



Sudbury Public Schools

504 STAFF MANUAL

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**This manual has been developed with reference from several examples from other other districts.*

Overview

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, exclusion from participation, and denial of benefits based on disability. Section 504 protects all qualified disabled students, defined as those having any physical or mental impairment that substantially limits one or more major life activities. "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service." (29 U.S.C. Sec. 794) Public schools are included under this act. This Act applies to all programs and activities of any district that receives federal funding. Included in the regulations for Section 504 is the requirement that disabled students be provided with a "free, appropriate public education" (FAPE). Accordingly, all public school districts are mandated to identify and evaluate students in need and to provide appropriate supports, including related services, auxiliary aids and devices and accommodations. Eligible students are provided with a 504 Plan.

[Section 504](#) is a general education law and is not an aspect of special education. By contrast, the Individual with Disabilities Act (IDEA) is a special education law, often requiring specialized instruction. Students deemed disabled by IDEA, are, by definition, disabled under Section 504. The reverse is not true. Students identified as disabled under Section 504 are not necessarily disabled under IDEA and specialized instruction may not be needed. Regardless of whether a student meets the requirements of eligibility for IDEA services, a District may have responsibilities to a student deemed disabled under Section 504. It is a responsibility of the general public education system to provide access to equitable learning opportunities for disabled students. Building administrators and superintendents of schools, as well as all general education teachers and specialists, are responsible for its implementation of 504 plans within the district.

Students disabled under Section 504 may need accommodations, related services and/or auxiliary aids and devices in order to access the regular education program, but do not need specially designed instruction. Students disabled under Section 504 may need services, accommodations or auxiliary aids and devices in order to access the regular education program or to participate in activities and/or programs operated by or substantially supported by the school district. Support services can include accommodations as well as modifying the curriculum. For example, a student who has a disability that impacts his/her ability to produce

writing in a timely fashion may have an accommodation of using a computer in the classroom under a 504.

If a district has reason to believe that, because of a disability as defined under Section 504, a student needs accommodations and/or related services in the regular education setting in order to participate in the school program, the district must evaluate the student. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and what the district needs to do in order to provide FAPE. Evaluations in specialized testing are generally more limited compared to a full special education evaluation, but they may be adequate in some circumstances. If the student is determined to be disabled under Section 504, the district must develop and implement a plan to support the student, which includes all needed services, accommodations and auxiliary aids and devices.

The determination of what services are needed must be made by a group of persons knowledgeable about the student and the disability. The group should review the nature of the impairment, whether it substantially limits a major life function, how it affects the student's education and his/her participation in school activities, whether accommodations, services and auxiliary aids and devices are needed, and if so, what those are. The decisions about Section 504 eligibility and services must be documented in the student's file and should be reviewed yearly, and reassessment should occur every 3 years. The student remains eligible for a 504 plan as long as they have a disability that substantially limits their ability to learn or other major life activity. If this is not the case the student is no longer eligible for 504 accommodations and the plan will be discontinued following a reevaluation. If the student remains eligible, then 504 plans will be updated yearly.

It is important to keep in mind that some students who have physical or mental conditions that limit their ability to access and participate in the education program are entitled to rights (protection) under Section 504. Under Section 504, the parent or guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to utilize the grievance procedure if they disagree with district decisions in these areas. The parents or guardian shall also be provided with notification of the parental rights under section 504. The grievance procedure provides for an impartial due process hearing as the last step.

504 Procedures

Referral Types and Procedural Steps

A. Referral from Parent or Teacher

- I. Referral information is reviewed in a structured meeting, including the nature of the request, teacher input, and other relevant data.
Elementary: use the Instructional Support Team (IST) process
Middle School: use the Building-Based Support Team (BBST) process
- II. Determine the next step(s).
 - a) Provide accommodations under the [District Curriculum Accommodation Plan](#) (DCAP). However, it is recognized that if the parent wants an evaluation, and not implementation of less restrictive supports, the district will do the evaluation. Set a date to review progress.
 - b) Intensify tiered supports. Set date to review progress.
 - c) Referral for 504 Evaluation. Send out authorization for testing (Appendix A)

