

Section 504 Procedural Guidance Manual for Administrators & Staff



Department of Student Services, Alternative Programs & Equity

August, 2018

The Alexandria City School Board does not discriminate on the basis of age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation in its programs and activities. Parents/guardians or students who believe they were subjected to harassment should contact the Director of Alternative Programs and Equity, 1340 Braddock Place, Alexandria, VA 22314, 703-619-8034.

TABLE OF CONTENTS

Introduction	3
What are the differences between Section 504, the Americans with Disabilities Act Amendments Act, and the Individuals with Disabilities Education Act?	3
What is Section 504?	3
Who is Protected Under Section 504?	4
What is a Substantial Limitation?	4
What is a Major Life Activity?	5
Child Find	6
Referral	6
Screening/Records Review	6
Determination of Eligibility	9
The Section 504 Plan/State & Local Assessments/Other Assessments	10
Annual Review Procedures/3 Year Re-evaluation	12
Parental Rights & Procedural Safeguards	14
Transfer Students	14
Discipline/Suspension/Expulsion	14
Section 504 Roster & PowerSchool Data Management	16
Management of Cases at Special Programs	16
Addendums	16
Revocation of Consent	17
Individual Health Plans	17
Section 504 Questions and Answers	19
Appendix of Forms	27

INTRODUCTION

The Alexandria City Public Schools (ACPS) Section 504 Procedural Manual defines the responsibilities of building administrators and school staff, as well as parent's/guardian's and student's role in protecting the rights of all students who meet the definition of disability under Section 504 of the Rehabilitation Act of 1973 (Section 504). It also serves to provide a formalized system of identifying and serving students with disabilities as defined under Section 504 (including the Americans with Disabilities Act Amendments Act (ADAAA)) and Title II of the Americans with Disabilities Act (ADA), thus enabling ACPS to ensure that all rights are protected and that a free and appropriate public education (FAPE) is provided. Compliance with these procedures should ensure that students have opportunities to access, and receive benefit from, school-related programs and activities available within the school division. Although services and supports provided to eligible students under Section 504 may not produce identical results or level of achievement with non-disabled peers, the services and supports are designed to offer an equal opportunity to gain benefit.

This manual is not an exhaustive statement of all rules and procedures required by these laws, but rather is an effort to assist staff, parents/guardians, students, and other users in understanding how Section 504 is implemented in ACPS. Guidelines for special education under the Individuals with Disabilities Education Act (IDEA) are provided in a separate document, which can be obtained by contacting the ACPS Office of Specialized Instruction within the Department of Curriculum and Instruction.

WHAT ARE THE DIFFERENCES BETWEEN SECTION 504, AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT (ADAAA), AND THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The ADA is a more comprehensive civil rights law than Section 504; however, the requirements of both laws regarding elementary and secondary education are essentially the same. When Congress amended the ADA in 2008 (effective 2009), the definition of a disability was expanded and made applicable to Section 504.

The Individuals with Disabilities Education Act (IDEA) covers only students with certain specified disabilities who require special education services to access their education. By contrast, discrete disability areas are not specified under Section 504, and a student with disabilities is protected even if (s)he does not need special education services and requires only accommodations and/or services.

Students may be covered under both IDEA and Section 504. However, students with an Individualized Education Program (IEP) do not typically have a Section 504 plan because any required accommodations documented and provided through the comprehensive IEP process. Students who do not meet IDEA, but do meet Section 504 requirements have Section 504 protections only.

WHAT IS SECTION 504?

Section 504 is a federal law designed to protect the civil rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Specifically, Section 504 indicates that no otherwise qualified individual with a disability shall, solely because 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 funds.

WHO IS PROTECTED UNDER SECTION 504?

Students with qualified disabilities may be eligible under Section 504. The definition of a “qualified individual with a disability” under Section 504 covers a broader population than the IDEA, and the resulting regulations that govern the special education process.

Students with conditions such as, certain communicable diseases, Attention Deficit/Hyperactivity Disorder (ADHD), behavior disorders, chronic asthma, severe allergies, physical disabilities, eating disorders, and diabetes may meet the definition of disability under Section 504, even if they do not require special education. The term “disability” includes a broad range of disabilities and impairments; as such, there is no exhaustive list. Just as with other conditions or impairments, in order for them to meet the definition of disability under Section 504, the impairment must substantially limit one or more major life activities.

Under Section 504, the phrase “qualified person with a disability” means any person:

- Who has a **physical** or **mental** impairment that **substantially limits** one or more **major life activities**.
- Who has a record of such type of impairment.
- Who is regarded as having such impairment.

Physical Impairment

- Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, cardiovascular, reproductive, digestive, genitourinary, hemic or lymphatic, skin and endocrine.

Mental Impairment

- Any mental or psychological disorders, such as intellectual disabilities, organic brain syndrome, emotional or mental illness, and specific learning disabilities.



Point of Note: A team of individuals knowledgeable about the referred student determines if the student is eligible for Section 504. When a condition/impairment does not substantially limit a major life activity, the individual is NOT eligible as a person with a disability under Section 504.

WHAT DOES SUBSTANTIALLY LIMITS MEAN?

The ADAAA includes specific guidance for school divisions to use in determining whether an impairment “*substantially limits*” a major life activity. Specifically, the term “substantially limits” must be interpreted broadly.

Considerations:

1. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability (**i.e., the term “substantially limits” should be interpreted broadly to allow for broad coverage**)
2. An impairment that is episodic or in remission is a disability if it would substantially limit a major activity when active. Thus, an impairment that is episodic in nature or in remission

should be considered as if it is occurring or in full force. (e.g., depression, Crohn’s disease, or cancer).

3. A “substantially limits” determination should be made without regard to “mitigating measures” instituted to lessen the severity or intensity of the disability.

Mitigating measures include: medication, medical supplies, low-vision devices, hearing aids and other implantable hearing devices, mobility devices, oxygen therapy equipment/supplies, assertive technology, reasonable accommodations, auxiliary aids/services, learned behavioral or adaptive neurological modifications (internal coping mechanism(s) used to compensate for a disability). The positive effects of a grade level team/intervention assistance team plan also fall within this category.

An exception to this rule is eye glasses or contacts. This means that when determining whether a person is substantially limited in the major life activity of seeing, the person's vision should be assessed in its corrected state when using such eyeglasses or contact lenses.

WHAT IS A MAJOR LIFE ACTIVITY?

Major life activities are caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and major bodily functions. This is not an exhaustive list, as what constitutes a major life activity may vary person to person.

In the school setting, consideration of major life activities includes, but is not limited to, those basic activities that are necessary to access learning. Even if there is no limit upon the ability to learn; however, the student may still be eligible if another major life activity is limited and that activity is necessary for the student to access opportunities for learning or other typically accessible school activities. The impairment need only limit one major life activity to be considered disabled.

An impairment that is episodic or in remission should still be considered an impairment by the 504 committee if it would substantially limit a major life activity when active. Thus, the Section 504 Committee should evaluate an impairment that is in remission as if an episode is occurring or the illness is in full force.

Major Life Activities Include Functions Such As		
Caring for oneself	Lifting	Learning
Performing manual tasks	Sleeping	Reading
Seeing	Walking	Concentrating
Hearing	Standing	Thinking
Eating	Breathing	Communicating
Bending	Speaking	Working

This is not an exhaustive list. Major life activities include basic activities that the average person in the general population can perform with little or no difficulty. A number of bodily functions are considered major life activities (i.e., functions of the immune system, digestion, neurological functions, respiratory functions, and brain functions).



Points of Note:

Conditions primarily the result of cultural, environmental, or economic factors (e.g., homeless, migrant, English Language Learner (“ELL”) status, poverty, cultural factors, attendance problems, transiency, divorce, death of family member and other family crises, or military deployments) may not be considered disabling conditions under Section 504.

Students currently under the influence of illegal drugs are exempted from the protections Section 504 eligibility. However, a student addicted to drugs who is in treatment and not currently engaging in drug use may qualify as a student with a disability if the condition substantially limits his or her ability to perform a major life activity. A student who is addicted to alcohol, regardless of whether the student is currently using or in treatment, may qualify as a student with a disability under Section 504 if the student’s alcoholism is substantially limiting the student’s ability to perform a major life activity. Such a student, may, however, be subject to disciplinary action for alcohol use.

CHILD FIND

The school division should make an effort to locate every eligible child with an impairment. Appropriate steps should be taken to find any eligible child and notify the child’s parent/guardian and the student, if appropriate, of the school division’s use of Child Find procedures (e.g., record reviews, general screenings, preschool advertisements, distribution of information in the community) or through other means necessary to comply with this requirement under Section 504.

REFERRAL

Forms Completed

504-R - Referral

If a teacher, the student’s parent/guardian, private practitioner, agency representative, or other individual suspects that a student may have an impairment and may be eligible for services under Section 504, they should make a referral. Once the referral is received, the school division (i.e., building level Section 504 Chairperson) should respond by initiating the screening/record review process. Any verbal, written or electronic request initiated by any appropriate party familiar with the student’s education should be recorded in Section I of the 504-Referral Form when the referral is made.

SCREENING/RECORD REVIEW FOR SECTION 504

Forms Completed

504R - Referral	504SR - Screening/Record Review
504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	
504C - Parent/Guardian Consent for Section 504 Evaluations (if additional data are needed)	
504PR - Parent Rights and Procedural Safeguards	504T - Teacher Report

After receiving a Section 504 referral, the Section 504 committee should convene to hold a screening/record review.

I. Screening/Record Review - [Setting up the Meeting](#)

1. Section 504 Chairperson receives a referral (FORM 504R).
2. The 504 Chairperson establishes a date for the Screening/Record Review Meeting and notifies the student's parent/guardian or adult student of the meeting date and requests their attendance. Written notification (FORM 504N) of intent to conduct a screening/record review to consider the student for Section 504 eligibility, Parental Rights/Procedural Safeguards (FORM 504PR) and Written Notice (FORM 504WN) should be forwarded to the parent/guardian or adult student.



Point of Note:

Screening/Record Review Meeting should be held within fifteen (15) business days from receipt of the date of a referral (during the school year).

Parent/guardian permission is not required to conduct a screening/ record review meeting, however, multiple attempts and methods should be made to ensure the parent/guardian or adult student participates in the record review. If neither parent/guardian is able to attend the meeting in person or participate by phone after exhausting all efforts to accommodate their schedule, the meeting should be held without them. Use the 504-Contact Log (FORM 504 L) to document attempts. **Note written parental consent to use existing information to determine Section 504 eligibility is required (embedded in FORM 504SR)**

3. The 504 Chairperson notifies members of the Section 504 committee of the meeting. The members of the Section 504 Committee should include: (1) the 504 Chairperson; (2) administrator/designee; (3) one or more of the student's teachers; (4) the parent/guardian; (5) the student, if appropriate; and (6) other staff knowledgeable of the student's functioning and the meaning of the data (e.g., school psychologist, school nurse, occupational therapist, physical therapist, speech language therapist, if appropriate). Of the meeting participants, staff may serve more than one of these roles. Prior to scheduling the meeting with the parent, the 504 Chairperson should consult with the appropriate staff to consider scheduling conflicts and ensure their attendance at the 504 meeting. It may be necessary to reschedule a meeting if the appropriate staff members are not present at the time of the meeting.

II. Screening/Record Review - Meeting Procedures & Outcomes

1. At the record review meeting the following should occur:
 - Introductions
 - Explanation of Section 504 of the 1973 Rehabilitation Act
 - Provide a copy of Parental Rights and Procedural Safeguards (FORM 504PR)
2. The Section 504 Committee should document on the Record Review Meeting Form (FORM 504SR):
 - The student's present level of performance
 - Teacher reports and comments
 - Health and development
 - Areas of concern
 - Information regarding how the student functions in the school environment
 - Pertinent information from educational records (e.g., aptitude and achievement tests, report cards, medical, psychological, and other reports) should be reviewed and documented.
 - The teams' discussion

3. Input from the student's parent/guardian should also be requested, presented and considered by the committee and documented.
4. The committee then should make a determination of next steps (**See - Screening/Record Review Meeting Outcomes Section below**).
5. Signatures of all persons participating in the screening/record review should be obtained.
6. Written Notice (FORM 504WN) should be completed and given to the parent, or mailed as soon as practical. However, if moving to development of a plan during the same meeting, all of the meeting outcomes can be documented on the same Written Notice.

Screening/ Record Review – Possible Meeting Outcomes

1. No further 504 action needed at this time. The Section 504 Committee determines on the basis of existing documentation (gathered by school staff/and or provided by outside sources) that there is no reason to believe that the student has a disability (i.e., a physical or mental impairment that substantially limits a major life activity).
2. Refer to Grade Level Team/Learning Community Team or Student Support Team (SST). The Section 504 Committee determines that existing documentation does not suggest the presence of a suspected disability that substantially limits a major life activity. However, the committee determined that the student may benefit from academic or behavioral strategies. As such, a referral to the grade level/learning community team or SST is made. Prior to referral to the SST, the Section 504 Committee may make recommendations for interventions to the grade level team (grades K-8) or learning community (grades 9-12). The grade level team or learning community may also make a referral for consultation with school staff (such as the school counselor, social worker, or psychologist). The committee may agree to meet again at a future date to review the student's functioning in school, which may be particularly helpful during times of transition. A time frame for monitoring and reconvening should be indicated.
3. Collect Additional Data. The 504 Committee determines, after review of existing documentation, that additional information is needed to determine eligibility. Additional information should be collected by the school. This option may be appropriate if the Committee decides it needs to collect information to supplement documentation provided by outside sources. If additional information is necessary as part of an initial assessment or reassessment, parents/guardians should be notified, and consent must be obtained (FORM 504C). Additional evaluations should be completed, as well as a Section 504 determination of eligibility, within **65** business days of the date of referral. The 504 Chairperson should establish a date and time for the follow-up meeting to consider the results of the requested assessments. The student's parent/guardian or the adult student should be invited to the follow-up meeting (FORM 504N).



