Alta-Aurelia School District's 504 Procedures

Evaluating the Eligibility for 504 Protections Eligibility for protections under 504 is determined by viewing the student's needs against the "substantially limits a major life activity" standard. The actual presence of a disability is not sufficient, in and of itself, to qualify a student as eligible. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. Students whose disability is transitory do not qualify for 504 protections. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

A person is considered to have a disability within the definition of Section 504 if he or she: *Has a mental of physical impairment which substantially limits one or more of such person's major life activities *Has a record of such impairments *Is regarded as having such an impairment.
In general terms, this means that without modifications and/or interventions, the student would not have a comparable opportunity to an appropriate education. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
Unless a mental or physical condition substantially limits a major life function, the person does not qualify under Section 504. The Americans with Disabilities ACT and its 2008 Amendments did not change the "substantially limits" language but it does suggest that while a significant limitation must be present it need not prevent or severely restrict the performance of a major life activity. Another change is that when a district determines limitation they may not consider ameliorative effects of medication or other medical treatments. Contact lenses and ordinary eyeglasses are the only mitigating measures that can be considered to determine whether impairment is substantially limiting.
A major life activity includes functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The ADA Amendments Act of 2008 includes non-exhaustive list of major activities such as sleeping, eating concentrating, and the operation of "major bodily functions" such as immunity, normal cell growth, elimination, digestion, and endocrine function. School staff should consider possible 504 evaluation for any health condition that substantially impacts even one major life function.

Identification and Evaluation
Many students go through school with a disability, yet never need accommodations. Each district is required to have a plan to identify students that may have a disability and qualify for Section 504. The parents may, and should be encouraged to, inform the school district when their child has a disability. In many cases, a student's disability will be disclosed in the student's health history or a parent may present a doctor's letter listing a medical diagnosis and perhaps what accommodations are needed. A school district should consider the doctor's recommendations along with other information collected as part of a complete evaluation. While it is the doctor's responsibility to

diagnose and treat medical conditions, it is the school district's responsibility to evaluate the student's needs using multiple sources to determine if the student is eligible and to develop and implement any necessary accommodations or services for the student.

Evaluating Eligibility for a 504 Accommodation Plan

1. TheBuilding 504 Coordinator notifies the parents/guardians when the school has reason to believe that their child's disabling condition is having a detrimental educational impact. A school staff member may complete an optional 504 referral form to notify the Building 504 Coordinator of the concern. The Building 504 Coordinator obtains signed parental consent for an evaluation to determine eligibility for a 504 Accommodation Plan. A Notice of Parent Rights is included with the consent form.

2. To determine the student's eligibility for a 504 Accommodation Plan, a team consisting of at least three individuals who are knowledgeable about both the student and the data convene to review available data (examples include, but are not limited to: assessment data, teacher and parent observations and feedback, medical information, grades, discipline, attendance). All information must be documented and all documented information must be considered, including information supplied by the parent and from outside sources. Legal guardian/parent participation in this meeting is strongly recommended, but not required. Other recommended attendees are the Building 504 Coordinator, teacher, principal, and student. At the eligibility determination team meeting, a "Section 504 Eligibility Determination" Form must be completed and a copy must be retained as a part of the students' 504 File. This Eligibility Determination form is the guide to determining if a 504 Accommodation Plan should be written. The suggested guidance is to compare the student to the average student of approximately the same age and the need for accommodations that fall outside of the scope of what is typically provided universally for all students.

3. At the eligibility determination team meeting, three potential decisions (or a combination) can be made, based upon the documentation and information presented: a. The student qualifies for a Section 504 Accommodation Plan and appropriate accommodations will be written and implemented. Parents/guardians receive a copy of the final 504 Accommodation Plan. b. The student is eligible for 504 protections but, at this time, is not in need of a 504 Accommodation Plan. The building staff will continue to monitor the situation. c. The eligibility determination team decides there is a need to proceed with the disability suspect process. This process is initiated through a collaborative effort of AEA and LEA staff. Monitoring Established 504 Accommodation Plans review of each student's 504 Accommodation Plan will be conducted at least annually. Reviews may occur at any time at the discretion of staff and parents/guardians. At the 504 review meeting, three potential decisions may be made, based upon the documentation and information presented: • The504 team may continue the 504 Accommodation Plan as written if the team determines the student still qualifies for a Plan and the student is successful with the current plan. • The 504 team may, based upon changes in the student's circumstances or in the school environment (change in