B. Outside Testing Reports

- I. Referral information is reviewed in a structured meeting with efforts to meet within 10 school days of receipt of the testing. Request teacher input and other relevant data.
Elementary: use IST
Middle School: use BBST
- II. Review the need for regular educational support.
 - a) DCAP and/or need for tiered supports or Health Services
 - What has been used during the student's educational history?
 - Have they been successful?
 - Are they still in place?
 - b) Does something need to be added?
 - If yes and additional accommodations/services fall under regular education or health service, then no evaluation proposed.
 - If yes and those accommodations and services appear to be specialized, then move to III below.
 - If uncertain, then move to III below.
 - If no, then no further actions are proposed by the school.
- III. Determine if an additional evaluation is needed.
 - a) Is there a need for a Special Educational Evaluation or a 504 Evaluation?
 - Determine the extent of school evaluation. Consult with building Team Chair as needed.
 - The appropriate authorization/consent for testing is sent out to the family; 504 evaluation or special education referral.
 - Set parent meetings to review reports and proposed school recommendations.

C. Medical referral for a 504 Plan

- I. If medical diagnosis is long-term or for a chronic disease, such as diabetes, seizure disorder, celiac, etc., then do the following:
 - a) Invite the School Nurse to be a Team Member. Review the doctor's documentation and requests.
 - If a student has an individualized health care plan, then they may be eligible for a 504 Plan.
 - If the accommodation falls outside of regular education then determine if additional assessments are needed.
 - Concussions require a 504 Plan when testing accommodations are needed for MCAS and when there are ongoing concussion symptoms.
 - b) Proceed with 504 Meeting Guidelines
 - c) If additional assessment is indicated, then propose evaluation to the parents.
 - d) Write a 504 Plan.
 - e) Proceed with an additional indicated assessment(s).
 - f) Reconvene 504 team and determine if the additional assessment(s) indicated the need for revision of the 504 Plan
- II. If medical diagnosis is temporary (i.e. concussions, broken bone), see section on Temporary Disabilities and MCAS accommodations

D. 504 Evaluation Exceptions

- I. Evaluations are not conducted to solely obtain testing accommodations for private school admissions.

Evaluation and Meeting Information

A. Use SPED Timelines

- a) 5 school days from written request to send out permission to test
- b) 10 days to review an outside report.

- c) 30 school days to complete testing from receipt of the Consent for Evaluation Form.
- d) 45 school days to convene meeting from receipt of the Consent for Evaluation Form

B. Meeting Guidelines

- I. Set meeting
 - a) Send reports to parents (2 days prior if requested)
 - b) Send meeting invitation out (Appendix C)
- II. At the Meeting:
 - a) Give parents copy of rights (Appendix B)
 - b) Get signature page for meeting attendance (Appendix D)
 - c) Review and complete/update 504 Eligibility Form (Appendix E and F)
 - d) Once eligibility is determined finalize 504 Plan in Aspen
 - f) Send 2 paper copies or 1 electronic copy of the 504 Plan to the parent/guardian for a signature. The expectation is that sending the plan to the parent/guardian should not take longer than 7 school days following the meeting.

Note: Once eligible, a parent/guardian signature is not required to begin implementing services. Services should begin upon eligibility.

C. Yearly Reviews

- I. Every 504 requires an annual meeting.
 - a) All meetings need to include a classroom teacher, counselor, and a parent/guardian.
 - b) If a student is age 14 or above, then the student should be invited to attend.
 - c) Phone meetings between parent/guardian and 504 liaison can be an acceptable alternative when there are no or minimal changes to the proposed plan and the parents agree.

If the parent is not satisfied with the phone meeting then a physical meeting needs to be scheduled.

- II. Teacher input needed
- III. Schedule the meeting and send out meeting notice and parent rights (Appendix B & C).
- IV. Bring draft to meeting to review and revise as needed.
- V. Once finalized, send 2 paper copies or 1 electronic copy of the 504 Plan to the parent/guardian for a signature. The expectation is that sending the plan to the parent/guardian should not take longer than 7 school days following the meeting.

