504 student, it is considered best practice for your student's team of educators to meet on an annual basis to review and consider revising the current accommodations on your student's Accommodation Plan. We will also meet anytime you or one of your child's current educators provides a written request to do so. If feasible, the preferred practice is to meet on an annual basis and/or anytime there has been a change in a student's environment or qualifying Section 504 condition to review the Section 504 Plan and make sure the current accommodations are still appropriate.

We have the option to waive this meeting if you/we do not anticipate any changes to your student's current Section 504 Plan dated [Click or tap here to enter text..](#) The date of the most recent Section 504 Plan Accommodation Review for your child is [Click or tap here to enter text..](#) (Please be assured that we will not provide you with an opportunity to waive this meeting for more than twenty-four consecutive months.)

Please review your student's current Section 504 Student Accommodation Plan developed by a team of educators familiar with the needs of your student. If upon your review of this Accommodation Plan you feel comfortable waiving this meeting to review and possibly revise your student's current 504 Accommodation Plan, please check, sign below and scan back to me. If you would prefer to meet, please check, sign below and scan back to me indicating such, and return this completed form to me by [Click or tap here to enter text.](#)

As always, thank you for everything that you do to help your student be successful on our campus.

Please check here if you are in agreement with **WAIVING** an annual meeting at this time to review your student's
Section 504 Plan.

Please check here if you are **REQUESTING** a meeting to review your student's current Section 504 Plan.

_____, Parent/Guardian Signature

_____, Date

Parent's Rights and Safeguards under Section 504

As a parent, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you of your rights under federal law.
3. Provide parent consent for an evaluation of your child and receive notice with respect to identification, evaluation, or eligibility determination of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
7. Provide your child with an equal opportunity to participate in nonacademic and extracurricular activities offered by the District through the provision of reasonable accommodations.
8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Receive a response from the District to reasonable requests for explanations and interpretations of your child's records.
11. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the District refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
12. Request an impartial due process hearing related to decisions regarding your child's identification, evaluation, and educational program placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.

13. File a complaint with the District when you believe your child's rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting it to your school Principal or to Meaghan Davis, 1525 W Frye Rd, Chandler, AZ 85224.
14. The Office for Civil Rights of the U.S. Department of Education also enforces the requirements of Section 504. The address of the regional office that includes Arizona is: Office for Civil Rights, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582.

General Education Teacher Access to Student Section 504 Plans

General education teachers can review confidential information regarding a student's 504 Accommodation Plan through Infinite Canvas

Chandler Unified School District
Section 504 Plan Acknowledgement Letter

CONFIDENTIAL

To: Click or tap here to enter text.
Teacher's Name(s)
From: Click or tap here to enter text.
Your Name
Date: Click or tap here to enter text.
Re: Click or tap here to enter text. 504 Accommodation Plan
Student's Name

The above named student has been identified as a student with a qualifying disability under Section 504. If you would like to review this information and learn more about the student's specific disability, please see me right away.

Otherwise, please review the attached Section 504 Student Accommodation Plan developed by a prior team of educators familiar with this student's needs. If, upon your review of the attached Accommodation Plan, you feel comfortable immediately implementing these accommodations in your classroom, please sign below indicating such, and return this to me by [Click or tap here to enter text.](#) If you would like to discuss this further and/or have questions, please make an appointment to see me within the next week. Please keep your copy of the attached 504 Accommodation Plan in a secure place.

As always, thank you for everything that you do to help all students be successful in your classroom.

I have been informed and received notice of this Accommodation Plan and further acknowledge I am familiar with my responsibilities pursuant to Section 504 of the Rehabilitation Act of 1973.

Signature: _____

Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

Adding Signature Pages and Supporting Documents in PRO

The Supporting Documentation section in PRO, allows the storage of documents within the PRO system for quick reference. In the past, documents such as 504s from districts not using the PRO system, outside agency reports, and other documents were uploaded into PRO system. Now that CUSD has been approved to store records electronically, it is important to upload signature pages and other supporting documents into PRO. Please follow the guidance listed below.

Chandler Unified School District Section 504 Initial Evaluation/Placement Checklist

Student Name:
Click or tap here to enter text.

Student ID number:
Click or tap here to enter text.

School:
Click or tap here to enter text.