Point of Note: Determination of an impairment should not require extensive analysis (i.e., the evaluation may not be as extensive as an evaluation under IDEA). When choosing to collect additional data, teams should clearly indicate what information needs to be gathered at the time of the Screening/Record Review Meeting.

4. Refer to Child Study Committee. The Section 504 Committee determines, on the basis of existing documentation, that a suspected disabling condition may exist which adversely affects the student's education and may require specially designed instruction under the IDEA. In this case, the Section 504 Committee may refer the student to a Child Study Committee for consideration of

a comprehensive evaluation. The 504 Chairperson is responsible for coordinating the referral to the Child Study Chairperson. Note: Determination of a disability should not require extensive analysis. **If choosing this option, teams should consider whether they have enough information to determine a child eligible for Section 504 (See #5 below).** A student may be determined to be eligible under Section 504 while being assessed under IDEA.

5. Proceed to Section 504 Eligibility. The Section 504 Committee determines that there is sufficient documentation to determine whether or not a student has a disability as defined by Section 504. If parents/guardians are not present at the time of this determination, the committee must notify the parents/guardians, and make efforts to schedule a meeting to determine eligibility with parental participation.



Point of Note: Before proceeding to Section 504 eligibility, written consent to use the reviewed (existing) information to determine eligibility should be obtained, as use of this information to determine eligibility constitutes an evaluation, and similarly to IDEA, any evaluation under section 504 requires parental consent (FORM 504 SR). This is to use existing information. If new information needs to be gathered (e.g., additional tests/evaluations), form 504- C should be used.

DETERMINING ELIGIBILITY FOR SECTION 504

Forms Completed

If the eligibility meeting is scheduled/rescheduled on a date different than that of the screening meeting, the following forms should also be completed:

504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	
504E - Eligibility	

The Section 504 Committee should determine if the student meets the requirements of an eligible individual under Section 504 by discussing the following:

1. If a mental or physical impairment exists
2. If the impairment substantially limits any of the student's major life functions
3. How the impairment affects the student across the educational program

A written summary of the meeting should be maintained on the 504-Eligibility Form (FORM 504E). The summary should include all points discussed. Written Notice (FORM 504WN) should be completed and given to the parent, or mailed as soon as practical. If completing the screening and eligibility during the same meeting, only one Written Notice should be completed (check the appropriate boxes on the form and include appropriate statements).

THE SECTION 504 PLAN

Forms Completed

504P - 504 Plan	504WN - Written Notice
504V - Verification	

If the 504 plan meeting is scheduled/rescheduled on a date different than that of the eligibility meeting, the following forms should also be completed:

504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	504V - Verification

Section 504 requires a written 504 plan (FORM 504P) only when there are accommodations that are required for the child to access his or her education. Therefore, not every child that is eligible under Section 504 (i.e., eligible for non-discriminatory protections) will require a plan. To determine whether accommodations are needed, appropriate data sources should be reviewed. When there is data that support the need for accommodation(s), a Section 504 plan should be developed. This may occur at the end of the determination meeting, or within a reasonable time frame (usually within 30 calendar days) and documented at the bottom of the Section 504 Eligibility Form (FORM 504E) when determining initial eligibility or during the three-year re-evaluation process. If the 504 Plan will be developed at a later date and not at the same meeting where the student was found eligible, the 504 Chairperson should establish a date for the meeting. Written notification of the 504 Plan development meeting (FORM 504N) should be forwarded to the parent/guardian or adult student along with Written Notice (FORM 504WN).

The Section 504 Committee can conduct the meeting if either the parent/guardian or the student cannot attend; however, it is incumbent that the school make multiple attempts to schedule the meeting at a mutually agreed upon time and place in order to ensure the involvement of the parent/guardian or adult student (FORM 504L).

Accommodations supported by data should be included in the 504 Plan, along with any services the student needs. Educational services, testing accommodations, and extracurricular activities should be considered during the decision-making process. Accommodations and adaptations should not substantially or fundamentally, alter the school division's standards. The objective of any educational accommodations or services is to *equalize access to programs/activities*, and as such, does not ensure any specific academic outcome.

Signatures of participants at this meeting should be recorded on the 504-Plan. As this is an agreement between the family and the school, **parental consent is required** for a Section 504 Plan. The Section 504 Chairperson should provide copies of the 504 Plan to staff and parent(s), including the school's testing coordinator, if appropriate.

I. Selection of Accommodations

1. The Section 504 Committee should develop or select accommodations that are necessary to enable the student to **access** school programs and activities.
2. During deliberations to select accommodations, the committee should consider if barriers are created for the student due to an impairment, and how academic and extracurricular areas are affected.

3. The accommodations or services provided should be determined by a consensus of the committee and **must** be supported by data. The committee should document the accommodations or services selected to address the student's needs in Section IV, Part I of the 504-Plan Form.



Point of Note:

Accommodations (504) are based upon individual needs. Accommodations help students overcome or work around their disability.

They:

- Provide students an equal access to learning;
- Provide students equal opportunity to demonstrate their knowledge;
- Are based upon individual strengths and weaknesses;
- May vary in intensity and degree; and
- Do not substantially change instructional level or content.

Modifications (IDEA) are changes in what a student is expected to learn and demonstrate, and may include specialized instruction. Modifications provide:

- Changes in the instructional level or benchmark;
- Changes in the number of key concepts mastered within a benchmark or unit of study;
- Changes in content/curriculum.

If the team believes that a student may need modifications or specialized instruction, a referral should be made to the Child Study Committee.

4. Signatures of participants at this meeting should be recorded on Section IV, Part IV of the 504-Plan Form. Parental consent is required for a Section 504 Plan.
5. The Section 504 Chairperson should provide copies of the 504 Plan to all staff members directly involved with the student and the school's testing coordinator (if testing accommodations are included in the Plan.) Staff members should sign the Section 504 Verification form (FORM 504V) to indicate they received a copy of the 504 plan.
6. Student participation in the Standards of Learning (SOL) and District Wide Assessments should be determined and documented in Section IV, Part II of the 504-Plan form.
7. Student participation in alternative assessments, such as the Virginia Grade Level Assessment (VGLA) and the Virginia Substitute Evaluation Program (VSEP) should be determined and documented in Section IV of the 504-Plan form. A sample list of state approved testing accommodations can be found on the Virginia Department of Education website
http://www.doe.virginia.gov/testing/participation/guidelines_for_assessment_participation.pdf
8. Parents should also be informed of potential opportunities to take College Board tests with accommodations.

II. Participation in State and Local Assessments

All students with 504 plans should be given the opportunity to participate in state and local assessment programs. The Section 504 Committee should determine how such participation will

occur. The manner of participation should be indicated in Section IV, Parts II and III of the 504-Plan form (504P).



Point of Note: Accommodations on state assessments are intended to provide access and should not be used to simply improve student performance.

The parent/guardian or adult student should be given adequate notice and an opportunity to participate in decisions about any accommodations his or her child will use during testing. This decision should be made at the time the 504 Plan is developed and annually thereafter for as long as the student remains eligible under Section 504. Section 504 eligible students and their parent/guardian should receive the same notification of tests or diagnostic programs given to students without disabilities.

III. Participation in PSAT/ACT/SAT/AP Exams

If a student's Section 504 Plan lists testing accommodations as part of the general education instructional program, parents/guardians can request that a school release information to the testing program that governs the PSAT/ACT/SAT/AP or other such exam. Decisions about allowing accommodations for individual students are made by the administering entity (e.g. the College Board). If there is a requirement for assessment data, it is the responsibility of parents/guardians to obtain that data. Alexandria City Public Schools holds no responsibility to provide assessments in order for students to apply for accommodations on tests administered by other entities.

ANNUAL REVIEW PROCEDURES FOR SECTION 504 PLANS/RE-EVALUATION

Forms Completed Annual Review

504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	
504AR - Annual Review	504T - Teacher Report
504PR - Parent Rights and Procedural Safeguards	504P - 504 Plan
504V - Verification	

Forms Completed Re-evaluation (Every Three Years)

504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	
504SR - Screening/Records Review	504E - Eligibility
504P - 504 Plan	
504T - Teacher Report	504PR - Parent Rights and Procedural Safeguards
504V - Verification	

Section 504 Plans are to be reviewed at least annually; eligibility (re-evaluation) is re-considered at least every three years.

1. At the start of each new school year, the Section 504 Chairperson at the school should make contact with the student's family to determine if any changes in the student's impairment has occurred over the summer. This should be recorded on form 504L. Conversely, prior to the start of school, parents are encouraged to notify the 504 chairperson if there have been any changes in their child's impairment during the summer.
2. Section 504 Plans should be reviewed at least annually, prior to the anniversary date. The Section 504 Committee, including student support professionals necessary, should meet to review student information, which may include: current grades, attendance data, student records (including group administered achievement tests), behavior data, work samples (as appropriate), and any information the parents may provide. The 504 Committee should revise the 504 Plan as needed based on the present level of functioning and confirm the reevaluation date with the committee.
3. The 504 Chairperson establishes a date for the Annual Review/Re-evaluation Meeting and notifies the student's parent/guardian or adult student of the meeting date and requests their attendance. Written notification (FORM 504N, Parental Rights/Procedural Safeguards (FORM 504PR) and Written Notice (FORM 504WN) should be forwarded to the parent/guardian or adult student.
4. During the Section 504 annual review meeting, the Section 504 Committee should complete the 504 Annual Review form (504AR) and the 504-Plan form following the guidelines in the Selection of Accommodations and Plan Development section of this document.
5. When the Section 504 Committee is re-considering eligibility (every three years), the team should complete the Screening/Records Review form (504SR), and the 504-Eligibility form (504E). Form 504AR should not be completed.
6. All persons participating in the Section 504 annual review meeting should sign the Section 504-Plan (FORM 504P). Copies of documents, as well as Written Notice (FORM 504WN) should be provided to the parent/guardian or adult student.
7. The Section 504 Chairperson should provide copies of the revised 504 Plan to all staff members directly involved with the student and the school's testing coordinator (if testing accommodations are included in the Plan.) Staff members should sign the 504 verification form (FORM 504V) to indicate they received a copy of the 504 plan.



Point of Note:

- A verification form (FORM 504V) is not required to be completed for eligible students that do not have Section 504 plans.
- For students who were found eligible under Section 504, but did require a Section 504 plan, an annual review should be held to discuss the student's current status and consider whether a plan is required.
- Additionally, when a student with a 504 plan changes courses during the year (e.g., at semester), the new teachers should be provided a copy of the 504 plan and sign the 504 verification form (FORM 504V).
- Substitute teachers should be included.

8. If the Section 504 Team determines a student no longer meets the requirements for Section 504 and accommodations are no longer necessary the student is ineligible. When a student is ineligible

for Section 504 accommodations it should be documented in the Section 504 meeting notes (FORM 504E). Note that prior to determining that a student is no longer eligible, an evaluation should take place. Parental consent is not required to determine that a student is no longer eligible for Section 504; however, parental notice is required following this determination (FORM 504WN).

PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS

The parent/guardian or adult student should be given a copy of Section 504 rights under the law. Once a student has been referred to the Section 504 Committee, the school should notify the student's parent/guardian, or the adult student prior to: (1) holding a screening/record review meeting; (2) determining eligibility for services; or (3) developing or revising a 504Plan.

The parent/guardian or adult student should also be made aware of their right to:

- Notice of proposed actions related to eligibility and/or a Section 504 Plan;
- Consent to the administration of any individually administered assessments and the initial placement of their child;
- Have an assessment that considers information from more than one source;
- Have a committee knowledgeable about their child and assessment procedures determine eligibility;
- Examine all relevant records of their child, to challenge that information, and to consent to the release of that information;
- Periodic re-assessments, including a re-assessment before any significant change in placement; (Have their child educated in the least restrictive environment);
- Request an impartial hearing over disagreements and to be represented by counsel in the hearing;
- Appeal the impartial hearing officer's decision to court;
- File a complaint with the Office of Civil Rights (OCR);
- Have a manifestation determination subsequent to any disciplinary action that results in a significant change of placement.

TRANSFER STUDENTS

When a student transfers into ACPS with a Section 504 Plan, the Section 504 Chairperson at the school should schedule a Section 504 meeting within 15 business days. The Section 504 Committee should complete a screening/records review and determination of eligibility in order to make a local decision as to whether the child is eligible and requires an accommodation plan. Until such meeting occurs, the transfer Section 504 Plan should be implemented to the extent feasible. Parent/guardians should notify the school of the previous 504 eligibility status.

DISCIPLINE/SUSPENSION/EXPULSION

I. Applicability of Policy

These procedures apply to students identified under Section 504 of the Rehabilitation Act of 1973. In addition to the requirements set forth in these procedures, the ACPS disciplinary procedures should be followed.

II. Short -Term Suspensions (10 days or less)

Students with a Section 504 Plan may receive suspensions of ten days or less under the same disciplinary procedures applicable to all students. Additional procedures may be required in cases of

cumulative short-term suspensions exceeding ten days in a school year when these suspensions constitute a change in placement. Factors to consider in determining whether the multiple short-term suspensions amount to a change in placement include: 1) the length of each suspension, 2) the proximity of the suspensions to each other, and 3) the total amount of time the student will be excluded from school. If in considering these factors the additional suspensions will result in a change in placement, then the procedures applicable to longer term suspensions and expulsion should be followed.