D. 3 Year Reevaluation and/or Termination Meeting

- I. Re-evaluation occurs every 3 years or when termination of the 504 Plan is being considered
- II. Review the scope of the reevaluation in a structured meeting
Elementary: IST ; Middle School: BBST;
- III. Identify assessment questions
 - a) Is there a disability?
 - b) Is the disability substantially limiting?
 - c) Are specialized accommodations, as determined by assessments and/or educational history needed?
 - d) Have accommodations been consistently used?
 - e) What steps have been achieved by the student towards independence and self-advocacy?
- IV. In person or virtual meeting required for
 - a. All 3-year reevaluation (Appendix F)
 - b. Termination meetings (Appendix B & I)
- V. Components for reevaluation and 504 terminate evaluations
 - a) Should include multiple components – minimum of 3 examples: classroom update and/or assessments, medical documentation, RTI assessments, outside testing, classroom observation, structured questionnaires, additional testing results, clinical interview.
 - b) Eligibility needs to be re-determined: flow chart
 - Is there a disability?
 - What is the disability?
 - What is the evidence of substantial limitation?
 - What accommodations are being used?
 - What accommodations are indicated?
 - c) Document findings of the Reevaluation

Use 504 summary form of test report when minimal testing is involved (i.e. questionnaires, RTI data, and/or review of outside testing. Full report if there is substantial testing

VI. Termination Procedure

- a) This can happen at any time and does not need to wait until a 3-year reevaluation.
- b) After the meeting if a student is determined to no longer be eligible a termination letter and parent rights needs to be provided (Appendix B & I).

E. Temporary Disabilities and MCAS

a) **Temporary Disabilities and MCAS** – While the District recognizes that an evaluation is required prior to finding a student eligible and placing a student on the 504 plan. However, because Massachusetts will not permit accommodations during MCAS unless a student is on a 504 plan or an IEP containing the accommodations necessary for the student during the MCAS, the district will develop a 504 plan for a temporary condition which will impact the student’s ability to participate in the MCAS.

b) **Develop a temporary 504 Plan when**

The student has a temporary disability (broken arm, concussion etc.) and require MCAS testing accommodation

- o Not needed for a concussion when the student is not taking the test, this is an excused absence.

Only done during the MCAS testing window

- a) No evaluation is needed for these temporary accommodations
- b) Medical documentation will be needed.
- c) It is important that the 504 status be changed in the State reporting record (SSID)
- d) The 504 status should remain in place through June of that school, as the June census data is used for MCAS reporting.
- e) Termination of the 504 will occur when the student no longer needs the accommodation. A termination letter is sent (Appendix B & I).

VII. No 504 Plan needed

Other accommodation with be provided under the auspices of regular education

Grievance Procedures

[Section 504 Parent and Student Right](#)

The Sudbury Public School District does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any alleged discriminatory practices within the scope of Section 504 or the Americans with Disabilities Act should be addressed through the grievance procedure which follows:

Step 1

The person who believes he/she has a valid basis for grievance under Section 504 or the Americans with Disabilities Act shall informally discuss the complaint with the building Principal. The building Principal will investigate and document the complaint (including dates of meetings, disposition and dates of disposition), and give a written reply to the complainant within ten (10) school days of meeting with the complainant. In the event that the complaint addresses a district-wide issue, then the first step would be handled by the Director of Student Services.

Step 2

If the complaint is not satisfactorily resolved through Step 1, the alleged grievance may be filed in writing by the complainant. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance and must be filed with the Director of Student Services within ten (10) school days of disposition at Step 1. The Director of Student Services will conduct an informal hearing within ten (10) school days of receipt of the written complaint. The parent, student, or employee will have the opportunity to present evidence relevant to the issues raised under the grievance. The parent, student, or employee may, at their own expense, be assisted or represented by individuals of their choice, including legal counsel. The Director of Student Services will present his/her written decision to the Superintendent and complainant within ten (10) school days of the conclusion of the hearing.

Step 3

If the complaint is not satisfactorily resolved through step 2, the complainant may file a written appeal to the Superintendent. To be considered, the written complaint must fully set out the circumstances giving rise to the alleged grievance and must be filed with the Superintendent's Office within ten (10) school days of disposition at Step 2. The Superintendent will schedule a meeting to hear the appeal within ten (10) school days after receipt of the grievance. Within ten (10) school days of that meeting, the Superintendent will issue a written disposition of the alleged grievance.