Grade:
Click or tap here to enter text.

1. The 504 Coordinator initiates or receives a Section 504 Referral. _____ (Date)
2. The 504 Coordinator requests creation of a profile for the student in PRO as soon as possible. _____ (Date)
3. The 504 Coordinator sends home: _____ (Date)
 - Parent Notice and Consent for Consideration of Section 504 Protections
 - Parent Input Form If Needed
 - Parent's Rights and Safeguards under Section 504
 - 504 Medical Certification Form (It is preferable to obtain this form from parents/guardians, but it is not required to be submitted by parent/guardian. Documentation of a medical or educational disability is encouraged as part of 504 eligibility determination.)
4. The 504 Coordinator sends Teacher Input Form to all teachers if needed. _____ (Date)
5. The 504 Coordinator sends 504 Parent Invitation to parent/guardian. This may be scheduled over the phone or via emailed calendar invite. _____ (Date)
6. The 504 Coordinator collects and reviews sources of data to assist with the Section 504 Evaluation meeting and guides discussion using and completing Section 504 Initial Evaluation, Review, or Periodic Re-Evaluation form and Section 504 Assessment Plan (if needed). _____ (Date)
7. Members of the Section 504 Team review data and complete the Section 504 Eligibility Determination Report form, gaining parent consent for placement if student is eligible. _____ (Date)
8. The Section 504 Team develops a Section 504 Student Accommodation Plan, if determined necessary by the Section 504 Team. _____ (Date)
9. The Counselor will mark the Section 504 Student Accommodation Plan as

“Most Recent” and Lock the Section 504 Plan in PRO when completed.

10. The 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to all members of the Section 504 Team. _____
(Date)

The 504 Coordinator will provide the General Education Teacher Access portal to the Student’s General Education Teachers.

(The 504 Coordinator directs any new teachers and/or long-term substitutes to verify receipt of Section 504 Student Accommodation Plan on PRO portal.)

11. The 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to parent/guardian. _____
(Date)

12. Upon completion of the 504 Plan, the 504 Coordinator scans all signature pages, uploads to PRO, and provides copies of the Plan to teachers. This checklist should be included as a coversheet for that paperwork. _____
(Date)

13. The 504 Coordinator or Guidance Assistant maintains the 504 Plans for the students in their cumulative file. All original copies of documentation will be kept at site level. _____
(Date)

14. The 504 Coordinator School Registrar also ensures that the Section 504 Student Accommodation Plan is sent to the new location if the student changes schools. _____
(Date)

Chandler Unified School District

Section 504 Referral

Interpreter Needed for Parent or Student
Yes No

Demographic Information:

Date of Referral for 504 Considerations:

[Click or tap here to enter text.](#)

Student

DOB

[Click or tap here to enter text.](#)

[Click or tap here to enter text.](#)

504 Coordinator

[Click or tap here to enter text.](#)

Parent Name

[Click or tap here to enter text.](#)

Address

[Click or tap here to enter text.](#)

Language of student's home

[Click or tap here to enter text.](#)

Date Vision Screening

Pass Fail

Referred by:

[Click or tap here to enter text.](#)

Age

[Click or tap here to enter text.](#)

School

[Click or tap here to enter text.](#)

Phone (H)

[Click or tap here to enter text.](#)

Student ID#

[Click or tap here to enter text.](#)

Phone (W)

[Click or tap here to enter text.](#)

Zip

[Click or tap here to enter text.](#)

Language of Instruction

[Click or tap here to enter text.](#)

Date Hearing Screening

Pass Fail

Reason for Referral:

(Please check all areas of concern)

Reading Comprehension

Fine Motor Skills

Study Skills

Reading Decoding

Gross Motor Skills

Organizational skills

Written Expression

Assistive Technology

Medical concerns

Behavioral Difficulties

Speech/Language

Attendance

Attention Span

Vision

Other (list)

Math Calculation

Hearing

[Click or tap here to enter text.](#)

Math Application

Test anxiety

Previous supports and services:

(Please check all that apply)

Previous MTSS process Previous 504 Plan Previous IEP Previous services for ELL

Previous Educational Service Plan (Gifted/Talented) Previous Individual Health Care Plan

FOR DISTRICT USE ONLY:

Upon receipt of the referral, the 504 Coordinator will obtain from the parent/guardian, teachers and other necessary members of the Section 504 Team data that includes, but is not necessarily limited to:

Parent Input Form Teacher Input Form Medical Records Grade reports Other [Click or tap here to enter text.](#)

Attendance records Discipline records Prior testing and standardized scores Student Input Form

The above data is being collected to be used at the Section 504 Initial Evaluation for Eligibility Considerations Meeting. The 504 Coordinator will send home the Parent Notice and Consent for Consideration of Section 504 Protections upon receipt of the Section 504 Referral and will schedule a meeting with the Section 504 Team.