buildings or classrooms), determine that the 504 Accommodation Plan must be modified. • The team may discontinue the plan because: ○ The student no longer needs accommodations that are beyond what is available to all students. Health needs, if applicable, can be provided through an Individualized Health Plan. ○ The student is evaluated and determined eligible for special education and the necessary accommodations will be evaluated by the IEP team and included in the student's IEP. ○ The student no longer qualifies for protections under Section 504. It is imperative that there is continuity of services for students with 504 Accommodation Plans as they move on to a new grade level and/or a new attendance center/building. To ensure this smooth transition, the Building 504 Coordinator must be sure that information is communicated to appropriate staff. It is the responsibility of the Building 504 Coordinator to inform appropriate staff of the accommodations identified in the student's 504 Accommodation Plan. For students who have an active 504 Accommodation Plan upon graduation and plan to attend a 2- or 4-year college, the Building 504 Coordinator will partner with the student to complete the Student Accommodation Request form.

Parents and students have specific rights under Section 504. The district must inform parents and students of these rights and be careful not to deprive or infringe upon them. Parents have the right to be notified in writing of any decisions made by the school district concerning the identification, evaluation or educational placement of students pursuant to Section 504. The Office of Civil Right has interpreted Section 504 to require that districts obtain parental consent for initial evaluations. In addition parents have the right to:
Examine, copy, and request amendments to the student's educational record.

An impartial hearing regarding the school district's decisions. The impartial hearing officer needs to be an individual outside of the school district or an AEA staff member from outside the AEA in which the home school is located. The parents have a right to counsel for the impartial hearing.

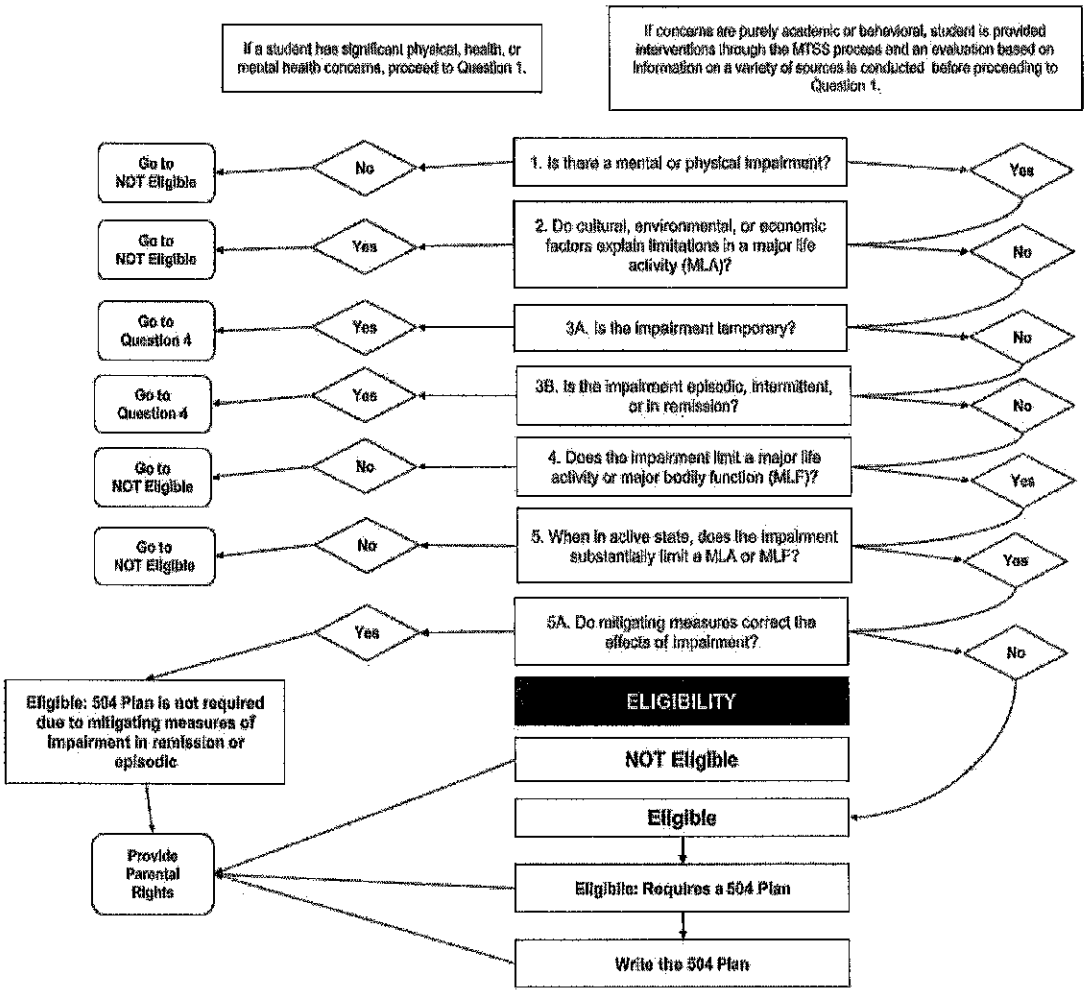
Further review of the impartial hearing officer's decision