Step 4

In the event that the complaint is not resolved through Step 3, the parent or student may file a request for a due process hearing with the Bureau of Special Education Appeals. An employee may file a request for a due process hearing before an impartial hearing officer. Such a request must be filed no later than ten (10) school days after the date of the Superintendent's decision at Step 3. The impartial hearing officer shall not be an employee of the District and will be an attorney or educator knowledgeable about Section 504 and the ADA. The hearing officer will provide the complainant and the District with the opportunity to present oral and/or written information on the grievance. The complainant and the District may be represented by counsel of their choosing and at their own expense. The hearing officer will render a decision no later than thirty (30) days after the conclusion of the hearing.



Appendix A: 504 Evaluation Consent

Sudbury Public Schools
40 Fairbanks Road
Sudbury, MA 01776

Request for Consent for Section 504 Evaluation

Re:

Grade:

Date of Birth:

Notice Date:

Dear

We would like to conduct a 504 evaluation to determine if your child meets the eligibility requirements for a Section 504 Plan to meet their educational needs. Once the evaluation is completed, you will be invited to a meeting to discuss the results.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students who are covered by a 504 Plan are those:

- who have a physical or mental impairment,
- where the impairment substantially limits one or more major life activities, and
- where the impairment results in a need for reasonable accommodations and/or services to access a free and appropriate public education.

Enclosed is a copy of the [Section 504 Parent and Student Rights](#) for your reference. Additionally, please review the proposed evaluation which includes:

- A classroom performance summary
- A review of a developmental history (completed by parents)
- A classroom observation Review of outside report

Please review the list of proposed assessments and sign the form if you grant permission for the evaluation to be completed. Please return the signed copy and keep one copy for your records. Once your consent has been received, the assessments can begin. We look forward to working with you. If you have any questions, please contact me at

Sincerely,

School Counselor

Student Name:

Select One:

_____ I give permission for the assessments listed above.

_____ I give my permission for only the following recommended assessments:

_____ I do not give permission to the proposed assessment(s) at this time. I am aware of the concerns regarding my child's progress and my parental rights under Section 504.

Parent/Guardian Signature: _____ Date: _____

Enclosure: Section 504 Parent/Student Rights in Identification, Evaluation and Placement
Parent/Guardian Agreement



Appendix B: 504 Parent and Student Rights

NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. One purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) currently has, or (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working or performing manual tasks.

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this notice form is to advise you of those rights). 34 CFR 104.32.
2. Your child has the right to a free appropriate public education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33.
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an Initial Section 504 placement and any subsequent significant change in placement. The district shall consider, as appropriate, information from a variety of sources, including aptitude and achievement

tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and other sources. 34 CFR 104.35.

7. If eligible under Section 504, your child has a right to periodic formal or informal re-evaluations, generally every three years. 34 CFR 104.35.

8. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36

9. You have the right to examine relevant records. 34 CFR 104.36

10. On Section 504 matters you have the right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

11. The designated school district 504/ADA coordinator is: Stephanie Juriansz, Director of Student Services, 40 Fairbank Road, Sudbury, MA 01778, 978-639- 3202

12. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator after you receive written notice of the Section 504 Committee's action(s).

13. You may also request a hearing directly from the Massachusetts Bureau of Special Education Appeals in Malden (781)338-6407. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.

15. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office which covers Massachusetts is: Office of Civil Rights, Region 1 U.S. Department of Education John W. McCormack, POCH Room 701 Boston, MA 02189-4557



Appendix C: 504 Meeting Invitation

To:
Student:
Grade:
DOB:
Notice Date:

Subject: 504 Meeting Invitation

Meeting Purpose: .

Determine Initial Eligibility for provisions under Section 504 of the Rehabilitation Act of 1973

You are invited to a meeting to discuss your child's eligibility for a 504 support plan.

You have the right to bring other individuals, at your discretion, to this meeting. If you are in need of an interpreter or translator, please notify me as soon as possible.