Signature/Name of Counselor [Click or tap here to enter text.](#) Date Section 504 Meeting Set [Click or tap here to enter text.](#)

In writing By phone In person

**Chandler Unified School District
Parent Notice and Consent for Consideration of
Section 504 Protections**

Student Name: Click or tap here to enter text.	Student ID number: Click or tap here to enter text.
School: Click or tap here to enter text.	Grade: Click or tap here to enter text.
Date: Click or tap here to enter text.	

To The Parent/Guardian of: Click or tap here to enter text. (Student Name)

I have received a Section 504 Evaluation Referral regarding your child. As part of our efforts to improve your child’s access to his or her education, we would like to meet as a Team to determine if your child may qualify for the protections under Section 504 of the Rehabilitation Act. For a student to qualify for Section 504 protection, the student must meet three criteria: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** Major life activities include, but are not limited to, breathing, concentrating, walking and/or learning. If a student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates **a significant barrier** to the student’s ability to access the same opportunities afforded to students without disabilities in the school setting.

In order to determine if your child qualifies, the District would like to conduct an evaluation regarding your child. Members of the Section 504 team will collect and review information. You, along with your child’s teacher(s) and the school’s academic counselor, school psychologist, and other staff members may be involved in observations, assessments and other data collection activities.

Evaluations for consideration of Section 504 protections may simply consist of the Team reviewing existing records. Records could include school records, anecdotal evidence, observations, prior testing, grades, standardized test scores, medical records, discipline records and other data, in order to determine if your child qualifies for accommodations, services or supports in the classroom and/or to access the educational environment.

PARENT CONSENT / PERMISSION TO REVIEW DATA AS PART OF SECTION 504 INITIAL ELIGIBILITY DETERMINATION

I understand that my consent is voluntary and may be revoked at any time. I also understand that if I do not provide consent for the District to review existing data, the District will not have sufficient information to make a determination of eligibility of Section 504 protections for my child. I understand that the action of gaining my consent to review existing data of my child is being proposed and:

- I give my consent for the District to review existing data and make an eligibility determination for Section 504 protections.

- I do not give my consent for the District to review existing data and make an eligibility determination for Section 504 protections.

Signature of parent or legal guardian or adult student)

Date

I have included a Section 504 Parent Input Form, as well as a Student Input Form, to help us obtain information about your child. Your input and observations of your child, as well as his/her own insights into learning styles and needs, are valuable to us. Having this information will help the Team in completing its evaluation. Please return the completed form(s) to the Academic Counselor at your earliest convenience.

Section 504 provides you with specific rights which are designed to keep you fully informed concerning decisions about your child. These rights are summarized on the "Parent's Rights and Safeguards under Section 504" document enclosed with this letter. If you have any questions or concerns, please do not hesitate to contact me. We look forward to meeting and working with you.

504 Coordinator

Telephone Number

Enclosure: Parent's Rights and Safeguards under Section 504
Section 504 Parent Input Form
Section 504 Student Input Form.

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 INITIAL EVALUATION AND PERIODIC RE-EVALUATION

Student ID: 12345678
DOB:

Student Name: Sample, Chandler Unified

DOB:
Age: 0

Student ID: 12345678

Counselor:

School: Name

Parent Name:

Phone (H):

Phone (W):

Address:

Date:



Initial Evaluation (referred by:)



Periodic Re-evaluation

Section 504 Team Membership

Name	Position/Title	Consulted and/or Attended	
	Parent/Guardian/Surrogate	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Counselor	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Student	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Nurse	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended

The 504 Team reviewed and carefully considered data gathered from a variety of sources.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Parent Input • Student Input • Grades • Attendance • Medical evaluations/diagnoses/physical condition • Nurse records/school health care plans • Other tests • Previous 504 or IEP • Mitigating measures | <ul style="list-style-type: none"> • Teacher Input • Work Samples • Discipline • Behavior / adaptive measures • Aptitude and Achievement Tests • Previous data from SIT • Outside evaluations: • Other: |
|--|---|

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

**504 INITIAL EVALUATION AND
PERIODIC RE-EVALUATION**

Student ID: 12345678
DOB:

Based upon the documentation above, the Section 504 Team has determined that enough data exists to determine eligibility.