What rights do parents (and students) have under Section 504?

The following is a list of parent rights granted by federal law. The intent is to keep parents fully informed concerning decisions made about their student and to inform them of their rights should disagreement occur over a 504 decision.

If your student is identified for Section 504 services, among other things, you have the right to the following:

1. Have your student take part in and receive benefits from public education programs without discrimination based on his/her disability;
2. Have the school district advise you of your rights under federal law;
3. Receive written notice with respect to identification, evaluation, or placement of your student;
4. Have your student receive a free and appropriate public education. This includes the right to be educated with other students without disabilities to the maximum extent appropriate.
5. Have the school district make accommodations to allow your student an equal opportunity to participate in school and school related activities;
6. Have your student educated in facilities and receive services comparable to those provided students without disabilities;
7. Have your student receive related services if he/she is found to be eligible under Section 504 of the Rehabilitation Act;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student was placed in a program operated by the district;
9. Give your student an equal opportunity to participate in appropriate nonacademic and extracurricular activities offered by the school;
10. Examine all relevant records relating to decisions regarding your student's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. Receive a response from the school to reasonable requests for explanations and interpretations of your student's records;
13. Request amendment of your student's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your student. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
14. File a local grievance;
15. Request mediation or an impartial due process hearing related to decisions regarding your student's identification, evaluation, educational program, or placement. You and your student may take part in the hearing and have an attorney or family advocate represent you;
16. File a complaint with the Office of Civil Rights.


If a student has significant physical, health, or mental health concerns, proceed to Question 1.
If concerns are purely academic or behavioral, student is provided interventions through the MTSS process and an evaluation based on information on a variety of sources is conducted before proceeding to Question 1.
1. Is there a mental or physical impairment?
No
Go to NOT Eligible
Yes
2. Do cultural, environmental, or economic factors explain limitations in a major life activity (MLA)?
Yes
Go to NOT Eligible
No
3A. Is the impairment temporary?
Yes
Go to Question 4
No
3B. Is the impairment episodic, intermittent, or in remission?
Yes
Go to Question 4
No
4. Does the impairment limit a major life activity or major bodily function (MLF)?
No
Go to NOT Eligible
Yes
5. When in active state, does the impairment substantially limit a MLA or MLF?
No
Go to NOT Eligible
Yes
5A. Do mitigating measures correct the effects of impairment?
Yes
No
Eligible: 504 Plan is not required due to mitigating measures of impairment in remission or episodic
ELIGIBILITY
NOT Eligible
Eligible
Eligible: Requires a 504 Plan
Write the 504 Plan
Provide Parental Rights

Annual Reviews All accommodation plans for students who are Section 504 eligible will be reviewed and updated on an annual basis. Parents/guardians will be notified when the annual and three- year reevaluation is due and the 504 building lead will schedule a meeting to include the parent either in person or by speaker phone. If after repeated documented attempts to identify an agreeable meeting date and when within 5 days of the annual meeting due date, the meeting can be held without the parent and the parent then notified in writing of any decisions made.