We look forward to working with you. If you have any questions, please contact me at (insert phone number)

Meeting Date:

Location:

Participants:

Sincerely,

School Counselor

Enclosure:

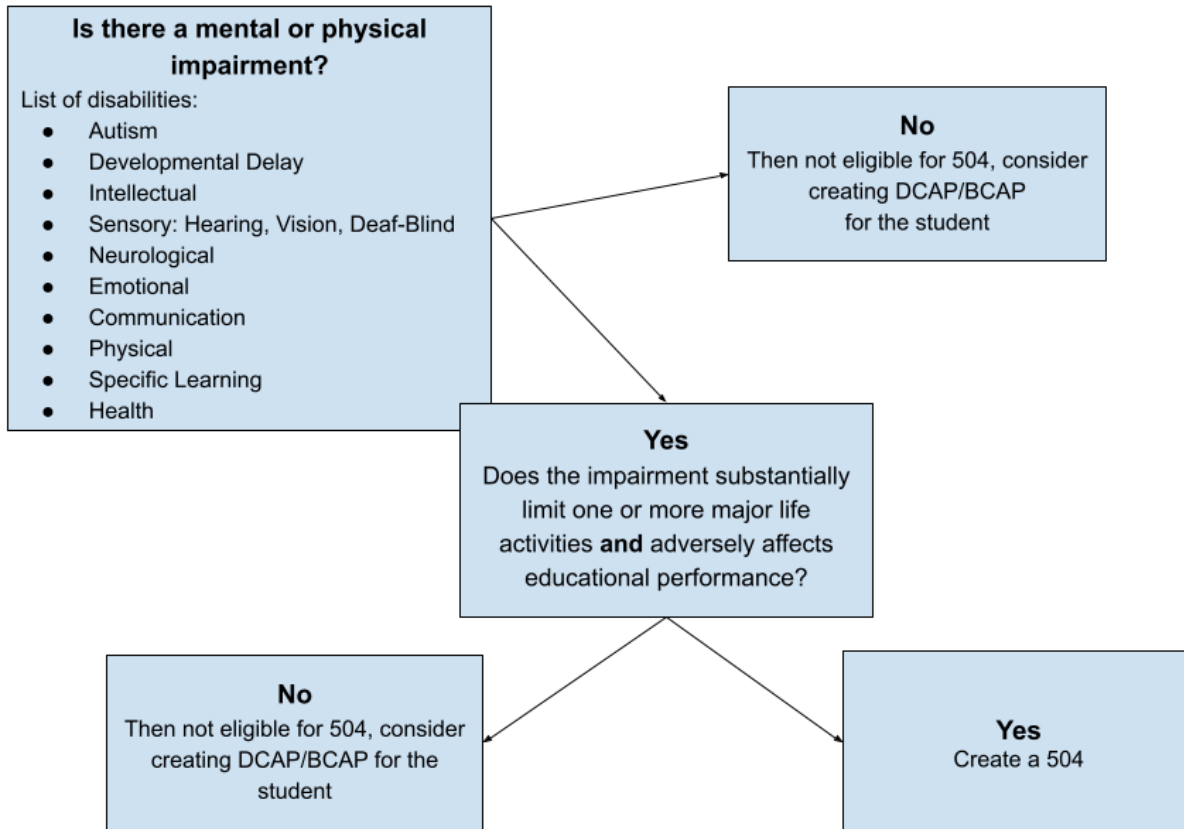
Section 504 Parent/Student Rights in Identification, Evaluation and Placement

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students who are covered by 504 are those who have a physical or mental impairment, where the impairment substantially limits one or more major life activities, and where the impairment results in a need for reasonable accommodations and/or services to access a free and appropriate public education.



Appendix E: 504 Flow Chart

504 Accommodation Plan Flowchart





Appendix F: 504 Eligibility Determination

Section 504 Eligibility Determination/ 3 Year Reevaluation Form

Student's Name: _____ Grade: _____
Date of Meeting: _____ Program: _____ D.O.B: _____
Age: _____ Parent/Guardian(s) : _____
School contact person: _____ Position: _____

1. Purpose of the meeting:

- Determine initial eligibility and necessary services under Section 504
- Periodic review of eligibility under Section 504
- Evaluation of student's prior to significant change in placement (new placement or exclusion from school for more than ten days). If the significant change in placement is a disciplinary matter, please see the attached manifestation determination form.