I participated in making this decision: _____
(parent/guardian signature)

Parent(s) did not participate, and the District made three attempts to obtain Parent(s) presence as follows:
The 504 Coordinator will retain original and provide the parent/guardian a copy.

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 Eligibility Determination

Student ID: 12345678
DOB:

Student Name: Sample, Chandler Unified

DOB:
Age: 0

Student ID: 12345678

Counselor:

School: Name

Parent Name:

Phone (H):

Phone (W):

Date:

Results of 504 Evaluation

Section 504 Eligibility Determination

As directed by Congress in the ADAAA, the Section 504 Team understands that a definition of disability "shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act."

1. Does the student have a physical or mental impairment?

This is an educational determination only, and not a medical diagnosis for purposes of treatment. Impairments that are episodic, in remission, or mitigated should be listed.

Eligibility Question #1

Yes **No**

If the Team answered "Yes" to Question 1, identify the impairment(s) here.

2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)?

For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability is present or active.

Eligibility Question #2

Yes **No**

3. Does the physical or mental impairment *substantially limit* a major life activity?

The team needs to determine if the student is substantially limited in performing major life activity as compared to "most students" of the same grade or age.

Eligibility Question #3

Yes **No**

If Eligibility Question #3 is answered "no," explain why the student is not substantially limited and describe what measures are used by/for the student along with the impact of such measures:

Section 504 Plan and Placement

4. Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

Plan and Placement Question

Yes **No**

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 Eligibility Determination

Student ID: 12345678
DOB:

Analyzing the Results of the Section 504 Team

1. If all four questions are answered "Yes," the student is eligible for both the nondiscrimination and Free Appropriate Public Education (FAPE) protections of Section 504, entitling the student to have a Section 504 Student Accommodation Plan.
2. If only the first three questions are "Yes," the student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic re-evaluations. However, the Section 504 Team will not develop a Section 504 Student Accommodation Plan at this time because the student's needs are currently being met as adequately as with his/her non-disabled peers. Should this change, the 504 Team may reconvene and develop a Section 504 Student Accommodation Plan accordingly.
3. If any of the first three answers is "No," the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Student Accommodation Plan.

Section 504 Team Decision

The Section 504 Team's analysis of the eligibility criteria as applied to the evaluation data indicates at this time:

Not Section 504 Eligible



Eligible + Plan



The student is eligible under Section 504 and will receive a Section 504 Student Accommodation Plan that governs the provisions of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504.

Eligible + No Plan (Remission)



The student is eligible under Section 504 and but does not currently require a Section 504 Student Accommodation Plan because the physical or mental impairment is in remission. Therefore, there is currently not a need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly.

Eligible + No Plan (Mitigating Measures)



The student is eligible under Section 504 but will not require a Section 504 Student Accommodation Plan because the student's needs are met adequately as his/her nondisabled peers due to the positive effects of the mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly. This would occur due to the mitigating measures not being provided nor implemented by the school.

Dismissal from Section 504



The student is no longer eligible under Section 504 and is exited from the program. The student will now receive general education without Section 504 services. The student will receive the

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 Eligibility Determination

Student ID: 12345678
DOB:

nondiscrimination procedures of Section 504 as a student with a record of an impairment, together with the procedural safeguards, but will not receive manifestation determination or periodic re-evaluation.

IDEA Eligible & Section 504 Dismissal



The student has been determined to be eligible for special education and related services by a MET team. Consequently, the student will no longer receive services under a Section 504 Student Accommodation Plan. The student will receive FAPE through the student's IEP, together with the nondiscrimination protections and procedural safeguards of Section 504.