The Section 504 building contact, or designee, is responsible to advocate for students as they move to a new grade level and/or a new attendance center. The building contact will meet with the appropriate staff to share 504 plans and the names of eligible students who are not in need of a plan.

____ Notify parents and other participants of Annual Section 504 Meeting
____ Review 504 Accommodation Plan and edit if needed
____ Provide parents with copy of parental rights
____ Provide parent with copy of current plan

Three Year Reevaluations Every three years, a Section 504 Eligibility Determination form will be filled out to insure continued eligibility for accommodations. Note on this form that a three-year reevaluation is being conducted and the decision made, as a result of the reevaluation, pertaining to the student's continued eligibility under Section 504.

Request/obtain relevant information from parent. As necessary, obtain signed parental consent for release of information.

Collect data from appropriate sources (60 days from date of meeting) Parent Interview Student Interview Teacher Input School Nurse School Records Outside Sources (Physician, Counselor, Psychologist) Other: _____

Once evaluation data has been collected, notify parent, and schedule meeting to discuss the evaluation results and determine continued 504 eligibility. The team decision is documented.

If the student is determined to be ineligible for 504 protections, the parent is notified and the parent rights are provided.

If the student is eligible for continued 504 protections, the Section 504 Accommodations Plan is developed or modified at the meeting. Implementation typically begins immediately. Insure that all individuals responsible for implementation of the plan are notified of their specific responsibilities.

____ Write 504 Student Accommodation plan
____ Send copy of finalized plan to parent
____ Upload new accommodation plan into JMC
____ Provide parent with a copy of the finalized plan

Section 504 and Discipline

Students who are eligible for Section 504 accommodations and services are held to a similar standard, with regard to discipline, as students eligible under IDEA. A student who is currently receiving Section 504 accommodations must undergo a process similar to a manifestation determination before disciplinary consequences are assigned. In disciplining a student:

The administrator will determine whether the student committed the infraction of which the student is accused;
For suspensions beyond 10 days the student's 504 team will determine whether the behavior was caused by the disability (manifestation determination).

Suspension/Placement A disabled student may not be suspended for more than ten days without a manifestation determination. The student's 504 team must make the determination of the relationship between the misconduct and the disability. If the team determines the behavior was not caused by the disability, the student may be disciplined in the same manner as students who do not qualify under Section 504. [Note: No compensatory educational services are required during a suspension.]

The student's team may modify the current educational placement when the misconduct is directly caused by the disability. If appropriate, an alternative educational placement may be considered.

Substance Abuse Students with substance abuse violations are excluded from the definition of handicapped under Section 504 and ADA. Therefore, current drug or alcohol offenders are subject to the same disciplinary action to the extent applied to non-handicapped students for a similar code of conduct infraction.

Grievance Form for Section 504 concerns

Your name:

_____

Student Name and grade level:

_____

Reason for filing grievance:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____ **(attach additional sheets if necessary)**

Signature _____

Date: _____

Address:_____

Phone:_____

Email:_____

Section 504 Eligibility Determination Form

Meeting date: _____/_____/_____

Student: _____

Date of birth: _____/_____/_____

Parent/Guardian: _____

School: _____

Grade: _____

Evaluation Information collected: (check all that apply)

- ❑ Psychological evaluation
- ❑ Physician report
- ❑ Classroom assessments
- ❑ Discipline history
- ❑ Achievement assessments
- ❑ Parent information
- ❑ Observation data
- ❑ Classroom performance data
- ❑ Teacher reports
- ❑ Other (specify) _____
- ❑ Other (specify) _____
- ❑ Other (specify) _____

Note: Ensure that all supporting documents are attached to this document.