III. Long-Term Suspension and Expulsion

Prior to imposing a long-term suspension or expulsion of a student with a Section 504 Plan, the Section 504 Committee should convene a manifestation meeting to determine if the misconduct in question had a direct and substantial relationship to the impairment and if the misconduct was a direct result of the school's failure to implement the 504 Plan.

1. A manifestation meeting should be conducted within 10 business days of the disciplinary action. Send a 504-Notice to the Section 504 Committee members once a mutually agreed upon time and place has been arranged with the parent(s).
2. Convene a meeting with committee members comprised of those individuals knowledgeable about the student's impairment through direct observation or review of records. Document the proceedings on the 504-Manifestation form.
3. The committee's composition should include a representative of the Department of Student Services, Alternative Programs & Equity; principal/designee; one general education teacher of the student; parent(s), student, if appropriate; and other staff knowledgeable about the student's level of functioning and the misconduct.
4. If it is determined that the misconduct is not caused by the student's impairment or the schools failure to implement the Section 504 Plan, the student may be disciplined in the same manner as are students without impairments. Forward the 504-Manifestation form (504M) to the Executive Director of Student Services within the Department of Student Services, Alternative Programs & Equity.
5. If it is determined that the misconduct of the student is caused by the impairment, the student may not receive a long-term suspension or expulsion and should be returned to the current placement. The need for a functional behavioral assessment and behavior plan should be considered and/or revised or revised based on the behavior in question and the circumstances in which the behavior occurred.
6. The parent should be informed that, if he or she disagrees with a decision as to whether the misconduct was caused by an impairment or to a subsequent placement decision, he or she can challenge the decision through procedures outlined in the Section 504 Parental Rights and Procedural Safeguards.



Point of Note: A student may be removed to an interim alternative education setting in disciplinary actions involving serious bodily injury illegal drugs and/or alcohol use, regardless of whether the misconduct is a manifestation of the disability.

SECTION 504 ROSTER & POWERSCHOOL DATA MANAGEMENT

All students that are screened or otherwise taken through the Section 504 process should be entered into PowerSchool. Directions for data entry are in the appendix section (FORM 504DM). Once students are entered in to PowerSchool, Section 504 rosters can be generated electronically.

The Section 504 roster (FORM 504 RS) located in the appendix of the manual is an optional form for internal school use. It does not replace the PowerSchool requirement noted above.

MANAGEMENT OF CASES AT SPECIAL PROGRAMS (e.g., Chance for Change, Sheltercare, T.C. Williams Satellite, etc.)

All features of the Section 504 Procedural Guidance Manual apply similar to a comprehensive high schools, this includes ensuring that the student information system is updated with Section 504 information, completing Section 504 verification forms, and ensuring that the student's teachers each complete a teacher report form. This may include requesting that teachers from a student's home school complete and submit teacher report forms.

SECTION 504 ADDENDUMS

504N - Notice to Parent of 504 Meeting	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process	
504AD - Addendum	504T - Teacher Report
504PR - Parent Rights and Procedural Safeguards	504P – 504 Plan
504V - Verification	

Occasionally, a student may need a minor update to this or her Section 504 plan before their annual review date. For example, when a child may no longer require a specific accommodation, or when a new accommodation is required. In these instances, an addendum would be appropriate.

Addendums should not be completed in lieu of completing an annual review.

In the event that an addendum is required:

1. A Section 504 meeting should be scheduled and the parent should be notified (FORM504N) and sent a Written Notice (504WN) and parent rights (504PR).
2. Teacher Report Forms (504TR) should be completed.
3. During the meeting, the addendum form should be completed (504AD).
4. The Section 504 plan should be updated where appropriate and signed by participants. For example, if a new accommodation is added, the date to begin should be the date of the addendum meeting, and the date to end should be the same date as the other accommodations, unless the new accommodation is being added for a shorter time period.
5. The addendum box on the 504 plan should be checked.
6. A copy of the updated 504 Plan should be sent to all of the student's teachers, and a new verification form (504V) should be completed.



Points of Note:

1. The date of the next annual review does not change when an addendum is completed. If the date needs to change, the meeting should be held as an Annual Review and the appropriate forms should be completed.
2. FORM 504AD does not replace the requirement to update the Section 504 Plan (504P), but rather provides formal documentation regarding the addendum (i.e., why it occurred, the data to support it, etc.). The addendum box on the 504 plan (Form 504P) should be checked.

REVOCAION OF CONSENT

504N - Notice to Parent of 504 Meeting*	504WN - Written Notice
504L - Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process*	
504RCP – Revocation of Consent to Participate in Section 504 Process	504PR - Parent Rights and Procedural Safeguards

Section 504 requires an evaluation in order to change an eligible student’s placement. However, a parent/guardian/adult student may revoke consent to participate in the Section 504 process at any time by submitting written revocation of consent (FORM504RCP). After consent is revoked, the Section 504 process should stop immediately. This includes screening, eligibility, re-evaluation and/or development/implementation of a Section 504 Plan, as well as any scheduled or future annual reviews. Once consent is revoked, the student is no longer eligible under Section 504 and is therefore no longer entitled to Section 504 services.

When consent is revoked, the parent/guardian/adult student should receive a copy of Section 504 Rights and Procedural Safeguards (FORM504PR) and Written Notice (FORM504WN). If the parent/guardian/adult student wishes to revisit Section eligibility in the future, a new referral should be submitted (FORM 504R), and the screening/review process will start over.



Points of Note:

1. Best practice is to schedule a Section 504 meeting to discuss revocation of consent and complete associated paperwork; however, it is not required.*
2. Revocation of consent should not be used in lieu of completing a re-evaluation for students that have been found eligible for special education Services.

SECTION 504 & INDIVIDUAL HEALTH PLANS

Students with health conditions sometimes require a treatment or emergency plan to be implemented in the school setting. School nurses work with parents/guardians and school staff to ensure that the medical needs of such students are met. A document that reflects the student’s medical needs is developed by the school nurse in conjunction with parents/guardians, physicians or other appropriate service providers, teachers, school administrators, and other school staff pertinent to the concerns (such as cafeteria workers). Such document, frequently called an “individual health plan,” “IHP,” or similarly worded document, is maintained in the student’s health records and is shared with school staff who interact with the student, with parental permission, on an as-needed basis. Many students

with asthma, diabetes, allergies or other conditions have such plans. If at any time, a student with an individual health plan or health alert is thought to require accommodations or services beyond those provided through the document, (s)he should be referred to the Section 504 Committee.

Students with medical conditions that are considered to be potentially life-threatening, even if well-managed by medication or in remission, are candidates for screening by the school-based Section 504 Committee. These students may be referred for screening, regardless of their academic functioning, and parents/guardians should be informed of their rights under Section 504. Examples of this include students with diabetes, severe asthma, severe allergies, auto-immune disorders, etc.

Furthermore, a student's health issues, even when not life-threatening, may have an academic impact or may affect the student's ability to participate in classroom or other school activities. In such cases, a 504 committee may need to develop a more extensive 504 accommodation plan so that classroom teachers can make allowances, or adjustments, to their classroom or their instruction. The existence of a health condition, in and of itself, does not necessitate the development of a 504 plan. However, under Section 504, a student with an individual health plan is entitled to all of the non-discriminatory protections of the statute.

Parents/guardians of students with individual health plans and health alerts should be informed of the referral process and their rights under Section 504 by the school nurse. Likewise, any staff member who is aware of a student with a health condition that could be a disability under Section 504 may refer the student to the 504 Committee for screening. If there are attendance issues related to illness or treatment, and/or difficulties participating in school activities (academic or extra-curricular) due to poor physical stamina, limited strength, or impaired mobility, students should be referred for screening.

Students who have dietary restrictions due to religious reasons or parental preference may have a health alert or similar documentation provided to staff by the clinic. However, such a communication is not a 504 Plan and does not provide the student with the same procedural protections as a 504 Plan.

At minimum, each fall the school SST team should convene to consider whether any students with individual health plans should be referred to the Section 504 Committee for screening. This consideration should be documented on form 504CSR-IHP – Consideration of Section 504 Screening for Students with Individual Health Plans. The SST team should complete and submit a Section 504 referral (504R) to the Section 504 Committee for any student with an individual health plan that is identified as being in need of a Section 504 screening per the outcome of the consideration process. A copy of the completed form 504CSR-IHP should be sent to the Department of Student Services, Alternative Programs and Equity as soon as possible, but no later than October 31 of each school year. If a new student with an IHP enrolls/is identified after this date, the same consideration should process should take place and an updated form 504CSR-IHP should be sent to the Department of Student Services, Alternative Programs and Equity.

SECTION 504 QUESTIONS AND ANSWERS

What is Section 504?

The statute was intended to prevent intentional or unintentional discrimination against persons with disabilities, persons who are believed to have, are regarded as having, or have a record of having disabilities. Section 504 was enacted to “level the playing field” – to eliminate impediments to full participation by persons with disabilities. The U.S. Department of Education Office of Civil Rights (OCR) regulations recognize that, in order to provide individuals with disabilities the same opportunities as others, it may be necessary to provide additional services.

This legislation protects the civil rights of people with disabilities, i.e., physical or mental impairments that substantially limit one or more major life activities. It prohibits organizations that receive federal funds from discriminating against otherwise qualified individuals on the sole basis of a disability. Section 504 of the Rehabilitation Act of 1973 is enforced OCR under their regulatory guidelines. Title II of the ADA and the related Amendments Act (ADAAA), applicable to all public educational institutions, provide comparable protections.

How does Section 504 define “disability?”

Under Section 504, a person is considered a person with a disability if they meet one of the following criteria:

1. Has a physical or mental impairment, which substantially limits one or more major life activities,
2. Has a record of such an impairment, or
3. Is regarded as having such impairment.

Note: Criteria 2 and 3 do not prompt the school district’s obligation to provide a free appropriate public education (FAPE). Consequently, the district has no duty to identify, assess, or place students who qualify only under these criteria.

The term “disability” includes a broad range of disabilities and impairments; as such, there is no exhaustive list. Additionally, determination in favor of a disability should not demand extensive analysis.

What is a “physical or mental impairment?”

The regulations of Section 504 define the terms as:

- a) Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic; skin; and endocrine; or
- b) Any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, attention deficit disorder, and specific learning disability.

What is a “substantial limitation”?

Neither Section 504 nor its regulations define the term “substantial limitation.” OCR has ruled that the phrase is to be defined by the school district consistent with the intent and language of the ADAAA. The ADAAA clarifies that the definition of “substantial limitation,” and all aspects of the definition of “disability,” should be construed in favor of broad coverage; that “substantial limitation” should be interpreted broadly.

What is a “major life activity?”

Major life activity means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, concentrating, reading or thinking. This list is not exhaustive. The term includes those basic activities that the average person in the general population can perform with little or no difficulty. A number of bodily functions are considered major life activities, such as functions of the immune system, digestion, neurological functions, respiratory functions, and brain functions.

Major life activities include, but are not limited to, functions such as:

Caring for oneself	Walking	Learning
Performing manual tasks	Standing	Reading
Seeing	Lifting	Concentrating
Hearing	Bending	Thinking
Eating	Speaking	Communicating
Sleeping	Breathing	Working

How does the ADA, Amendments Act (ADAAA) affect the Section 504 eligibility process?

The ADAAA addresses the "substantial limitation" aspects of Section 504 eligibility. Congress directed that the definition of disability should be interpreted and applied broadly. This list of impairments is not exhaustive. Specifically, the Act directs the following:

- An impairment need not severely or significantly restrict a major life activity to be considered substantially limiting – i.e., interpret the term broadly.
- An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- The determination of whether an impairment substantially limits a major life activity should be made without regard to the ameliorative effects of mitigating measures, such as medication, hearing aids, etc. Furthermore, the eligibility committee cannot consider the use of assistive technology, reasonable accommodations, auxiliary aids or services, or learned behavioral or adaptive neurological modifications. Ordinary eyeglasses and contact lenses are not included in this provision.

What is a Section 504 Plan?

A Section 504 Plan is designed by the Section 504 Committee to provide reasonable accommodations to enable an eligible student to access the school related activities and programs. In contrast, students receiving special education and related program through an IEP are not provided a Section 504 Plan because the IEP should address the student's accessibility needs and other Section 504 protections, and therefore, satisfies the district's obligations under Section 504.

What is the Section 504 Committee?

Each school has a committee which is knowledgeable about the requirements of Section 504 and which operates under the direction of the building principal. When the committee makes decisions particular to an individual student, persons who are knowledgeable about the student, who have expertise in the areas of suspected impairment, and who have expertise in interpreting data, are added as members. The membership may consist of the Section 504 Chairperson, the child's general education teacher, and specialists or other personnel deemed appropriate by the Section 504 Chairperson. The committee's purpose is to process referrals, to review assessment information, determine eligibility, and to develop Section 504 Plans for the students under Section 504, when supported by data.

When is the student eligible under Section 504?

The decision regarding whether or not a student is eligible under Section 504 is made on a case-by-case basis. The Section 504 Committee reviews each student's individual information to determine whether there is a physical or mental impairment that substantially limits a major life activity. The committee considers the nature and severity of the impairment, its duration or expected duration, and the long-term impact of the impairment on the student's opportunity to access and benefit from programs and activities offered by ACPS. If the student is eligible under the Individuals with Disabilities Education Act (IDEA), the student meets the eligibility requirements under Section 504; however, the student's IEP satisfies the district's Section 504 obligations.

Does Section 504 require assessments?

Yes. An "evaluation" does not necessarily mean a "test" or "formal testing." Rather, under Section 504 it refers to gathering data and/or information from a variety of sources so that the Section 504 Committee can make the required determinations. Common sources of evaluation data are grades, disciplinary referrals, health information, standardized test scores, teacher comments, observations, previous eligibility components, medical reports, etc. If individually administered, formal testing is pursued, parental consent is required.