Other:



Parent Consent for Section 504 Services

I have been involved in the eligibility determination of my child for needing a Section 504 Student Accommodation Plan. I understand my rights, offer and responsibility of working with the Team to develop a Section 504 Student Accommodation Plan that will assist my child in receiving supports, services and accommodations necessary for his/her educational needs to be met as adequately as those of non-disabled peers.

- _____ I consent to my child's receipt of services, as set forth in a Section 504 Student Accommodation Plan.
- _____ I refuse consent to my child's receipt of services under a Section 504 Student Accommodation Plan. I understand that the school's offer of a Section 504 Student Accommodation Plan remains open to me as long as my child remains eligible for services under Section 504, and that I may provide my consent for my child to receive services by contacting _____ at _____ to schedule a Section 504 Team Meeting.

Parent/Guardian Signature _____
Date

Section 504 Team Members:

Name	Title	Date
	Parent/Guardian/Surrogate	
	Counselor	
	General Education Teacher	
	General Education Teacher	
	General Education Teacher	
	General Education Teacher	
	Student	
	Nurse	

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

**504 Student Accommodation
Plan**

Student ID: 249001234
DOB:

Student Name: AAA-Sample, TOUL

Student ID: 249001234

School: Name

Date of Birth:

Grade:

Date:

Date 504 Plan Initiated:

Date 504 Plan should be reviewed:

Qualifying Disability: Disability

Classroom Accommodations:

Area(s) of Need

Accommodation(s)

Person Responsible

Area(s) of Need	Accommodation(s)	Person Responsible

Describe location of services and the reason(s) necessary, or any other relevant information:

Participation of Eligible 504 Student in the State Assessment/Civics Standardized Testing:

State Assessment Testing:

- The student should take the State Assessment under routine conditions, without any accommodations.
- The student should NOT take the State Assessment under routine conditions and is eligible for the following Standard Accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

State Civics Testing:

- The student should take the Civics test under routine conditions, without any accommodations.
- The student should NOT take the Civics test under routine conditions and is eligible for the following accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

Comments/Notes:

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 Student Accommodation
Plan

Student ID: 249001234
DOB:

504 Student Accommodation Participants

X _____
(Parent/Guardian/Surrogate)

X _____
(Counselor)

X _____
(General Education Teacher)

X _____
(General Education Teacher)

X _____
(General Education Teacher)

X _____
(General Education Teacher)

X _____
(Student)

Accommodations for Students with Disabilities
(Standardized Testing)

If a student with a disability requires an accommodation not listed, *contact ADE for guidance*. All identified accommodations for assessment must be used routinely during instruction throughout the school year.

Test Session(s)	Accommodation	Additional Information
Mathematics	Abacus – Students may use an abacus without restrictions for any Math test or a talking calculator for students taking Part 1 of the 7 th or 8 th grade Math test or any part of the 10 th grade Math test.	
Science ELA Part 1, 2 Mathematics	Adult Transcription – A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response while an adult enters this in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	<u>May not</u> be used for the Writing portion of ELA.
ELA Part 1, 2	ASL and Closed Captioning – Available for the listening items on the Reading portion of the computer-based ELA test.	
All Test Sessions	Braille Test Booklet – Provide a paper Braille test booklet. Also requires Adult Transcription into the Data Entry Interface (DEI).	Braille tests must be ordered and approved through the test interface.
All Test Sessions	Large Print Test Booklet CBT (computer-based test) – Students may either increase default zoom settings (up to 3x) or use Zoom Text when the student participates in CBT or provide a PBT Large Print test booklet. A PBT Large Print test booklet requires Adult Transcription into the Data Entry Interface (DEI). PBT (print-based test) – Provide a Large Print test booklet. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).	Large Print tests must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.
All Test Sessions	Paper Test Booklet CBT – Provide a regular-sized paper test booklet for a student at a school administering the CBT. This accommodation may only be used for students who are unable, due to the disability, to access instructional and testing material on a computer during the school year and must be documented in the IEP or 504 Plan. If a paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).	Regular-sized paper tests for CBT schools must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.