Eligibility

1. Does the student have a physical or mental impairment? _____ Yes _____ No (If yes, identify the impairment and provide supporting data.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Identify the degree to which the impairment limits a Major Life Activity (MLA) or Major Bodily Function (MBF).

_____ Not applicable _____ Negligible _____ Mild _____ Substantial

_____ Severe

Explain why the box checked above was selected:

_____

3. Explain and substantiate how the impairment limits a Major Life Activity (MLA) or Major Bodily Function (MBF).

Eligibility Determination

Based on the analysis of the evaluation data, does the student have an impairment that substantially limits a major life activity or major bodily function?

Check one of the following:

- ❑ **No**, the student is not Section 504 eligible.
- ❑ **Yes**, the student is Section 504 eligible, but does not currently require an accommodation plan due to mitigating measures of impairment in remission or episodic.
- ❑ **Yes**, the student is Section 504 eligible, but does not currently require accommodations other than those provided such as an Individual Health Plan, Emergency Health Protocol, etc.
- ❑ **Yes**, the student is 504 eligible and requires a Section 504 Plan.

Actions to be Taken

Check those that apply:

- ❑ The student does NOT have a physical or mental impairment that substantially impacts one or more major life activities.
  - ❑ No further action is needed at this time.
  - ❑ An individual health plan or behavior plan will address the need for additional services.
- ❑ The student has a physical or mental impairment that substantially impacts one or more major life activities.
  - ❑ A Section 504 accommodation plan will be written.
  - ❑ A Section 504 accommodation plan is not needed at this time.

- ❑ The team recommends in addition to a Section 504 plan that further evaluation for possible IDEA eligibility be pursued.

Parent/Guardian received a copy of ***A Parent's Guide to Section 504*** _____ Yes _____ No

Date: _____/_____/_____

Indicate the members of the 504 team in the table provided below.

Team Member	**Signature**	**Position or Title**	**Indicate who has knowledge of...** **1) the child** **2) meaning of data** **3) placement process/resourc allocation**
		Parent/Guardian	
		Administrator/Designe e	
		Teacher	
		Teacher	
		Other	

Note: Copies should be provided to parent/guardian, Section 504 Folder, and the Section 504 Coordinator.

Section 504 Teacher Input

The student identified below is being evaluated (re-evaluated) for Section 504 eligibility. The information you provide will be used as part of this process and will be shared with the 504 team. Please return this form by _____/_____/_____.

Student Name: _____

Grade: _____

Teacher Name: _____

Role/Content area: _____

Please answer the following questions. Your feedback will be used as part of the Section 504 decision making process. Thank you for your time and assistance. *Note: Please use additional space and pages as needed.*

1. What strengths does this student display in your classroom?

2. What challenges does this student experience in your classroom?

3. What is the student's current grade in your class (HS/MS) or in each subject (elementary/MS)?

4. Please check all the factors that may account for the student's current grade:
   - ❑ Lack of skills or background knowledge
   - ❑ Missing assignments
   - ❑ Late assignments
   - ❑ Incomplete assignments
   - ❑ Failure to participate in class
   - ❑ Absenteeism or late to class/leaves early
   - ❑ Other: _____

❑ Other:

_____

5. Based on your knowledge and observation of this student, please rate his/her performance in the following areas. If necessary, please use an additional page to explain. (1 = satisfactory and 5 = unsatisfactory)

__ Classroom work
__ Test/quizzes
__ Attention span
__ Peer relations
__ Following written directions
__ Other:
__ Following verbal direction
__ Organizational skills
__ Homework completion
__ Other:

_____

_____

6. Have you been in contact with the student's parent/guardian during the current school year? How often and what has been your primary means of communication (e.g. email, phone, conference)?