What about private psychological or psycho-educational diagnoses and evaluations?

Occasionally, parents/guardians consult with professionals outside of the school system prior to bringing their concerns to the attention of staff. In these instances, the individual school should assist and facilitate the receipt of this information into the appropriate referral process (e.g., IAT, Section 504 Screening or Student Study Committee).

Eligibility determinations (for Section 504 or IDEA) are not made solely on the basis of information collected in private evaluations. Rather, the information provided should be reviewed by the appropriately qualified school staff who will assist the Section 504 or Child Study in determining what additional information, if any, is needed. All information provided by parents/guardians should be considered along with a variety of other sources of data. Moreover, while any recommendations contained in private evaluations should be considered by the committee, determinations of eligibility, accommodations, and services are made solely by the 504 Committee or Child Study/Eligibility Team.

Do teachers submit information for teams to consider as part of the Section 504 process?

For Section 504 screenings and re-evaluations, teachers are asked to complete a teacher report form (504-T). This information is requested from a student's teachers prior to the meeting and supports the team with necessary classroom based information about a student's academic, behavioral or other functioning. Teachers are to submit their reports three to four days in advance of the meeting.

Can parents receive copies of the teacher reports in advance of the meeting?

If requested, parents may receive copies of completed teacher report forms (504T) in advance of the Section 504 screening or re-evaluation meeting.

What role do classroom interventions play in the assessment process?

When a student is having difficulties participating in some aspect of the academic program, it may often be appropriate to implement short-term classroom interventions. If these interventions significantly reduce or eliminate the difficulties, then a referral based on suspicion of a disability is likely not necessary. Conversely, if the student continues to struggle or requires the continual

implementation of interventions over time, it is appropriate to refer the student to either the Section 504 Committee or Child Study Team for evaluation and determination of eligibility.

Additionally, if any information exists (such as information provided by a parent/guardian) that suggests the suspicion of a disability, the student should be promptly referred for consideration under either Section 504 or IDEA. Schools should avoid using the Multi-Tiered Systems of Support (MTSS) process, Student Support Team (SST), or informal interventions for prolonged periods due to risk of delaying the identification of a student with a disability.

Can a student with a temporary impairment be eligible for programs under Section 504?

Yes. The U.S. Department of Education has determined that a temporary impairment that substantially limits a major life activity can constitute an impairment under certain circumstances such that Section 504 services might be required. The proper inquiry is not “whether the impairment is temporary or permanent” but instead “whether the impairment will have a considerable and long-term impact” on the student’s education. In some cases, a non-permanent impairment may have a significant impact on a student’s education. This should be determined on a case-by-case basis. However, as a general matter, a broken arm that will heal in the normal 6 week period should not be considered an impairment.

What are “mitigating measures” and how do they affect the 504 process?

Mitigating measures defined: Mitigating measures include interventions such as medication, hearing aids, or other devices or practices which serve the purpose of reducing the impact of the identified condition. The positive effects of MTSS/SST or informal interventions fall within this category. They also include learned behavioral or adaptive neurological modifications. Exceptions to the mitigating measures rule are ordinary glasses and contact lenses. Students who use these latter devices to successfully correct their vision may be found ineligible under Section 504 if they have no other identifiable needs.

Mitigating measures and eligibility: Schools may not consider the effects of mitigating measures when determining the existence of a potentially disabling condition. Committees must examine the degree of limitation on a major life activity, estimating the impact of the disabling condition as if the mitigating measure were not in effect. In many instances, it may be helpful to review the student’s records to estimate his or her functioning prior to the onset of medication or other mitigating measure.

Mitigating measures and plan development: A student may be determined to have a disabling condition and be considered eligible for the non-discrimination protections of Section 504, but may not necessarily require accommodations or services in order to have equal educational opportunity. Although committees may not consider mitigating measures in determining the existence of a disability, they may consider the effects of mitigating measures when determining the need for a Section 504 plan. Thus, students with disabilities may qualify for the nondiscriminatory protections provided by Section 504, but may not require an accommodation plan if there are mitigating measures which sufficiently lessen (ameliorate) the effects of the disability. Section 504 Committees should reconvene at least annually to discuss these students.

How are Accommodations and Modifications Different?

Students eligible for Section 504 may also be eligible for accommodations and services. Unlike modifications, which typically occur for students with IEPs and involve changes to the curriculum, accommodations provide adjustments to how things are done. Services are those things that are added to accommodate the effects of a disability (e.g., transportation for a student in a wheelchair).

Accommodations are provisions made in how a student accesses/demonstrates learning. Accommodations provide students with equal access to learning, provide students with equal opportunities to demonstrate what they know, are based on individual strengths, and may vary in intensity and degree. Accommodations do not substantially change instructional level or content.

Modifications are changes in what a student is expected to learn and demonstrate, and may include specialized instruction. Modifications provide for changes in the instructional level or benchmark, changes in the number of key concepts mastered within a benchmark or unit of study, and changes in content/curriculum.

What are some common accommodations or services under Section 504?

Depending on the nature of the disability, a student covered by Section 504 might need testing accommodations (e.g., extra time on tests and/or a reduced-distraction environment in which to take them), extra time on homework assignments, preferential seating, note taking assistance, written instructions for homework, assignments broken into smaller tasks, adaptive technology and classroom equipment (e.g., tablets word processors), textbooks and other written material in alternate formats, extra time to get to classes, or services such as sign language interpreters, transportation, or health-related services. Accommodations and services are intended to give the student an equal opportunity to participate in the general education program. If a student requires a modified or reduced curriculum or other specialized instruction considered by the district to be special education, then the student should be served under an IEP.

What if all the students in the class are receiving accommodations?

A teacher might decide to give all the students in a class extra time on tests or other assistance that might otherwise be considered an accommodation or service under Section 504. Nevertheless, if an eligible student in the class requires the aid or service because of a disability, that aid or service should be included in a Section 504 Plan regardless of how other students are treated. This should ensure consistency in the continued delivery of the services and provide the parents/guardians with due process protections should the classroom teacher or the district decide to change or eliminate the previously provided accommodations or services that were provided to all students.

How are students' needs related to medical diagnoses addressed? What are "care plans," "individual health plans," and "health alerts"? How are they different from 504 Plans?

Students with health conditions sometimes require a treatment or emergency plan to be implemented in the school setting. School nurses work with parents/guardians and school staff to ensure that the medical needs of such students are met. A document that reflects the student's medical needs is developed by the school nurse in conjunction with parents/guardians, physicians or other appropriate service providers, teachers, school administrators, and other school staff pertinent to the concerns (such as cafeteria workers). Such document, frequently called an "individual health plan," "health alert," or similarly worded document, is maintained in the student's health records and is shared with school staff who interact with the student, with parental permission, on an as-needed basis. Many students with asthma, diabetes, allergies or other conditions have such plans. If at any time, a student with an individual health plan or health alert is thought to require accommodations or services beyond those provided through the document, (s)he should be referred to the Section 504 Committee.

Students with medical conditions that are considered to be potentially life-threatening, even if well-managed by medication or in remission, are candidates for screening by the school-based Section 504 Committee. These students may be referred for screening, regardless of their academic functioning, and parents/guardians should be informed of their rights under Section 504. Examples of

this include students with diabetes, severe asthma, severe allergies, auto-immune disorders, etc.

Furthermore, a student's health issues, even when not life-threatening, may have an academic impact or may affect the student's ability to participate in classroom or other school activities. In such cases, a 504 committee may need to develop a more extensive 504 accommodation plan so that classroom teachers can make allowances, or adjustments, to their classroom or their instruction. The existence of a health condition, in and of itself, does not necessitate the development of a 504 plan. However, under Section 504, a student with an individual health plan is entitled to all of the non-discriminatory protections of the statute.

Parents/guardians of students with individual health plans and health alerts should be informed of the referral process and their rights under Section 504 by the school nurse. Likewise, any staff member who is aware of a student with a health condition that could be a disability under Section 504 may refer the student to the 504 Committee for screening. If there are attendance issues related to illness or treatment, and/or difficulties participating in school activities (academic or extra-curricular) due to poor physical stamina, limited strength, or impaired mobility, students should be referred for screening.

Students who have dietary restrictions due to religious reasons or parental preference may have a health alert or similar documentation provided to staff by the clinic. However, such a communication is not a 504 Plan and does not provide the student with the same procedural protections as a 504 Plan.

What about students who are diagnosed with psychiatric conditions?

Schools must be vigilant and thorough when considering student eligibility due to disabilities. For students who are diagnosed with psychiatric conditions, particular care must be undertaken to consider their school-related needs. Some of these students have strong academic histories, but also experience significant difficulties attending and participating in school due to psychiatric conditions and/or treatment thereof. School staff must be open to considering whether the student should be evaluated for special education due to their emotional needs. Many times, students whose psychiatric condition has resulted in his/her hospitalization may require more than an accommodation plan in order to receive a free appropriate public education (FAPE). They may require case management, modification/reduction of assignments, modified school day, and special placement during the school day in order to sustain their academic progress or otherwise participate in school activities. Such services are delivered through special education identification under the IDEA, if the student qualifies. However, if the student can participate in the general education curriculum with services and accommodations, the student should be referred to the school-based Section 504 committee.

Occasionally a student experiences a significant psychiatric event and is diagnosed with a condition, but then responds readily to treatments. Students who seem to be well on the path of recovery, who are developing coping skills, and who are able to begin to be self-advocates may be good candidates for Section 504 plans as they return to full participation in school. However, care must be taken so that Section 504 eligibility is not inadvertently used to delay potential special education services. If the Section 504 Committee wishes to refer the child to the Child Study Team, the child can be served under Section 504 while the Child Study process is pending.

Can a student be exited from Section 504?

Yes. Once a student no longer meets eligibility requirements, the Section 504 Committee may exit the student from the Section 504 Program with notice of procedural safeguards to the parents/guardians

and Written Notice. This decision must include a reevaluation, which may consist of a review of existing information by the Section 504 Committee.

What about a child who could get straight A's if s(he) had a Section 504 Plan?

While there may be a genuine belief that the student is not performing at his/her potential, perceived underachievement is not, in itself, sufficient reason for eligibility. There must be some reason to believe that the student has a physical or mental impairment that substantially limits a major life activity. The 504 committee is charged with examining the overall functioning of a child in areas such as behavior, attendance, academics, and concentration, among others. Grades should not be the only evidence of lack of educational benefit, nor should good grades be considered enough to show that a student doesn't have a disability. Activities both academic and nonacademic should be considered when determining eligibility.

Can a student have a disability under Section 504 if (s)he is doing well academically?

Yes. A student might be getting good grades and otherwise be doing reasonably well in class despite his/her disability. The student may only be doing well because of the extraordinary effort and time (s)he spends on schoolwork or an unusual amount of help provided by his parents/guardians. For instance, while most of the students in the class might spend an hour on homework each night, the student might be keeping up only by spending considerably more time. If there is information indicating that this might be due to a disability, then the student should not be penalized for his/her extra effort and should be screened for potential further action under Section 504 or IDEA.

If a student has a Section 504 Plan, are accommodations for state standardized testing provided?

If a student is scheduled to take one of the standardized state assessments such as the Standards of Learning assessments and the student has testing accommodations listed on the Section 504 Plan as part of the general education instructional program, then accommodations for the state assessment programs should be considered by the Section 504 Committee. Testing accommodations are only provided to give the student an equal opportunity to demonstrate achievement, not an increased advantage to obtain a better score.

What if a parent/guardian refuses testing accommodations?

If the school recommends that testing accommodations be included, but the parent/guardian refuses, then it should be requested that the parent provide (preferably in writing) a statement that (s)he is declining testing accommodations and that (s)he understands the possible implications for his/her child. These might include the student's ability to earn a standard or advanced diploma.

Can the Section 504 Committee ensure accommodations to ACT/SAT/AP exams?

No. If a student is qualified under Section 504 and the Section 504 Plan lists testing accommodations as part of the general education instructional program, parents/guardians can request that a school release information to the testing program that governs the ACT/SAT/AP or other such exams. The testing organization will make an independent determination of whether modifications to college entrance/credit exams will be allowed. If there is a requirement for assessment data, it is the responsibility of parents/guardians to obtain that data. ACPS holds no responsibility to provide assessments in order for students to apply for accommodations on tests administered by other entities.

Understandably, a student who receives testing with accommodations in the school setting seems a more likely candidate to receive modifications on college entrance/credit exams. Likewise, the longer the student has received such accommodations, the more likely s(he) is to receive them on the entrance/credit exam. However, as previously stated, the testing organization makes all final decisions regarding accommodations on their exams.

Do Section 504 Plans transfer from a K-12 school system to college?

No. Colleges and other postsecondary institutions do not automatically accept Section 504 plans from K-12 schools. Contact the college or university of interest to learn about how they support students with disabilities. Many schools have an office of student support to assist the student.

Is there a formal transition process under Section 504 for students who are graduating?

While there is no provision under Section 504 outlining a transition process for graduating students, school teams and/or parents may schedule a Section 504 meeting to discuss a student's transition to post-secondary opportunities. Section 504 committees do, as a matter of course, meet at least annually to discuss the appropriateness of a student's plan. For high school students, this yearly review is also an opportunity to discuss post-secondary/transition considerations with families. The Section 504 plan is written specifically to address the students' needs within ACPS. ACPS cannot dictate needs/accommodations that are appropriate at the post-secondary level.

What should a parent/guardian do if they think that the school is not implementing a student's Section 504 Plan?