All Test Sessions	<p>Rest/Breaks – Individual students may take short breaks during testing sessions to rest.</p> <p>PBT - Test Administrator must collect paper test booklet document</p> <p>CBT - Test must be in “Pause” status</p>	
Science Writing Mathematics	<p>Sign Test Content – Any student who requires signing of content during daily instruction may have any of the content of Writing, Mathematics, and Science signed.</p>	Signing the content of the Reading portion of the ELA test is prohibited.
All Test Sessions	<p>Simplified Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.</p>	No test content or directions embedded within the test may be simplified.
Writing	<p>Technology Use for Paper-Based Testing – Use of a tablet, laptop, or workstation for the writing response and/or open response items is permitted for PBT students with an IEP or 504 Plan. Grammar check, spell check, encyclopedia, word predictive functions, and internet access must be turned off.</p> <ul style="list-style-type: none"> o The student must type the response. o An adult must transfer the student’s response exactly as written into the PBT test booklet. o Any print copy must be shredded. Any electronic copy must be deleted. 	Speech-to-Text is not permitted.

If a student with an IEP/504 plan requires an accommodation not listed, *contact ADE for guidance.*

Chandler Unified School District
Section 504 Review/Re-Evaluation/Placement Checklist

Student Name:
Click or tap here to enter text.
School:
Click or tap here to enter text.

Student ID number:
Click or tap here to enter text.
Grade:
Click or tap here to enter text.

1. At the beginning of the school year, the 504 Coordinator: _____
(Date)
- Sends a copy of the student’s current Section 504 Plan to the teachers.
 - Confirms that there is a profile for the student in PRO.
 - Directs teachers to verify receipt of the Section 504 Student Accommodation Plan in the PRO Portal.

2. The 504 Coordinator sends home: _____
(Date)
- Parent and Student Invitation: Section 504 Meeting to parent/guardian.
 - Parent’s Rights and Safeguards under Section 504

If parent chooses not to meet for the Annual Review the 504 Coordinator can send home:

- Section 504 Alternative to Annual Review Waiver Letter

If the parents chooses to waive the Annual Review meeting, proceed to #7 on this checklist.

3. At the meeting, the 504 Team: _____
(Date)
- Uses Section 504 Initial Evaluation, Review, or Periodic Re-Evaluation Form to review existing data. (This form captures the conference notes for the Section 504 Review, including documenting parent input and student input.)
 - Reviews the Section 504 Student Accommodation Plan and revises as needed.

If the team determines that no additional data is needed, proceed to #7 on this checklist.

4. For the Re-evaluation process: _____
(Date)
- If the team determines that additional data is needed to reestablish eligibility or to inform the Section 504 Student Accommodation Plan, an assessment plan is developed using the Section 504 Assessment Plan, with a meeting date set to

reconvene to review additional data, if necessary. At the new meeting, complete the Section 504 Eligibility Determination Report form.

- If, as a result of the review, the team determines there is a change in eligibility, the team completes the Section 504 Eligibility Determination Report Form.

5. The 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to all members of the 504 Team. _____
(Date)

The 504 Coordinator marks the new plan most recent and locks it so it will be visible to General Education Teachers in Infinite Campus. The system syncs overnight. Previous plans must be archived in order to mark the current plan most recent (The 504 Coordinator directs any new teachers and/or long-term substitutes to verify receipt of Section 504 Student Accommodation Plan on the PRO portal.)

6. The 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to parent/guardian. _____
(Date)

7. Upon completion of the 504 Accommodation Plan in PRO, the 504 Coordinator scans all signature pages, uploads to PRO, and provides copies of the Plan to teachers. This checklist should be included as a coversheet for that paperwork. _____
(Date)

8. The 504 Coordinator or Guidance Assistant maintains the 504 Plans for the students in their cumulative file. All original copies of documentation will be kept at site. _____
(Date)

9. The 504 Coordinator or Guidance Assistant also ensures that the Section 504 Student Accommodation Plan is sent to the new location if the student changes schools. _____
(Date)

10. The 504 Coordinator completes the Section 504 Summary of Performance when the student is in the final semester of his/her senior year and preparing to graduate. A copy of the Summary of Performance is given to the student and the original is maintained in the student's cumulative file at the site. _____
(Date)

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

**504 MANIFESTATION
DETERMINATION**

Student ID: 12345678
DOB:

Student Name: Sample, Chandler Unified

Student ID: 12345678

School: Name

Date of Birth:

Grade:

Date:

Date of Current 504 Plan:

Date of Manifestation Determination:

Describe the behavior or incident that is subject to disciplinary action:

What relevant evaluation and diagnostic information describes the student's disability?