7. Check all accommodations or adjustments that have been made for this student.

Pacing
- ❑ Extend time requirements
- ❑ Vary activity often
- ❑ Allow breaks
- ❑ Omit assignments requiring copy in a timed situation
- ❑ School text sent home for summer preview
- ❑ Home set of texts/materials for preview/review
- ❑ Other: _____

Environment
- ❑ Flexible seating
- ❑ Planned seating:
- ❑ Bus
- ❑ Classroom
- ❑ Lunchroom
- ❑ Auditorium
- ❑ Alter physical room arrangement
- ❑ Define areas concretely
- ❑ Reduce/minimize distractions:
- ❑ Visual
- ❑ Auditory
- ❑ Spatial
- ❑ Movement
- ❑ Teach positive rules for use of space
- ❑ Other: _____

Presentation of Subject Matter
- ❑ Teach to student's learning style
  - ❑ Visual

Materials
- ❑ Arrangement of material on page
- ❑ Taped texts and/or other class materials
- ❑ Highlighted tests/study guides
- ❑ Use supplementary materials
- ❑ Note taking assistance: carbonless or Xerox copy of notes from another student
- ❑ Type teacher material
- ❑ Large print
- ❑ Special equipment: _____
- ❑ Calculator
- ❑ Computer
- ❑ Video Recorder
- ❑ Close Captioning
- ❑ F.M. System
- ❑ AAC Device
- ❑ Electronic
- ❑ Telephone adaptations
- ❑ Hearing aid(s)
- ❑ Auditory trainer
- ❑ Other: _____
- ❑ Other: _____

Assignments
- ❑ Give directions in small, distinct steps (written/picture/verbal)
- ❑ Use written backup for oral directions
- ❑ Lower difficulty level
- ❑ Shorten assignment
- ❑ Reduce paper and pencil tasks

Testing Adaptations
- ❑ Modify format
  - ❑ Oral
  - ❑ Short answer
  - ❑ Multiple choice
  - ❑ True/False
  - ❑ Cloze
  - ❑ LOT vs. HOT
- ❑ Shorten length
- ❑ Taped
- ❑ Read test to student
- ❑ Provide interpreter
- ❑ Application in real setting
- ❑ Preview language of test questions
- ❑ Test administered by resource educator
- ❑ Extend time frame
- ❑ Other:

_____

- ❑ Other:

_____

Social Interactions Supports
- ❑ Peer advocacy
- ❑ Peer tutoring
- ❑ Structure activities to create opportunities of social interaction
- ❑ Focus on social process rather than activity/end

Sample Classroom and Facility Accommodations

The following classroom/facility accommodations are *examples* of ways in which Section 504 disabilities may be successfully accommodated within the regular classroom.

Pacing
Adjust for completion of assignments
Allow frequent breaks, vary activity often
Omit assignments requiring copying in timed situation

Assignments:
Give directions in small, distinct steps
Allow copying from paper/book
Use written back-up for oral directions
Lower reading level of assignment
Adjust length of assignment
Break assignment into a series of smaller assignments
Reduce paper and pencil tasks
Read directions/worksheets to students
Avoid penalizing for spelling errors
Adapt worksheets, packets
Give oral/visual cues or prompts
Record or type assignment
Maintain assignment notebook

Environment
Leave class for Content Master/Resource assistance smaller assignments
Preferential seating
Alter physical room arrangement
Define limits (physical/behavior)
Cooling off period

Presentation of Subject Matter:
Carbon Copying notes of other students
Note taking assistance
Pre-teach content
Multi Check often for understanding/review
Provide visual on key points
Tape lectures for replay
Advance organizers
Have student repeat directions
Utilize manipulative/"hands on" activities
Make/use vocabulary files
Emphasize critical information
Pre-teach vocabulary
Present demonstration
Emphasize teaching approach (Auditory Visual Tactile)

Reinforcement and Follow Through
Use positive reinforcement
Use concrete reinforcement
Request parent reinforcement
Peer tutoring
Teach study skills
Use study sheets to organize material
Reinforce long-term assignment
Repeated review/drill
Use behavioral contracts/check cards
Weekly progress reports
Before or after school tutoring
Conference with student

Testing Adaptation
Taped texts
Highlighted text/study guides
Use supplementary materials
Testing Adaptation
Oral
Type handwritten teacher material Taped
Special equipment
Modify format
Use of laminated materials
Read test to student
Use of adapted or simplified texts
Reduce reading level
Use of calculator/computer
Write test item response for student
Braille texts
Adjust time for test completion
Large print books
Short answer/multiple choice
Credit for projects
Modify weights of examinations
Shorten length

Section 504 Elementary Teacher Input Form

Student Name:		Grade:	
Teacher Name:		Due Date:	

This student is being evaluated (re-evaluated) for eligibility for Section 504. The information you provide will be used as part of this process and will be shared with the parent.