The parent/guardian should present the information that suggests that the Section 504 Plan is not being implemented to the school principal at the elementary level, and to the Director of Counseling at the Secondary level. The Principal/ Director of Counseling should look into the concern and take appropriate action. If the concern is not resolved at the school level, either party may refer the concern to central office staff as outlined in the ACPS Section 504 Rights and Procedural Safeguards (504 PR)

What is ACPS's duty to serve students under Section 504 when placed by their parents/guardians in private, parochial or home schools?

Once ACPS has offered the student a (FAPE), it has no duty under Section 504 to provide educational programs to students not enrolled in ACPS based on the personal choice of the parent/guardian. In accordance with the Child Find provisions of Section 504, ACPS will offer to conduct section 504 evaluations for any eligible student who is an Alexandria resident residing within the boundaries (attendance area) of ACPS, and attending a private, parochial or home school, who is referred or otherwise believed to have a disability and/or need accommodations or related services under Section 504. If the student is found to be eligible, and data supports the need for a plan, ACPS will develop a Section 504 plan in the event the student enrolls in ACPS.

What are the school division's obligations to provide transition services or evaluations for students leaving ACPS to enter the postsecondary setting?

Alexandria City Public Schools is not required to provide transition services for students being served under a 504 Plan or evaluations for graduating students who have received accommodations or services through a 504 Plan. However, parents and students over the age of 18 have the right to request copies of their educational records, which may be helpful in seeking accommodations in college.

Students and their parents are encouraged to familiarize themselves with the protections under Section 504 offered in the college or other postsecondary educational setting. The Office of Civil Rights in the U.S. Department of Education enforces Section 504 and the Title II of the American with Disabilities Act. Its website, www.ed.gov/ocr, offers helpful information and resources.

Parents/guardians and students over the age of 18 have the right to request copies of their educational records, which may be helpful in seeking accommodations in college. Many schools have an office of student support to assist the student.

When do Section 504 rights transfer to the student?

The rights afforded to the parent of a student with a disability transfer to the student at age 18 in Virginia, see Virginia Code 8 VAC 20-81-10. Therefore, the adult student is responsible for consenting to any portion of the 504 process. The ACPS guidance regarding parental rights under Section 504 provides that the parent/guardian/guardian(s) or adult student (but not both) shall be given Section 504 rights under the law. Once a student has been referred to the Section 504 Committee, the school shall notify the student's parent/guardian, or the adult student (but not both) prior to:

- (1) Holding a screening meeting to review records;
- (2) Determining eligibility for services; or
- (3) Developing or revising a Plan.

With regard to an initial referral, ACPS guidelines indicate that teachers, parents, private practitioners, agency representatives, or other individuals may make a referral to the Division. However, the adult student must nonetheless consent to the referral before it proceeds.

What procedural safeguards are afforded to parents/guardians and adult students?

In ACPS, the parent/guardian or adult student should also be made aware of their right to:

- Notice of proposed actions related to eligibility and/or a Section 504 Plan;
- Consent to the administration of any individually administered assessments and the initial placement of their child;
- Have an assessment that considers information from more than one source;
- Have a committee knowledgeable about their child and assessment procedures determine eligibility;
- Examine all relevant records of their child, to challenge that information, and to consent to the release of that information;
- Periodic re-assessments, including a re-assessment before any significant change in placement; (Have their child educated in the least restrictive environment);
- Request an impartial hearing over disagreements and to be represented by counsel in the hearing;
- Appeal the impartial hearing officer's decision to court;
- File a complaint with the Office of Civil Rights (OCR);
- Have a manifestation determination subsequent to any disciplinary action that results in a significant change of placement.

These procedures can be used to challenge an identification, evaluation or placement decision.

What are the responsibilities of parents?

- Share your concerns with the school early before problems become bigger.
- Be involved in Section 504 meetings concerning your child.

- Assist in developing appropriate accommodations and/or services for your child.
- Encourage your child to cooperate with school staff and do his or her best.
- When appropriate, collaborate with other agencies such as vocational rehabilitation.
- Be familiar with your child's rights under Section 504
- Before graduation from high school be familiar with their rights at post-secondary programs.

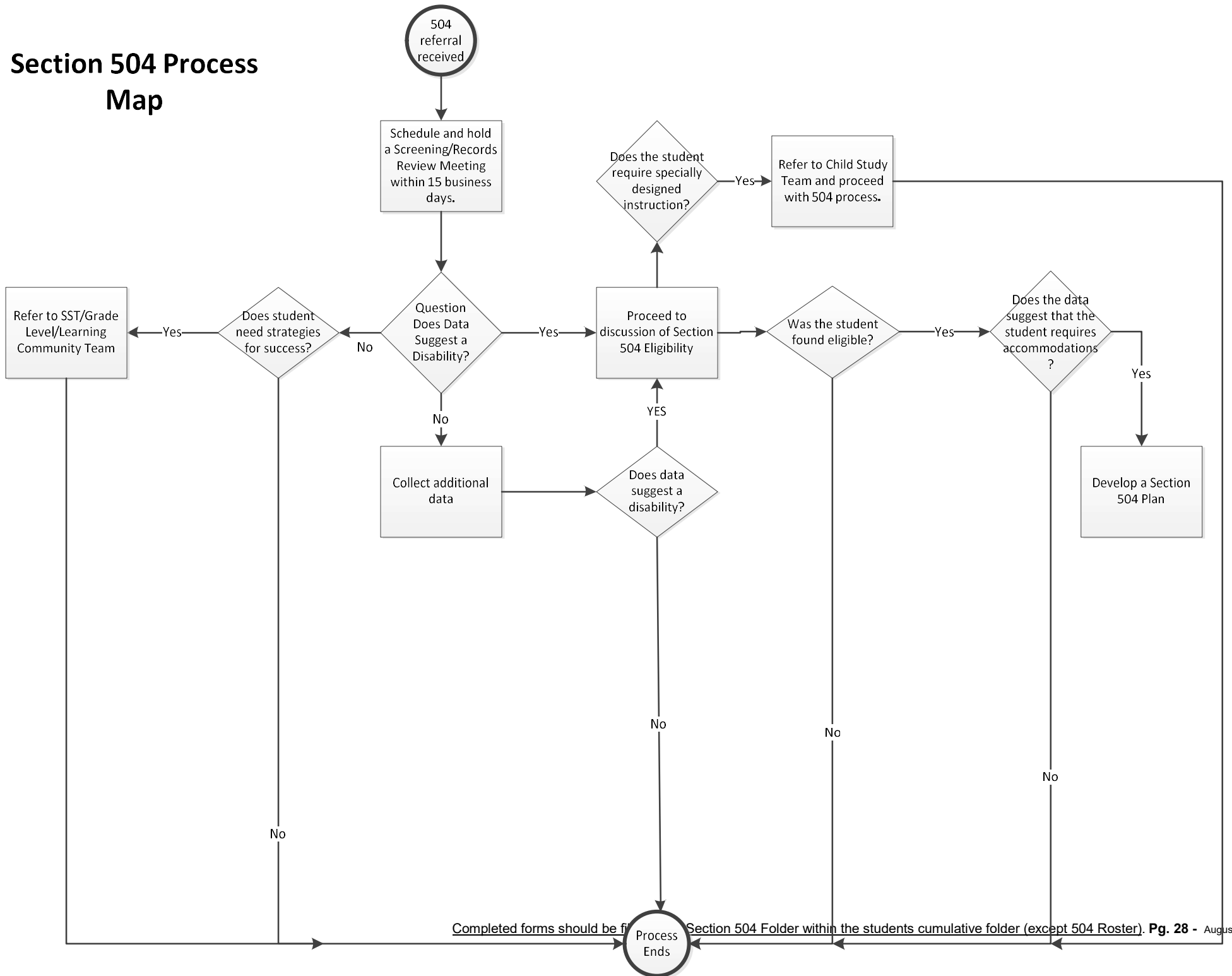
What are the responsibilities of the Students?

- When appropriate, be involved at Section 504 meetings.
- Be familiar with your K-12 rights under Section 504
- Before graduation from high school be familiar with their rights at post-secondary programs.
- Cooperate and put forth maximum effort at school.

APPENDICIES

Completed forms should be filed in the Section 504 Folder within the students cumulative folder.

Section 504 Process Map





Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity

CHECKLIST: 504 SCREENING/ELIGIBILITY/PLAN MEETING

PRIOR TO MEETING THE 504 CHAIRPERSON SHOULD:

- At least 15 days prior to the projected meeting date contact the parent and staff to secure a mutually agreed upon date and time for the meeting.
- Seven to ten calendar days prior to meeting, send written notification (504N) to the parent confirming the agreed upon date and Written Notice (504WN). Document attempts to secure parental participation on 504-Contact Log (Form 504L).
- Notify all team members of time and place of meeting well in advance of the meeting date.

AT THE MEETING THE 504 CHAIRPERSON SHOULD:

- Welcome participants, make introductions, and review purpose of meeting.
- If necessary, complete a *Disclosure of Records* form and have the parent sign for any individual attending the meeting the parent has invited. Maintain the form in the student's record.
- Review Procedural Safeguards Notice (504PR) pertaining to 504; provide a copy to the parent(s).
- Review the present level of functioning in the educational setting such as grades, attendance, discipline record, most recent evaluations, local and state assessments, and teacher reports (504T).
- In consideration of all information shared at the eligibility meeting, discuss and answer the following:
 - Does the student have a mental or physical impairment?
 - What major life activity is substantially limited?
 - Does the impairment substantially limit the major life activity?

NOTE: Consider the following factor in determining eligibility under the *ADAAA of 2008*.

- > Environmental, cultural, and economic background are not themselves covered
- > Mitigating factors cannot be considered in determining eligibility, except in the case of eye glasses or contacts.

- If the answer to any of the eligibility questions is “no,” the student is **not** eligible under 504.
- Complete eligibility documentation on the 504-Eligibility Form (504E).
- Provide copies of all documents to parent(s) or adult student.
- If the student is found eligible under Section 504, a Section 504 Plan (504P) shall be developed within 30 calendar days. In the development of the 504 Plan, consider reasonable accommodations necessary to provide an equal opportunity for the student to participate in the general curriculum.
- Identify the case manager; share the Section 504 Plan with all necessary staff members directly involved with the student and the testing coordinator, if appropriate.



Department of Student Services, Alternative Programs & Equity

SAMPLE LIST OF STATE APPROVED TESTING ACCOMMODATIONS

- Flexible schedule (includes breaks during test within one school day)
- Group size (available to all students, as needed)
- Environmental modifications (e.g., special lighting, noise buffers, use of study carrel) (available to all students, as needed)
- Visual aids (e.g., magnifying glass, templates to show only one item at a time); for online, large computer monitor, screen magnifier
- Amplification equipment (e.g., hearing aid or auditory trainer)
- Large print test
- Assistance with directions (i.e., simplifying or clarifying directions) (available to all students, as needed)
- Extended test time
- Braille test/Braille answer document
- Reading of test items (except for the Reading SOL)
- Audiotape version of test items (except for the Reading SOL)
- Mark in test booklet or student responds verbally; for online, student responds verbally
- Math aids (e.g., abacus, manipulatives)
- Large diameter pencil, special pencil, pencil grip (available to all students, as needed)
- Respond by word processor, typewriter, Braille
- Augmentative communication device
- Spelling aids, spelling checker, spelling dictionary
- Calculator with additional functions to those routinely supplied to all students
- Plain English Mathematics test



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity

FORMS REFERENCE CHART

FORM 504N	Notice to Parent/Guardian/Adult Student of Section 504 Meeting
Purpose:	Notify the parent of a 504 meeting to conduct initial screening, plan development, or review of existing plan
Responsible Party:	504 Chairperson
FORM 504R:	Section 504 Referral
Purpose:	To notify the 504 Chairperson of the need for an initial assessment/screening.
Responsible Party	Anyone who thinks a student should be considered for a 504 plan. E.g. teacher, staff, SST member
FORM 504SR	Screening/Records Review Meeting
Purpose	Record notes from a Screening/Records review meeting, and indicates parental consent to use existing information to determine eligibility.
Responsible Party	504 Chairperson or their designee
FORM 504T/T-EC	Teacher Report
Purpose	To provide teacher feedback on student. Note - There is a K-12 form (504T) and an Early Childhood form (504T-EC)
Responsible Party	Student's classroom teacher
FORM 504E	Determination of Section 504 Eligibility
Purpose	To record the results of an eligibility meeting
Responsible Party	504 Chairperson or their designee
FORM 504P	Section 504 Plan
Purpose	To document/communicate the Section 504 plan to all individuals involved in caring for the child during the school day or during school activities outside the school day
Responsible Party	504 Chairperson or their designee
FORM 504C	Parent/Guardian Consent for Section 504 Evaluations
Purpose	To gain parent consent to acquire further (new) tests/evaluations needed for 504 determination
Responsible Party	504 Chairperson or their designee
FORM 504AR	Annual Review
Purpose	To discuss the students current performance and revise the Section 504 Plan (or develop a plan for a student that was found eligible in the past, but did not require a plan)
Responsible Party	504 Chairperson or their designee
FORM 504AD	Addendum – New 2017
Purpose	Provides formal documentation regarding an addendum to a 504 plan (i.e., why it occurred, data to support it, etc.). The addendum box on the 504 plan (Form 504P) should be checked and the 504 plan updated.
Responsible Party	504 Chairperson or their designee
FORM 504M & MA	Section 504 Manifestation Determination and Agenda
Purpose	To record the notes from a meeting in which disciplined behavior was reviewed to determine a relationship with student's disability. Agenda to assist with running the meeting
Responsible Party	504 Chairperson or their designee
FORM 504L	Record of Attempts to Secure Parent/Guardian/Adult Student participation in the Section 504 Meeting/Process
Purpose	Document parent/guardian/adult student contacts
Responsible Party	504 Chairperson or their designee
FORM 504RS	Section 504 Roster – Optional Form 2017
Purpose	To record a list of all students eligible for 504 in a school
Responsible Party	504 Chairperson or their designee
FORM 504PR	Parent Rights and Procedural Safeguards
Purpose	Provides parents with a written outline of their rights
Responsible Party	504 Chairperson or their designee
FORM 504V	Verification Form
Purpose	To document teacher/staff acknowledgement of receipt of the 504 plan of students that they teach/serve
Responsible Party	504 Chairperson or their designee
FORM 504WN	Written Notice
Purpose	To document decisions and actions taken during 504 process
Responsible Party	504 Chairperson or designee
FORM 504DM	Data Management
Purpose	Denoted data requirements for entry into PowerSchool.
Responsible Party	504 Chairperson or designee
FORM 504CSR-IHP	Consideration of Section 504 Screening/Review for IHPs

Purpose	To document consideration of Section 504 Screening for students with individual health plans.
Responsible Party	504 Chairperson and Student Support Team (SST)
FORM 504RCP	Revocation of Consent to Participate in the Section 504 Process
Purpose	To document a parent/guardian/adults students revocation of consent to participate in the Section 504 process, or receive accommodations and supports.
Responsible Party	504 Chairperson



Department of Student Services, Alternative Programs & Equity
PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS
FORM 504PR

The Rehabilitation Act of 1973, commonly known in the schools as “Section 504,” is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against persons with disabilities who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to students without disabilities.