What accommodations or services are indicated on the current 504 Plan?

The 504 Team has reviewed and considered all of the above information and determined:

Yes/No The conduct in question was caused by or had a direct and substantial relationship to the disability?

Yes/No The conduct in question was a direct result of the LEA's failure to implement the Section 504 Plan?

Check the following statement that the 504 Team determines to be true:

The current behavior under consideration **IS** a manifestation of the student's disability.

The current behavior under consideration **IS NOT** a manifestation of the student's disability.

504 Team Participants

Role	Name
Parent/Guardian/Surrogate	
Counselor	
General Education Teacher	
General Education Teacher	
General Education Teacher	
General Education Teacher	
Student	
Nurse	

Chandler Unified School District

Student Name: Sample, Chandler Unified
School: Name

504 SUMMARY OF PERFORMANCE

Student ID: 12345678
DOB:

Student Name: Sample, Chandler Unified
School: Name
Form Date:

Student ID: 12345678
Date of Birth: **Grade:**

**Current 504 Accommodation Plan Developed:
Graduation Date:**

- Data Sources:**
- | | | | | | |
|-------------------------------------|---------------|-------------------------------------|------------|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 504 Plan | <input checked="" type="checkbox"/> | Attendance | <input checked="" type="checkbox"/> | Teacher Input |
| <input checked="" type="checkbox"/> | Student Input | <input checked="" type="checkbox"/> | Discipline | <input checked="" type="checkbox"/> | Grades |
| <input checked="" type="checkbox"/> | Nurse Records | <input checked="" type="checkbox"/> | Other: | | |

Present levels of performance:

Summary of accommodations necessary:

Recommendations for accommodations in post-secondary education and/or in the workplace:

Signature of 504 Coordinator

Date

Signature of Student

Date

Chandler Unified School District
Revocation of Consent for Section 504 Services and Accommodations

School: Click or tap here to enter text.	504 Coordinator: Click or tap here to enter text.
Student Name: Click or tap here to enter text.	Student DOB: Click or tap here to enter text.
Parent/Guardian Name: Click or tap here to enter text.	

Section 504’s purpose is, among other things, to provide qualifying students with disabilities educational opportunities and benefits equal to those the District provides to students without disabilities. Responsibilities of school districts under Section 504 include Child Find, Evaluation, Free Appropriate Public Education (FAPE), Educational Placement, and Procedural Safeguards.

You are being provided with this form because on Click or tap here to enter text. you informed the District that you want to revoke consent for the named Student to continue to receive Section 504 services and accommodations. To help ensure that you are making an informed decision, and prior to ceasing the provision of Section 504 services and accommodations, the District is providing you with the following important notice

Based upon your decision to revoke consent for the continued provision of Section 504 services and accommodations:

1. The District will discontinue Section 504 services and accommodations effective Click or tap here to enter text.
2. Upon the effective date of the revocation, the District will no longer implement the Section 504 Plan that was developed for the Student.
3. The Student will still be entitled to the nondiscrimination protections set forth in Section 504 and the Americans with Disabilities Act, but the District will no longer be required to provide the Student with a FAPE.
4. The Student will not be afforded the disciplinary protections provided by Section 504.
5. The District will not be required to amend the Student’s education records to remove references to the Student’s previous Section 504 eligibility, evaluation, FAPE or placement.
6. The Student will be required to participate in District grade-level general education curriculum and State and District-wide assessments without the accommodations and services set forth in the Section most recent Section 504 Plan.
7. Should you wish to have the District reevaluate the Student in the future for Section 504 eligibility and services, please submit your written request to the Student’s site based 504 Coordinator.

Thank you. Please contact [Click or tap here to enter text.](#) if you have any questions regarding this form. Please return this form to [Click or tap here to enter text.](#)

By your signature below, you are acknowledging receipt of this form and the attached Section 504 Parent Procedural Safeguards Notice and confirming your decision to revoke Consent:

Parent/Guardian Signature Date:

Parent/Guardian Printed Name Date:

Eligible Student Signature (18 years or older) Date:

Chandler Unified School District Section 504 Complaint Form

Chandler Unified School District expects its employees to comply with Section 504 regulations. Further, no discrimination on the basis of disability is permitted in the programs or activities that the District operates. If you believe that discrimination has occurred against a student because of a disability, please complete, sign, and submit this form to your school's Principal or the Title, located address.