2. Reasons for Referral and Current Educational Status:

3. Variety of Sources of Evaluative Information:

- aptitude tests • social or cultural background
 - achievement tests • adaptive behavior
 - teacher recommendations • physical condition
 - student work sample • cognitive assessments
 - Benchmark Assessments
 - Other (specify): _____
-

4. Eligibility (Is the student an otherwise qualified individual with a disability?) *In determining 4a and 4b below, the Team cannot consider the impact of any mitigating measures (with the exception of ordinary eye glasses) in making this determination.*

a. Does the student have a mental or physical impairment? _____
(34 C.F.R. 104.3(j)(2)(i) defines physical or mental impairment as any physiological condition that affects a bodily system, or any mental or psychological disorder, including emotional or mental illness, and specific learning disabilities).

If so, please describe the impairment and the information relied upon to establish the impairment.

If not, please explain the Team’s decision.

If more information is needed to determine whether or not a physical or mental impairment is present, please specify the additional information that is necessary:

b. Does the impairment substantially limit a major life activity?

(In order to meet this standard student must be *unable* to perform a major life activity that the average person of the same age in the general population can perform; OR must be *substantially limited* as to the condition, manner or duration under which an individual can perform a major life activity as compared to the average person in the general population. In making this determination, the team should consider the nature and severity of the impairment; the duration of the impairment; and the permanent or long term impact, or the expected permanent or long term impact of or resulting from the impairment).

For each major life activity listed below, please indicate the degree to which the impairment impacts the major life activity. Please circle the appropriate number according to the following scale:

Major Life Activity	Degree of Limitation of the Impairment(s) 1 = No Restriction 4 = Substantially Limited 2 = Mildly Limited 5 = Extremely Restricted/ 3 = Moderately Limited Unable to Perform
Performing Manual Tasks	1 2 3 4 5
Walking	1 2 3 4 5
Seeing	1 2 3 4 5
Hearing	1 2 3 4 5
Speaking	1 2 3 4 5
Breathing	1 2 3 4 5
Learning	1 2 3 4 5
Working	1 2 3 4 5
Eating	1 2 3 4 5
Sleeping	1 2 3 4 5
Standing	1 2 3 4 5
Lifting	1 2 3 4 5
Bending	1 2 3 4 5

Reading	1 2 3 4 5
Concentrating	1 2 3 4 5
Thinking	1 2 3 4 5
Communicating	1 2 3 4 5
Major Bodily Functions	1 2 3 4 5
Functions of the Immune	1 2 3 4 5
System Normal Cell Growth	1 2 3 4 5
Digestive	1 2 3 4 5
Bowel	1 2 3 4 5
Bladder	1 2 3 4 5
Neurological	1 2 3 4 5
Brain	1 2 3 4 5
Respiratory	1 2 3 4 5
Circulatory	1 2 3 4 5
Endocrine	1 2 3 4 5
Reproductive Functions	1 2 3 4 5
Other:	1 2 3 4 5

- The Section 504 Team’s determination was less than “4”; that is, the impairment(s) did not at least substantially limit any major life activity and, as a result the student is not eligible for services under Section 504; and notice of procedural safeguards have been provided to the parent(s)/ guardian(s).
- The Section 504 Team’s determination was a “4” or above. The Student’s impairment(s) substantially limits a major life activity, and the Team should determine what services, if any, are necessary to meet the individual educational needs of the student as adequately as the needs of students without disabilities are met.

5. The Related Aids and Services Necessary to provide a Free Appropriate Public

Education (FAPE) *(when determining what services are necessary to provide a FAPE (as opposed to determining eligibility for services, above), the school district can and should consider the impact of mitigating measures such as medication).*

Does the student require accommodations and/or related aids and services under Section 504 necessary to meet his or her individual education needs as adequately as the needs of students without

disabilities?

- Yes. The necessary accommodations or related aids and services decided upon by the Team are listed in a separate Section 504 Plan.
- No. No accommodations, related aids or services are necessary to provide the student a FAPE.