The purpose of this notice is to inform parents and students of the rights granted to them under Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

There are several times during the planning process when parent(s)/guardian should be provided their rights under Section 504:

- When a referral has been received;
- When eligibility has been determined;
- When a Section 504 Plan is developed; and
- Before there is a significant change in eligibility, placement or the Section 504 Plan.

You have the right to:

1. Notice of proposed actions related to eligibility and/or a Section 504 Plan;
2. Consent to the administration of any individually administered assessments and to be notified of the initial placement of your child;
3. Have an assessment that considers information from more than one source;
4. Have a committee knowledgeable about your child and assessment procedures determine eligibility;
5. Examine all relevant records of your child, to challenge that information, and to consent to the release of that information;
6. Periodic reevaluation, before any significant change in placement;
7. Have your child educated in the least restrictive environment;
8. Request an impartial hearing over disagreements and to be represented by counsel in the hearing; and
9. Appeal the impartial hearing officer’s decision to court.
10. File a complaint with the Office of Civil Rights;
11. Manifestation determination subsequent to any disciplinary action that results in a significant change of placement.

Parents should be notified of all meetings pertaining to the Section 504 process in regard to their child and be encouraged to participate in each step of the process. Parents have the right to invite additional persons to attend these meetings. A copy of the meetings minutes and all evaluation reports should be made available at no cost.

Consent

Notification to parents is required prior to considering whether a student is a student with an impairment under Section 504. This notice should include a copy of these rights. Written parental consent is required prior to the administration of individually administered assessments to a student or to use information from the record to determine eligibility (such use constitutes an evaluation). If such evaluations and/or tests are being conducted as part of a re-evaluation, parental consent is also required.

Records

Parents have the right to review and request copies of records at their expense. Information from the Section 504 meetings is confidential and can be released only upon written permission of the parents/guardian. Records should be maintained in the student's educational record. Parents have the right to request that information in these records be amended if they believe that the information is incorrect, misleading, or in violation of the child's right to privacy. The school district should decide within a reasonable time of the parental request whether to allow such amendment. If the requested amendment is not agreed to by the school district, the parent(s) have the right to request a hearing to challenge that decision. The hearing should be held within a reasonable time of the request and may be conducted by any individual, including an official of Alexandria City Public Schools, who does not have a direct interest in the outcome of the hearing.

Questions & Dispute Resolution

If questions or disputes arise regarding the identification, assessment, placement, or the provision of a Section 504 Plan, the following staff is available to provide assistance. Questions and disputes should be attempted to be resolved at the school level first.

Step 1. School Level

A - Section 504 Chairperson

B - Principal (designee) or (Secondary) Director of Counseling

For specific school contact information visit <http://www.acps.k12.va.us/schools> or call 703-619-8000

Step 2. Central Office Level 1 (When issues are not resolved at Step 1 above)

Dr. Marcia Jackson

Director of Counseling/Section 504 Coordinator

marcia.jackson@acps.k12.va.us

703-619-8405

Step 3. Central Office Level 2 (When issues are not resolved at Step 2 above)

Mr. Jeffrey Carpenter

Executive Director of Student Services/Section 504 Compliance

jeffrey.carpenter@acps.k12.va.us

703-619-8036

Step 4. Central Office Level 3 (When issues are not resolved at Step 3 above)

Dr. Julie Crawford

Chief of Student Services, Alternative Programs & Equity

julie.crawford@acps.k12.va.us

703-619-8034

Impartial Due Process Hearing

Impartial hearings are also available to resolve disagreements as part of the due process procedure. Parents have the right to participate in the hearing and to be represented by counsel. Requests for a hearing should be addressed to:

Department of Student Services, Alternative Programs & Equity
1340 Braddock Place, 5th Flr.
Alexandria, VA 22314
(703) 619-8034

Office of Civil Rights (OCR)

At any time, parents have the right to file a complaint with the Office of Civil Rights (usually the regional office), which in addition to technical assistance activities, conducts compliance reviews and complaint investigations. The complaint generally should be filed within 180 days of the alleged discriminatory action. The address is:

Office for Civil Rights, District of Columbia Office
U.S. Department of Education
1100 PA Ave, NW., Rm. 316
P.O. Box 14620
Washington D.C. 20044-4620
(202) 786-0500; FAX (202) 208-7797; TDD (877) 521-2172



**Department of Student Services, Alternative Programs & Equity
 Notice to Parent/Guardian/Adult Student of Section 504 Committee Meeting
 FORM 504N**

Date: _____ Notice Number: _____
 Student _____ DOB: _____ School: _____

Dear Parent/Guardian/Adult Student:

This notice is to inform you that we have scheduled a meeting of the Section 504 Committee to discuss your child's educational program for the following purpose(s):

Purpose of Conference:

<input type="checkbox"/> Initial Screening Meeting (to review existing information and consider options, which <u>may include determination of Section 504 eligibility or requesting additional data</u>). <input type="checkbox"/> Review Results of Evaluations or Other Additional Data Collected (which may lead to a determination of Section 504 eligibility). <input type="checkbox"/> Develop a Section 504 Plan (if your child is determined to be eligible).	<input type="checkbox"/> Review an existing Section 504 Plan (which may include re-evaluation of eligibility or exiting your child from the Section 504 program). <input type="checkbox"/> To discuss disciplinary related matters. <input type="checkbox"/> To conduct a Manifestation Determination <input type="checkbox"/> To discuss a change in placement. <input type="checkbox"/> At your request to discuss: _____ <input type="checkbox"/> Other: _____
---	--

This conference has been scheduled for:

Date: _____ Time: _____ Location: _____ Room: _____

Members of the 504 Committee invited to attend this meeting include:

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Building Administrator | <input type="checkbox"/> Student | <input type="checkbox"/> Other |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> School Psychologist | |
| <input type="checkbox"/> Director of Counseling/Counselor | | |
| <input type="checkbox"/> School Nurse | | |

Additionally, the parents/guardian, school division, and the adult student may invite other persons who have knowledge or special expertise regarding the student. The determination of the knowledge or special expertise of any individual is made by the person(s) extending the invitation to the meeting. Any such individual(s) should be able to participate in the meeting and provide information useful in making appropriate decisions about the student's educational program and individual needs. Prior to the meeting, please notify the school of any individuals you are inviting to ensure that the meeting space will accommodate all the team members.

If you cannot attend this meeting and wish to arrange an alternate date and time, have questions, or require special accommodations, please contact me at (703) _____.

Sincerely,

Section 504 Chairperson



**Department of Student Services, Alternative Programs & Equity
Section 504 Referral
FORM 504R**

General Information:

School: _____ Date of Referral: _____

Student Name: _____ DOB: _____

ID #: _____ Grade: _____

Parent/Guardian Name: _____

Student Address: _____ Phone Number (Home): _____

Referring Individual: _____ Cell/Mobile Number: _____

Referring Individual's Relationship to Student: _____

Student Suspected Impairment

Describe the nature of concern(s)

In which settings is the problem present?

Date Received by School Official: _____



Department of Student Services, Alternative Programs & Equity
Screening/Records Review
FORM 504SR

Type of Meeting:

Screening

Re-evaluation (Every 3 Years) or Withdrawal to Special Education

School: _____ Date of Meeting: _____

Student Name: _____ DOB: _____

ID #: _____ Grade: _____

Review of Available Information (Include test scores, if appropriate). All fields must be completed unless otherwise noted.

Area(s) of concern (based on records review and reports):

Summarize present level of performance (i.e., evaluations, attendance, grades, psychological reports, etc.):

Teacher Comments(See teacher report form 504T for additional detail)

Health and development (based on records review and reports):

Meeting Summary/Notes:

Screening/Records Review Meeting Outcomes:

No further 504 action needed at this time. The Section 504 Committee determines on the basis of existing documentation (gathered by school staff/and or provided by outside sources) that there is no reason to believe that the student has a disability (i.e., a physical or mental impairment that substantially limits a major life activity).

Refer to Grade Level Team/Learning Community Team or Student Support Team (SST). The Section 504 Committee determines that existing documentation does not suggest the presence of a suspected disability that substantially limits a major life activity. However, the committee determined that the student may benefit from academic or behavioral strategies. As such, a referral to the grade level/learning community team or SST is made. Prior to referral to the SST, the Section 504 Committee may make recommendations for interventions to the grade level team (grades K-8) or learning community (grades 9-12). The grade level team or learning community may also make a referral for consultation with school staff (such as the school counselor, social worker, or psychologist). The committee may agree to meet again at a future date to review the student’s functioning in school, which may be particularly helpful during times of transition. A time frame for monitoring and reconvening should be indicated.

Collect Additional Data. The 504 Committee determines, after review of existing documentation, that additional information is needed to determine eligibility. Additional information should be collected by the school. This option may be appropriate if the Committee decides it needs to collect information to supplement documentation provided by outside sources. If additional information is necessary as part of an initial assessment or reassessment, parents/guardians should be notified, and consent must be obtained (FORM 504C). Additional evaluations should be completed, as well as a Section 504 determination of eligibility, within 65 business days of the date of referral. The 504 Chairperson should establish a date and time for the follow-up meeting to consider the results of the requested assessments. The student’s parent/guardian or the adult student should be invited to the follow-up meeting (FORM 504N).

Refer to Child Study Committee. The Section 504 Committee determines, on the basis of existing documentation, that a suspected disabling condition may exist which adversely affects the student’s education and may require specially designed instruction under the IDEA. In this case, the Section 504 Committee may refer the student to a Child Study Committee for consideration of a comprehensive evaluation. The 504 Chairperson is responsible for coordinating the referral to the Child Study Chairperson. Note: Determination of a disability should not require extensive analysis. If choosing this option, teams should consider whether they have enough information to determine a child eligible for Section 504 (See #5 below). A student may be determined to be eligible under Section 504 while being assessed under IDEA.

Proceed to Section 504 Eligibility. The Section 504 Committee determines that there is sufficient documentation to determine whether or not a student has a disability as defined by Section 504, or withdrawal to special education services. If parents/guardians are not present at the time of this determination, the committee must notify the parents/guardians, and make efforts to schedule a meeting to determine eligibility with parental participation.

SECTION 504 SCREENING/RECORD REVIEW MEETING PARTICIPANT SIGNATURES:

Name (print)	Signature	Title	Date
		Section 504 Chairperson	

		Parent/Guardian/Adult Student	
		Administrator/Designee	
		Teacher	

I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

PARENT/GUARDIAN SIGNATURE (if in attendance): _____ Date: _____

I grant consent for the data reviewed/discussed during screening to be used to determine eligibility for Section 504 (for screening meetings only).

PARENT/GUARDIAN SIGNATURE (if in attendance): _____ Date: _____

(Consent must be obtained.)

We Want To Hear From You!

Please ask your school's Section 504 committee for a parent/guardian feedback survey following your child's Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

cc:

Parent/guardian

Student educational record

Reconvene Section 504 Committee Follow-Up Meeting (if necessary):

Date: _____ Time: _____

Location: _____



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity
Teacher Report
FORM 504T

This information should be collected from all of the student's teachers prior to the meeting date. This information should be reviewed by staff and parent/guardian and is critical in the determination of further action by the 504 Committee (add/attach a page for additional space).

Student Name: _____ Date: _____

Completed By: _____ Subject/Course: _____

School: _____ Student Id # _____

Circle a rating of this student's performance on a scale from 1 to 5

Table with 6 columns: Category, Unsatisfactory, 2, Average, 4, Excellent. Rows include Classwork, Homework, Test Performance, Written Expression, Oral Expression, Following Directions, Attention, Organization, Attendance, Interpersonal Relations, and Other.

Student's current grades (or attach report card/transcript):

Subject: _____ Grade: _____ Subject: _____ Grade: _____ Subject: _____ Grade: _____

Subject: _____ Grade: _____ Subject: _____ Grade: _____ Subject: _____ Grade: _____

Please respond to the following:

List instructional adjustments and alternatives required by this student on a consistent, regular basis (e.g., modified instruction or materials, reduced assignments, expanded deadlines, etc.):

Horizontal lines for text entry.

Are these effective? If not, please describe any barriers:

Horizontal line for text entry.