Date: Click or tap here to enter text.

On behalf of: Click or tap here to enter text.

Complainant is: Student: Click or tap here to enter text.
 Student's parent(s): Click or tap here to enter text.
 Other: Click or tap here to enter text.

Address: Click or tap here to enter text.

Street

City

State

Zip

Telephone:

Home: Click or tap here to enter text.

Work: Click or tap here to enter text.

1. Describe the alleged violation of Section 504 in specific terms. Include
 (1) the specific incident or activity that is viewed as discrimination;
 (2) the individuals involved;
 (3) dates, times, and locations involved; and
 (4) the disability that forms the basis of the complaint (attach additional pages if needed).

Click or tap here to enter text.

2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.

Click or tap here to enter text.

3. Please describe how you would like to see this issue resolved.

Click or tap here to enter text.

4. Do you wish this complaint to be investigated and addressed by the District's **Title** or designee? Yes
 No

Click or tap here to enter text.

5. Do you wish this complaint to be referred for due process hearing? (A due process hearing is conducted by an impartial hearing officer appointed by the District. You may be represented by legal counsel.)

Yes No

Click or tap here to enter text.

PLEASE RETURN THIS FORM TO THE PRINCIPAL OF YOUR CHILD'S SCHOOL OR TO THE DISTRICT **TITLE AT **ADDRESS****

Chandler Unified School District FAQ for 504 Plans

1. Do All 504 Plans have to be created in PRO?
 - Yes, ALL 504 Plans should be done in PRO.
2. How many days do I have before I need to complete a 504 Plan?
 - 504 Plans should be completed, scanned and uploaded to PRO within 5 school days.
3. What should I do after the meeting if a student does not qualify for a Section 504 Plan?
 - You still must complete the paperwork, scan it and upload to PRO within 5 school days.
4. How do I communicate with General Education Teachers about the student's 504 Plan?
 - Teachers can either access the 504 Plan through Infinite Campus. They can also be given a digital copy via email and/or a hard copy. They should sign the Section 504 Acknowledgement Letter.
5. How often do I need to let the teachers know about a student's 504 Plan?
 - Every time a class and/or teacher changes within a semester or school year. Also, when the 504 Plan is updated and/or reviewed annually. Substitute teachers should be informed as well.
6. How often should a 504 Plan be reviewed?
 - 504 Plans should be reviewed at least annually or when placement has changed (New 9th graders or newly enrolled students to CUSD).
7. How do I get my 504 student flagged in Infinite Campus?
 - The will flag for 504 will appear after the plan has been marked most recent and locked and after the overnight sync between IEP Pro and Infinite Campus.
8. Who makes up the 504 team and who need to attend meetings?
 - The team consists of the 504 Coordinator assigned to the student, all of the general education teachers, the Parent/Guardian, and the student. The district nurse or RN on site should be included for students eligible due to a medical impairment. Site administrators may also attend as needed.

9. Who sets up the initial profile in PRO?

- The 504 Coordinator requests their designated specialist to create the profile

10. What do I do with existing information that should be attached to the student's 504 Plan?

- Scan and upload existing 504 paperwork to PRO and any other paperwork that might not be available in PRO. Please note that uploaded 504s will not appear in Infinite Campus and will not initiate a 504 flag.

11. What if my 504 student has been assigned a total of more than ten days of suspension?

- A manifestation meeting should be held to determine if the behavior is related to the student's disability and if we failed to implement the current 504 Plan.
- Contact the Assistant Director of Student Services to assist with questions.

12. What is the required paperwork when a student with a 504 Plan graduates?

- The 504 Coordinator will complete a Summary of Performance (SOP) in PRO prior to the student's graduation.
- Original SOP with signatures should be maintained with all other 504 documents.
- Provide a hard copy of the SOP to the student/parent.
- This only requires a meeting with the 504 Coordinator and graduating student.

13. How do I know if a student is on a 504 Plan?

- The student should be flagged in Infinite Campus. If the student is not flagged and you believe he/she should be, please contact the 504 coordinator for your site