1. What is the student's current grade in each subject?

2. Please check all the factors that may account for the student's current grade and write in numbers where applicable:
   - ❑ Missing assignments
   - ❑ Late assignments
   - ❑ Incomplete or illegible assignments
   - ❑ Failure to participate in class
   - ❑ Other *(Please describe.)*

3. What strengths does this student display in your classroom?

4. What challenges does this student present in your classroom?

5. Have you made any informal accommodations or modifications for this student such as extending timelines, preferential seating, or adjusting expectations? *(If yes please list below and tell whether or not it was effective.)*

6. Have you been in contact with this parent/guardian during the current school year? How often and what has been your primary means of communication *(e-mail, phone, conference)?*

7. Any additional information or comments? *(Please use additional pages as necessary.)*

Section 504 Secondary Teacher Input Form

Student Name:		**MS/HS Subject:**	**Grade:**	
Teacher Name:			**Due Date:**	

This student is being evaluated (re-evaluated) for eligibility for Section 504. The information you provide will be used as part of this process and will be shared with the parent.

1. What is the student's current grade in your class (HS/MS) or in each subject?

2. Please check all the factors that may account for the student's current grade and write in numbers where applicable:
   - ❑ Missing assignments
   - ❑ Late assignments
   - ❑ Incomplete or illegible assignments
   - ❑ Failure to participate in class
   - ❑ Other *(Please describe.)*

3. What strengths does this student display in your classroom?

4. What challenges does this student present in your classroom?

5. Have you made any informal accommodations or modifications for this student such as extending timelines, preferential seating, or adjusting expectations? *(If yes please list below and tell whether or not it was effective.)*

6. Have you been in contact with this parent/guardian during the current school year? How often and what has been your primary means of communication *(e-mail, phone, conference)?*

7. Any additional information or comments? *(Please use additional pages as necessary.)*

Alta-Aurelia Community School District

NOTICE OF Section 504 CONFERENCE

To: Date:
Re:

Date of Conference: Time:

Location of Meeting:

Purpose of Conference:

_____ To consider possible eligibility for and/or provision of services and/or accommodations under Section 504 of the *Rehabilitation Act of 1973.*

_____ To review eligibility for and/or services and/or accommodations being provided under Section 504 of the *Rehabilitation Act of 1973*

_____ Other : _____

Conference Participants (Title and Name):

_____ _____

_____ _____

_____ _____

You have the right to bring other individuals, at your discretion, to this conference. Please notify your students' Building Administrator/504 Designee if you are in need of an interpreter or translator.

Enclosure: Parents' Rights in Brief

Sincerely,

SECTION 504 ACCOMMODATION PLAN

Student's Name: _____ **DOB:** _____ **Age:** _____ **Sex:** _____

School: _____ **Grade:** _____ **Subject(s):** _____

Review Date(s): _____/_____/_____

Date: _____ **Case Manager/Position:** _____

Areas of Strength: _____

_____

_____

AREA(S) OF DIFFICULTY	ACCOMMODATIONS (Refer to 504 Accommodations)	Starting Date	Person Responsible	OUTCOME

ELIGIBILITY FOR 504 ASSISTANCE

(check applicable areas):

_____ caring for one's self
_____ performing manual tasks
_____ walking
_____ seeing
_____ hearing
_____ speaking
_____ breathing
_____ learning
_____ working
_____ other: _____

Describe areas of need/action to be taken:

_____

_____

_____

_____

_____

SERVICES REQUIRED:

Regular Class: _____

School Nurse: _____

Aide: _____

Guidance Counselor: _____

_____: _____

_____: _____

_____: _____

_____: _____

_____: _____

_____: _____

_____: _____

Team Members	Position	Date(s) Attended