Comments:

Horizontal lines for text entry.

Please list any other factors which appear to affect this student's academic performance: (e.g., anxiety, distractibility, etc.):

Horizontal lines for text entry.

Signature: _____

Date: _____



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity

Teacher Report

FORM 504T - EC

This information should be collected from all of the student's teachers prior to the meeting date. This information should be reviewed by staff and parent/guardian and is critical in the determination of further action by the 504 Committee (add/attach a page for additional space).

Student Name: _____

Date: _____

Completed By: _____

Title: _____

School: _____

Student Id # _____

Circle a rating of this student's skills on a scale from 1 to 5

	Unsatisfactory		Average		Excellent
Fine Motor	1	2	3	4	5
Gross Motor	1	2	3	4	5
Cognition	1	2	3	4	5
Receptive Language	1	2	3	4	5
Expressive Language	1	2	3	4	5
Following Directions	1	2	3	4	5
Attention/Focus	1	2	3	4	5
Interpersonal Relations	1	2	3	4	5
Daily Living Skills	1	2	3	4	5
Early Literacy	1	2	3	4	5
Early Math	1	2	3	4	5
Other:	1	2	3	4	5

Student's current assessment results:

Assessment Name: _____ Score: _____ Range: _____

Assessment Name: _____ Score: _____ Range: _____

Please respond to the following:

List instructional adjustments, modifications and/or alternatives required by this student on a consistent, regular basis:

Are these effective? If not, please describe any barriers:

Please list any other factors or comments which appear to affect this student's academic performance: (e.g., anxiety, distractibility, etc.):

Signature: _____

Date: _____



**Department of Student Services, Alternative Programs & Equity
Determination of Section 504 Eligibility
FORM 504E**

Date of Meeting: _____

School: _____ Date of Referral: _____

Student Name: _____ DOB: _____

ID #: _____ Grade: _____

All fields must be completed unless otherwise noted.

Type of Meeting:

Initial Eligibility

3yr. Re-evaluation/Withdraw to Special Education

If additional evaluations were requested, describe the results:

1. Does this student have an Individual Health Plan or Health Alert? Yes No

2. Does the student have an impairment? Yes No If yes, describe:

3. What data sources did the team review to make this determination:

Educational records

Standardized testing results

Report card data

IAT minutes

Work samples

Discipline records

Other _____

Attendance records

Teacher/staff reports collected

IDEA/SpEd Eligibility components (if available)

Medical/specialist reports, medical history

Parent/guardian observations

4. Compared to other students in the general education environment, is the impairment substantially limiting of one or more major life activities? Yes No

5. Which major life activity is substantially limited? (Check all that apply):

Vision/seeing

Hearing

Walking/mobility

Attention/concentration

Thinking

Caring for oneself

- Performing manual task
- Eating
- Sleeping
- Standing
- Basic bodily function

- Lifting
- Bending
- Speaking
- Breathing
- Reading

- Communicating
- Working
- Learning
- Attendance/participation
- Other _____

6. In what way is the major life activity substantially limited?

7. Does the impairment cause the student to be excluded from participation in, or denied the benefits of the activities or educational programs (i.e., extracurricular activities, field trips, etc.)? If so, how?:

8. Other actions proposed or considered?

9. Additional Notes/Comments (optional):

10. Meeting Summary:

Outcome:

- The committee determines that the student **is not** disabled as defined under Section 504. A referral may be made again in the future, if concerns arise. Parent/guardian is provided a copy of the ACPS Section 504 rights and procedural safeguards and may make a referral in the future.
- The committee determines that the student **is** disabled as defined under Section 504 **AND** (check A or B)

- A. The student **requires** the following (check all that apply):
- A Section 504 Accommodation Plan (accommodations must be supported by data)
 - A Referral to the school nurse to continue Individual Health Plan or Health Alert process, as determined by the school nurse
 - A Referral to school nurse to modify current Individual Health Plan or Health Alert
- B. At this time, the committee determined that a disability exists; however, the student's condition **does not** require a Section 504 Accommodation Plan. The Section 504 Committee should reconvene at least annually to review the case.
- C. At this time, the committee determined that a disability exists; however, the student was recently found eligible for special education services and will be withdrawn from Section 504 to special education. The non-discrimination provisions of Section 504 will remain as required by law.

SECTION 504 ELIGIBILITY DETERMINATION COMMITTEE PARTICIPANT SIGNATURES:

Yes, I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

Parent/guardian signature: _____ Date: _____
(If in attendance)

Name (print)	Signature	Title	Date
		Section 504 Chairperson	
		Parent/Guardian/Adult Student	
		Administrator/Designee	
		Teacher	

We want to hear from you!

Please ask your school's Section 504 committee for a parent/guardian feedback survey following your child's Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

cc:
Parent/guardian
Student educational record

Reconvene Section 504 Committee Follow-Up Meeting (if necessary):

Time: _____

Location: _____



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity

Determination of Section 504 Annual Review

FORM 504AR

Date of Meeting: _____

School: _____

Date of Referral: _____

Student Name: _____ DOB: _____

ID #: _____ Grade: _____

All fields must be completed unless otherwise noted.

Summary of present level of performance (i.e., attendance, grades, student records/work samples, teacher reports (*Form 504T*), health/disability updates etc.):

Review of Current Accommodations

New Accommodations (supported by data):

Meeting Summary/Notes:

The student **requires** the following (check all that apply):

- A Section 504 Accommodation Plan (accommodations must be supported by data)
- A Referral to the school nurse to continue Individual Health Plan or Health Alert process, as determined by the school nurse
- A Referral to school nurse to modify current Individual Health Plan or Health Alert
- At this time, the committee determined that although a disability exists; the student's condition **does not** require a Section 504 Accommodation Plan at this time.

Name (print)	Signature	Title	Date
		Section 504 Chairperson	
		Parent/Guardian/ Adult Student	
		Administrator/ Designee	
		Teacher	

SECTION 504 ANNUAL REVIEW COMMITTEE PARTICIPANT SIGNATURES:

Yes, I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

Parent/guardian signature: _____ Date: _____
(If in attendance)

We want to hear from you!

Please ask your school's Section 504 committee for a parent/guardian feedback survey following your child's Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

cc:
Parent/guardian
Student educational record



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity

FORM 504P

Confidential

Date Student Name D.O.B. ID#: School/Grade

Disabling Condition(s): _____

Does this student have an Individual Health Plan or Health Alert? Yes No

Is this an Addendum? Yes No (No- if Annual Review or new 504 plan)

Case Manager's Name: _____ Title: _____

Part I. School and Classroom Accommodations

Area of Documented Need	School and Classroom Accommodation(s)	Type General(G) or Testing (T)	Frequency	Responsibility	Date to Begin/End

Part II – Related Services

Does the student require related services? Yes No

If Yes, indicate the nature of the related service(s): _____

Part III - Standards of Learning (SOL), District Wide & WIDA Assessments:

If student will be participating in SOLs, District-Wide or WIDA Assessments, indicate which SOLs and/or District-Wide or WIDA assessments the student will be participating:

SOLs: _____
(Example: Grade 4 Reading, Math, and History)

District Wide Assessments: _____
(Example: CogAT, PALS)

WIDA Assessments: _____

Other Assessment: _____

Part IV. Alternative Assessments

To qualify for the VSEP, the 504 Committee should answer the questions below for each content area or End-of-Course (EOC) considered. A response of "No" for any question indicates that the student is NOT eligible for the VSEP for a specific End-of-Course SOL.

Criteria for Participation in the Virginia Substitute Evaluation Program (VSEP):

1. Does the student have a current IEP or 504 Plan (or one is being developed)? Yes No
2. Is the student enrolled in a course or has passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements? Yes No
3. Does the impact of the student's disability demonstrate to the 504 Committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires a substitute evaluation? Yes No
4. Have all accommodations been considered for use with the student in the course/content submission area? Yes No
5. Does the student meet the participation criteria for the VSEP? Yes No
If yes, indicate the alternative assessment and the content areas or EOC test/s the student will be participating: _____ *(Approval required by the Virginia Department of Education for VSEP. If student qualifies for VSEP contact the Section 504 Coordinator for additional forms).*

Section 504 Plan Development Participant Signatures:

Name (print)	Signature	Title	Date	Name (print)	Signature	Title	Date
		Section 504 Chairperson					
		Parent/Guardian/Adult Student					
		Administrator/Designee					
		Teacher					

Your child may be eligible for accommodations on General Education Diploma test, or tests administered by the College Board. For more information on GED accommodations, consult the ACPS Department of Adult Education at 703-619-8027 or visit - www.gedtestingservice.com. For more information on accommodations for College Board tests, consult your child’s School Counselor, Services for Students with Disabilities coordinator (SSD), or visit the College Boards webpage - www.collegeboard.org.

I understand this document and have been informed of my due process rights. I understand I have the right to review my child’s records and to request changes to this plan. I have received a copy of the Section 504 Rights and Procedural Safeguards.

Signature: _____ Date: _____
 Parent/ Guardian

We want to hear from you!

Please ask your school’s Section 504 committee for a parent/guardian feedback survey following your child’s Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity
Parent/Guardian Consent for Section 504 Evaluations
FORM 504C

School: _____ Date of Meeting: _____

Student Name: _____ DOB: _____

ID #: _____ Grade: _____

Notice: Additional evaluations have been requested in order to determine the cause, extent, or possible services for a suspected/documentated impairment. The reason for this request is:

The following evaluations are requested:

_____ Educational/Developmental: Written report based on education achievement testing.

_____ Medical: Written report based on information provided to the school nurse from a health care provider including general medical history and any medical/health problems that may impede learning.

_____ Psychological: Written report from the school psychologist based on the use of a battery of appropriate instruments which may include individual intelligence test(s), psycho-educational tests, measures of perception, tests of personality and/or behavior or other appropriate tests.

_____ Classroom Observations

_____ Other: _____

Permission: A Section 504 Committee meeting will be held to discuss the results of the evaluations within 65 business days to determine educational program recommendations. I understand the reasons for the referral and the description of the assessment process.

Check one:

- I give permission for the Section 504 evaluation.
I do NOT give permission for the Section 504 evaluation.

Parent /Guardian Signature: _____ Date: _____

Section 504 Rights and Procedural Safeguards

- Yes, I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

Parent /Guardian Signature: _____ Date: _____



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity
Section 504 Manifestation Determination
FORM 504M

Date _____

Student _____ ID # _____ DOB _____

School _____ Grade _____

All fields must be completed unless otherwise noted.

Documented area of disability: _____

The Section 504 Committee met to review the relationship between this student's disability and the behavior subject to disciplinary action. The following information was considered in making this review (attach additional sheets if necessary):

1. The behavior subject to disciplinary action:

2. Evaluation and diagnostic results, if appropriate (list dates/type of most recent evaluations):

3. Relevant information supplied by parents of the student, if appropriate (list date and nature of information; new information should become part of the student's record):

4. Observations of the child, if appropriate (list dates of observations; attach any documentation resulting from the observations):

5. Date of most recent Section 504 Plan: _____

6. The behavioral management interventions developed/reviewed for this student, if appropriate: (Date of development) _____

7. Other: _____

AFTER CONSIDERATION OF THE ABOVE INFORMATION, THE COMMITTEE MADE THE FOLLOWING DECISIONS (attach additional sheets to explain the basis for all decisions):

1. In relationship to the behavior subject to disciplinary action, were the services and behavior intervention strategies provided consistent with the student's 504 Plan?

- Yes. Comments: _____
- No. Comments: _____

2. Did the student’s disability impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action?

- Yes. Comments: _____
- No. Comments: _____

3. Did the student’s disability impair the ability of the child to control the behavior subject to disciplinary action?

- Yes. Comments: _____
- No. Comments: _____

AFTER THE REVIEW OF THE INFORMATION AND CONSIDERATION OF QUESTIONS 1 – 3 (ABOVE), THE COMMITTEE DETERMINED:

If No is checked for question 1 above, or if Yes is checked for questions 2 and/or 3, the behavior is a manifestation of the student’s disability.

The behavior of the student was not caused by the student’s disability, and relevant disciplinary procedures applicable to students without disabilities may be applied.

The behavior of the student was caused by the disability; appropriate placement review should be scheduled. (A 504 Committee meeting should be scheduled to review and revise, if appropriate.)

SECTION 504 MANIFESTATION DETERMINATION REVIEW MEETING PARTICIPANT SIGNATURES

Name (print)	Signature	Title	Date
		Section 504 Chairperson	
		Parent/Guardian/Adult Student	
		Administrator/Designee	
		Teacher	

Yes, I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

Parent/Guardian Signature: _____ Date: _____
(If in attendance)

We want to hear from you!

Please ask your school’s Section 504 committee for a parent/guardian feedback survey following your child’s Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

- cc:
- Parent
- Student educational record



Alexandria City Public Schools

**504 Manifestation Determination Meeting – Sample Meeting Agenda
504 MA**

Introductions

Purpose of the meeting:

Since _____ has a 504 plan, we are gathered today to answer two questions:

1. Did the conduct in question have a direct and substantial relationship to the student's disability?
2. Was the conduct in question a direct result of the school division's failure to implement the 504 plan?
 - Note that this team does not make a final determination regarding discipline at this meeting.

Meeting Process:

1. First we are going to discuss the discipline incident that occurred. (administrative report)
2. Next, we are going to discuss the disability, how found eligible?
3. Review the 504 Plan
4. Then, we are going to discuss how the accommodations are being implemented in the educational environment (teacher reports out)
5. You, as the family will be asked to share if there is additional information the committee needs to consider.
6. Finally, we will answer the two questions associated with the purpose of the meeting.