Summary:

- The District provided the parent written Notice of Parents’/Guardians’ Students’ Rights Under Section 504 at the meeting.
- The Parent(s)/ Guardian was NOT present at the meeting and the District mailed the Notice of Parents’/Guardians’ Students’ Rights Under Section 504.
- The student is NOT a qualified individual with a disability under Section 504.
- More information is necessary to determine the student’s eligibility. The following evaluative information is necessary: _____.
The Section 504 Team will reconvene to consider this information on _____.
- The Section 504 Team determined that the student is a qualified individual with a disability under Section 504 and a Section 504 accommodation plan has been developed.
- The Section 504 Team determined that the student is a qualified individual with a disability under Section 504; however, no accommodations, related aids or services are necessary to provide the student a FAPE.
- Other:

Section 504/ADA Coordinator/Designee Signature



Appendix G: 504 Eligibility Summary (Initial/Reevaluation)

School District Name: Sudbury Public Schools
School District Address: 40 Fairbank Road Sudbury MA 01776
School District Contact: Stephanie Juriansz / Director of Student Services / 978-639-3293

Student:	Grade:	DOB:	LASID#:	SASID#:
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**Section 504, Rehabilitation Act of 1973
Eligibility Determination Meeting Summary**

What is/are the major life activity(ies) at issue?

Is/are the major life activity(ies) limited?

Is/are the limitation(s) substantial?

Are services or accommodations necessary to provide the student a free appropriate public education (FAPE)?

Does the student require accommodations and/or services to meet his or her individual education needs as adequately as students without disabilities meet their needs? Note: when determining what services are necessary to provide a FAPE, the district should not consider the impact of mitigating measures (e.g., medications, assistive technology, and/or prosthetics, etc.).

- Yes. The student is eligible for a Section 504 Plan.
- No. The student is not eligible for a Section 504 Plan.

Summary of other points of discussion and/or recommendations, if applicable:

Meeting Participants:

_____ / Parents
_____ / Teacher
_____ / Psychologist



Appendix H: 504 Teacher Review Plan

This form will be shared with parents and used to review the student's progress and determine if a 504 Plan may be necessary OR to review or update a current 504 Plan. Please fill it out as thoroughly as possible and return to the counselor by the date below. Thank you for your assistance.

Sudbury Public Schools 504 Plan Review Form

Student:

YOG:

Teacher:

Date:

Please return by:

Counselor:

Grade:

Class:

Date of Meeting:

____ The above named student's progress is being evaluated in order to determine if there is a disability present and therefore a need for a 504 Accommodation Plan (skip to Section 2)

____ The above named student qualifies for the following accommodations according to his/her Section 504 Accommodation Plan: (please review attached 504 Plan)

Section 1 Currently on a 504 Plan

Is this student progressing in the curriculum? (Please include any relevant data e.g., RTI data, classroom assessments, progress report):

Please indicate whether or not the student is using the below accommodations. List any accommodations the student is using and how often they are used. Also, please indicate if there are any approved accommodations that the student does not use:

<insert Accommodations>

List any additional strategies/accommodations that the student is using and how often they are used.

Please add any other relevant information about this student that you would like to see addressed in the 504 meeting.

Section 2 Being considered for a 504 Plan

Is the student progressing in your class? If not, are there accommodations you think would assist the student in making progress?

Estimated grade at this point in the term: _____

Please add any other relevant information about this student that you would like to see addressed in the 504 meeting.



Appendix I: 504 Termination Letter

School District Name: Sudbury Public Schools
School District Address: 40 Fairbank Road Sudbury MA 01776
School District Contact: Stephanie Juriansz / Director of Student Services / 978-639-3293

Date:

Parent Names
Addresses

Dear <Parent Names>

At the meeting held on <date>, It has been determined that your son/daughter _____ is no longer eligible for accommodations under Section 504 of the Rehabilitation Act of 1973. This determination was reached after reevaluation and review of all relevant documentations.

If you have any further questions or concerns please contact the 504 Liaison at <>

Sincerely,

School Counselor

Enclosed, Parents Rights