Manifestation Determination:

1. Did the conduct in question have a direct and substantial relationship to the student's disability? (each committee member states opinion)
2. Was the conduct in question a direct result of the school division's failure to implement the 504 plan? (each committee member states opinion)

Action taken by the school division:

- Forward case to the Department of Student Services for disciplinary action (if the behavior is found not to be a manifestation of the student's disability).
- Recommendation (Are adjustments needed to the plan? – if so, refer to Section 504 Committee for revision of the 504 plan (i.e., schedule a Section 504 meeting)

Everyone signs the document

Provide a copy of the parent/student rights under 504 (get initials)



Department of Student Services, Alternative Programs & Equity
Record of Attempts to Secure Parent/Guardian/Adult Student
Participation in the Section 504 Meeting/Process
FORM 504L

Student's Name: _____ DOB: _____

A Section 504 meeting may be conducted without the parent/guardian/adult student attending if the school has exercised due diligence with contact and communication of purpose. In addition, whenever appropriate, the student should be invited. In all cases, there should be a record of the attempts to secure a mutually agreed on time and place for these meetings. Though a Section 504 meeting may be conducted without the parent/adult student present, a signature is required to at key points such as to proceed beyond screening, to proceed beyond eligibility, or to implement/complete an addendum to a 504 Plan.

Date	Individual Contacted and Agency (If Appropriate)	Type of Contact (Telephone call, correspondence, home visit, agency visit, etc.)	Results of Contact



**Department of Student Services, Alternative Programs & Equity
Addendum
FORM 504AD**

Date of Meeting: _____

Student Name: _____ DOB: _____

ID #: _____

School: _____ Grade: _____

All fields must be completed unless otherwise noted.

Concern/Reason for the Addendum:

Suggested Amendment(s):

Supporting Data:

Summary of teacher comments (See teacher report form 504T for additional detail)

The committee determines that amendments to the students Section 504 Plan are (check the box that applies):

Required

Not required at this time

Additional data is needed

SECTION 504 ADDENDUM MEETING PARTICIPANT SIGNATURES

Name (print)	Signature	Title	Date
		Section 504 Chairperson	
		Parent/Guardian/Adult Student	
		Administrator/Designee	

		Teacher	

Yes, I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

Parent/Guardian Signature: _____ Date: _____
 (If in attendance)

We want to hear from you!

Please ask your school's Section 504 committee for a parent/guardian feedback survey following your child's Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

cc:
 Parent
 Student educational record



Alexandria City Public Schools
SECTION 504 ROSTER (Optional Form)
FORM 504RS

SCHOOL YEAR _____ to _____

Section 504 eligible students (both with and without a Section 504 Plan)

SCHOOL _____ 504 CHAIRPERSON _____

Last Name	First Name	STI #	DOB	*Ethnicity	Grade	Impairment	Date of Current 504 Plan	Date of Termination of Eligibility	Comments

* **Ethnicity Codes:** 00-Unspecified 01-American Indian/Alaskan 02-Asian/Pacific Islander 03-Black/Not Hispanic Origin
 04-Hispanic 05-White 06 Hawaiian 99 – Other/Multiracial



Alexandria City Public Schools
Section 504 Verification Form
FORM 504V

The 504 Case Manager should oversee completion of this form.

Directions - Each teacher/staff member responsible for working with this student should sign below indicating that they have received and reviewed the student's Section 504 plan. Complete: 1. When a student is found eligible under Section 504 and a Section 504 plan is developed. 2. At the start of each school year. 3. When there is change in courses/teachers. 4. Following an annual review, re-evaluation or addendum. 5. When there is a change in ACPS sponsored after school or extracurricular activities.		
Student name:		Student ID#:
School:		Grade level:
504 Case Manager:		504 Plan Dates:
<p>Teacher Staff Affirmation: My signature below indicates that I have received and reviewed this student's 504 Accommodation Plan. I understand that I am responsible for providing the accommodations as outlined in the plan, and that I may request that the 504 Committee convene to discuss any additional concerns I may have regarding this student. If I have any questions related to the student's disability or the 504 Plan accommodations, I should contact the student's case manager (listed above). I am also aware that in the event of my absence, my substitute teacher should be aware of and have access to the student's Section 504 plan.</p>		
Position & Name	Signature	Date
General Education/Specials/ Encore/Substitute/Summer School teacher(s)		
Related Service provider(s)		
School Testing Coordinator(STC):		
Other: (e.g., ACPS sponsored Extracurricular Staff, Coaches, etc.)		



Department of Student Services, Alternative Programs & Equity
Section 504 Written Notice
FORM 504WN

Date Sent _____

Student's Full Name _____ ID# _____ Date of Birth _____

This is to notify you of the district's action regarding _____'s educational program.

1. Type of action taken:(check all that apply)

- Proposes to initiate a Section 504 screening and/or evaluation
- Refusal to initiate a Section 504 screening and/or evaluation
- Consideration of Section 504 eligibility
- Consideration and/or development of a Section 504 plan
- Section 504 Review (annual or other)
- Section 504 reevaluation
- Change of Section 504 accommodations or services
- Section 504 issues/meetings where the parent(s) disagree with the district
- Other (describe action or outcome)

All fields must be completed unless otherwise noted.

- 2. An explanation of why the school district proposes or declines to take the action:
- 3. A description of other options that the district considered and the reasons why those options were rejected:
- 4. A description of each evaluation procedure, assessment, record or report the school district used as a basis for the proposed or refused action:
- 5. A description of other factors that are relevant to the school district's proposal or decline to take action:
- 6. Provision of procedural safeguards:
The Americans with Disabilities Amendments Act and Section 504 recommends that a school division provide written notice within a reasonable time to parents of a student with a disability (or a student suspected of having a disability). As a parent of a child with a suspected or identified disability, you have procedural safeguard protections under the Section 504. If you have questions regarding this notice or your rights as described in the attached rights and procedural safeguards notice, please contact:

Name: _____ Title: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ E-mail: _____

Enclosure: Section 504 Parent Rights & Procedural Safeguards (FORM 504PR)



**Section 504 Data Management
FORM 504DM**

This form is used to guide data entry following a 504 meeting. The Section 504 Chairperson or designee should enter this into PowerSchool. All fields must be completed in PowerSchool unless noted on the directions below.

Student ID: _____ Student Name: _____ Grade: _____

1. Counselor Name: (PowerSchool will populate the name of the counselor where appropriate)

2. Screening Date: (Initial Screening) _____.

3. Identification

Screened not identified Eligible Exited

4. Plan Required: Yes No

5. Eligibility Date: _____ (once entered, should remain unchanged)

6. Review Date: _____ (future date of next annual review, including students eligible, but with no plan)

7. 504-Re-eval Date: _____ (future date of next re-eval – every three years)

8. Withdrawal Date (date of withdrawal from Section 504) (Note - field not required unless student is being withdrawn from Section 504)

9. 504-Withdrawal Code: (reason) (Note - field not required unless student is being withdrawn from Section 504)

- 1. Found eligible for Special Ed
- 2. Found ineligible (dismissed) from Section 504
- 3. Withdrawn from ACPS
- 4. Graduated

10. Disability Code (1):

- | | |
|---|---|
| <input type="checkbox"/> 1. ADHD | <input type="checkbox"/> 6. Temporary Medical condition |
| <input type="checkbox"/> 2. Behavioral / Emotional Disability | <input type="checkbox"/> 7. Visual Impairment |
| <input type="checkbox"/> 3. Hearing Impairment | <input type="checkbox"/> 8. Other: _____ |
| <input type="checkbox"/> 4. Learning Problem / Disability | |
| <input type="checkbox"/> 5. Medical | |

11. Disability Code (2):

- | | |
|---|---|
| <input type="checkbox"/> 1. ADHD | <input type="checkbox"/> 5. Medical |
| <input type="checkbox"/> 2. Behavioral / Emotional Disability | <input type="checkbox"/> 6. Temporary Medical condition |
| <input type="checkbox"/> 3. Hearing Impairment | <input type="checkbox"/> 7. Visual Impairment |
| <input type="checkbox"/> 4. Learning Problem / Disability | <input type="checkbox"/> 8. Other: _____ |

12. Special Education Status: (Includes any child who has participated in the special ed eligibility process)
 1. Found Ineligible for Sp. Ed Service 2. Previous Sp. Ed Services 3. Not Applicable

13. Related Services Fields - select as appropriate for the related service(s) to be provided. Must match 504 Plan.
 1. No Related Services 6. Speech/Language
 2. Not Applicable (no plan required) 7. Visual Specialist
 3. O/T 8. Hearing Specialist
 4. P/T 9. Transportation
 5. Adaptive PE 10. Other: _____

14. ACPS Non -Standardized Testing Accommodations:
 1. Yes - Checking this box indicates that the student will receive accommodations on ACPS administered standardized tests. This refers to non-SOL tests administered by ACPS (such as the Stanford Achievement tests), not to tests administered by other organizations (such as SATs).
 2. No
 3. Not Applicable (no 504 plan required)

16. ACPS SOL Test Participation:
 Non-Participation / Alternate Assessment/Other
 Without Accommodations
 With Non-Standard Accommodations
 Not Applicable (no 504 plan required)

17. Individual Health Plan: Yes No



Alexandria City Public Schools
Section 504 Data Management Directions
FORM 504DM

1. **Counselor:** No data entry needed. PowerSchool will populate where appropriate.
2. **Date of Screening:** The initial screening meeting date is to be entered for all students regardless of their eligibility or ineligibility under Section 504.
3. **Identification:** Use the drop down list to select “Eligible,” “Exited,” or “Screened – Not identified.” **Note:** *If “Screened – Not Identified” no other fields need to be completed. If Exited, the withdrawal date and code fields must be completed. If “Eligible” with or without a plan, all fields must be completed except the withdrawal fields.*
4. **Plan Required:** Use the drop down list to select “Yes” if the student requires a plan, “No” if the student does not require a plan.
5. **Eligibility Date:** The initial eligibility date is the date on which a student is initially determined to be eligible under Section 504.
6. **Review Date:** An annual review of all Section 504 eligible students’ cases, and plans (if applicable), is required yearly. The review date will fall within one year of initial eligibility. The review date should be entered at the time of initial eligibility date and at each subsequent review, using the date of the just completed meeting, plus one year. This date should be updated accordingly each year.
7. **Re-eval Date:** A Section 504 re-evaluation is held every three years from the date of the initial eligibility or the last re-eval. This date should be updated accordingly every three years.
8. **Withdrawal Date:** Indicate the date that the student was withdrawn from Section 504. This field remains blank until that time
9. **Withdrawal Code:** Use drop-down menu to indicate reason for withdrawal. This field remains blank until that time.
10. **Disability Code (1):** Use drop-down menu to indicate student’s disability. If “Other” type it in.
11. **Disability Code (2):** Use if there is a second disability. Use drop-down menu to indicate student’s disability. If “Other” type it in.
12. **Special Education Status:** Use drop-down menu to indicate special education status. Use “Not Applicable” if this filed does not apply to the student.
13. **Related Services:** Indicate only those services that the Section 504 Committee has identified on the Section 504 plan (e.g., OT, PT, Speech, Visual Specialist, Adaptive P.E., Hearing Specialist, Special Transportation). If “Other” type it in. Use “Not Applicable” if the student has no related services.
14. **ACPS Non SOL Standardized Accommodations:** Indicates where accommodations are required. Must be included on 504 Plan to be entered here. Use “Not Applicable” if the student is 504 eligible, but does not require a 504 plan.
15. **ACPS SOL Test Participation:** Indicates where accommodations are required. Must be included on 504 Plan to be entered here. Use “Not Applicable” if the student is 504 eligible, but does not require a 504 plan.
16. **Individual Health Plan:** Use the drop down list to indicate Yes or No.
17. Click Submit when all appropriate information has been entered.



**Section 504 Consideration of 504 Screening for Students with Individual Health Plans
FORM 504CSR-IHP**

School Name	Student Name on IHCP (last name, first name)	Current SPED Eligible (Y/N). If yes, no further action.	Current Section 504 Eligible (Y/N). If yes, no further action.	Previously Section 504 Screened, not identified (Y/N). If yes, consider whether student needs to be re-screened. Denote outcome of need for re-screening in column I)	Academic Concerns	Attendance Concerns	Other Concerns/Notes	Section 504 Screening Needed (Y/N)	Date Referral Submitted to Section 504 Committee	Child Study Referral Needed (Y/N)	Date of Referral Submitted to Child Study Committee



Alexandria City Public Schools

Department of Student Services, Alternative Programs & Equity
Parental Revocation of Consent to Participate in Section 504 Process
FORM 504RCP

Student Name: _____ DOB: _____

ID #: _____

School: _____ Grade: _____

All fields must be completed unless otherwise noted.

Parent/Guardian/Adult Student - Please read and initial each statement below.

_____ I formally request to revoke consent for my child to participate in the Section 504 process. This includes screening/review, eligibility and development/implementation of a Section 504 Plan and related accommodations and services.

_____ I also understand that if I wish to revisit my child's Section 504 eligibility, it will be considered a new Section 504 referral and the screening/review process will start over.

_____ I understand that that ACPS Section 504 process requires a re-evaluation before a change in placement or eligibility occurs, and that by revoking consent, I am also forgoing re-evaluation.

_____ I have received a copy of the ACPS Section 504 Rights and Procedural Safeguards.

SIGNATURES

Name (print)	Signature	Title	Date
		Section 504 Chairperson	
		Parent/Guardian/Adult Student	
		Administrator/Designee	

We want to hear from you!

Please ask your school's Section 504 committee for a parent/guardian feedback survey following your child's Section 504 meeting, or visit <https://goo.gl/6ldifl> to complete the survey online.

Cc:
Student educational record