Superintendent's Procedures for Education of Students with Disabilities under Section 504

2162SP

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STUDENT SECTION 504 HANDBOOK

A GUIDE TO MEETING THE NEEDS OF DISABLED STUDENTS UNDER SECTION 504 OF THE REHABILITATION ACT

PROCEDURES AND FORMS FOR IDENTIFICATION, EVALUATION, AND PLACEMENT UNDER SECTION 504

October 2018

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Dear Staff:

Seattle Public Schools ("District") recognizes and supports the right of students to enjoy equality of treatment and access to opportunities in education. Our diverse student population is strengthened by its commitment to embrace all learners, including those with disabilities. Section 504 of the Rehabilitation Act of 1973 ("Section 504") guarantees that students with disabilities have the ability to access a free appropriate public education ("FAPE").

This handbook describes the requirements of Section 504 as it applies to a duty to provide FAPE to students with disabilities. This handbook is designed to assist staff in understanding what Section 504 is, which students are subject to protections afforded under Section 504, what Section 504 requires in terms of FAPE for eligible students, and how Section 504 should be implemented. This handbook also serves as the Superintendent's procedures related to Section 504 for students, implementing Board Policy No. 2162.

Students, families, and staff all benefit when the requirements set forth under Section 504 are applied uniformly and consistently in every school. If you have a question related to Section 504 that is not addressed in this handbook or if you need further guidance related to a particular student, you should consult with your Building Section 504 Coordinator ("Building Coordinator"). You may also contact the General Counsel's office and request to speak to the District's Section 504 Program Coordinator ("Program Coordinator").

This handbook does not address Section 504 as it relates to employees. Questions about employment-related accommodations should be forwarded to the Human Resources Department.

Thank you in advance for reviewing this handbook and for your efforts to serve our learners.

Sincerely,

Denise Juneau
Superintendent

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I. GENERAL INFORMATION ABOUT SECTION 504

A. DEFINITIONS

1. Section 504

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a Federal civil rights law that is designed to eliminate disability discrimination in programs and activities that receive Federal funds. Since all public school districts receive Federal funds, all public school districts must comply with Section 504. Under Section 504, denying a disabled student a free appropriate public education ("FAPE") constitutes disability discrimination.

2. Students Eligible under Section 504

Any school-aged student who has a mental or physical impairment that substantially limits one or more major life activity qualifies under Section 504. "Physical or mental impairment" means any physiological or psychological disorder or condition. The definition of physical or mental impairment under Section 504 is broad, includes students with life-threatening health conditions (conditions that will put a student in danger of death during the school day if a medication or treatment order and/or a nursing plan are not in place), and is not limited to any specific diseases or categories of medical conditions. Addiction to drugs or alcohol may be a physical or mental impairment that may result in a student being eligible for Section 504. A temporary impairment (with an actual or expected duration of 6 months or less) is a disability under Section 504 if it is severe enough that it substantially limits a major life activity.

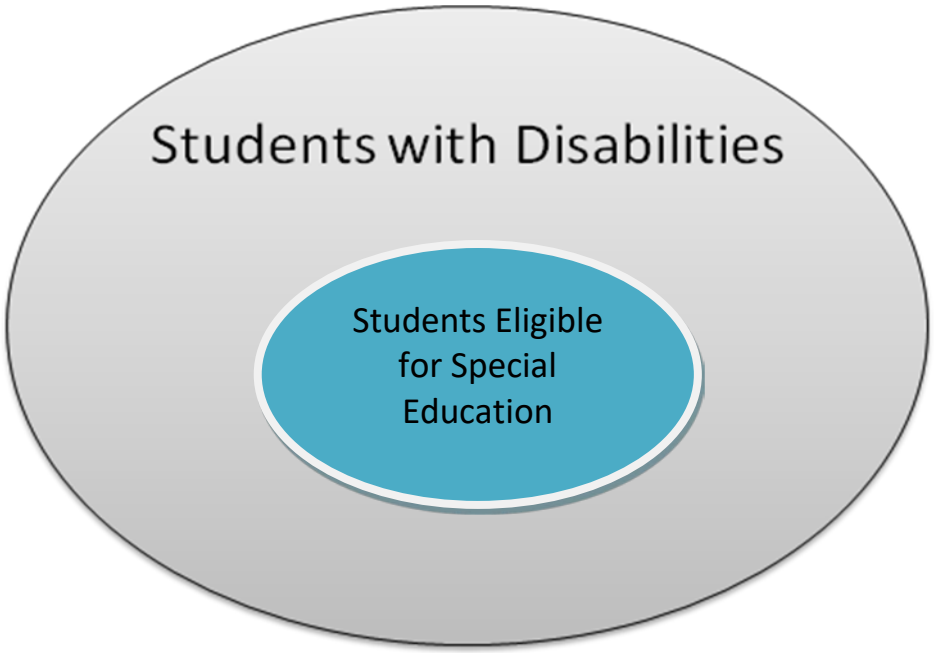
A physical or mental impairment *substantially limits* a major life activity for a student if the impairment substantially limits the student's ability to perform a major life activity as compared to the student's non-disabled age/grade peers. There is no single formula or scale that measures substantial limitation. An impairment need not prevent, or significantly or severely restrict, a student in performing a major life activity to be considered substantially limiting.

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, immune system function, normal cell growth function, digestive function, bowel function, bladder function, neurological function, brain function, respiratory function, circulatory function, endocrine function, and/or reproductive functions. The ability to participate in and benefit from school is a major life activity for a school-aged student. The above list of major life activities is not exhaustive.

Mitigating measures used by a disabled student to manage his or her impairment or lessen the impact of his or her impairment (i.e., medication, medical devices, related aids and/or services, etc.) must be disregarded when determining whether a student's impairment constitutes a disability under Section 504.

Section 504 does apply to pre-school students with disabilities enrolled in a District or Federally funded preschool. The Individuals with Disabilities Education Act ("IDEA") requires that pre-school students with disabilities be provided FAPE. Pre-school students with disabilities or suspected disabilities most of the time are referred to the Special Education Department.

Students with disabilities pursuant to Section 504 include students who are eligible for Special Education. The difference is that students who are eligible for Special Education are in need of specially designed instruction as a result of a disability that is impacting their ability to access education. No student should be on both a Section 504 Plan and an Individualized Education Program ("IEP") at the same time.



3. Free Appropriate Public Education ("FAPE")

District staff members are responsible for providing FAPE to students with disabilities. FAPE is the provision of regular or special education and related aids and services that are designed to meet a disabled student's individual educational needs as adequately as the needs of non-disabled students are met and is based upon procedures that satisfy Section 504's identification, evaluation, placement, and/or due process requirements. Typically, this includes

accommodations and/or related aids that a student needs in order to participate in and benefit from the District's education program.

4. Related Aids and Services

"Related aids and services" means any service that a disabled student needs to participate in and/or benefit from the District's education program (e.g., if, without a specific related aid and/or service, a disabled student is unable to participate in or benefit from the District's education program, the aid and/or service in question is a necessary related aid or service for the student). Related aids and/or services include but are not limited to:

- School health services
- Counseling services
- Environmental, instructional, and/or behavioral accommodations
- Transportation services
- Provision of a modified schedule, grading system, and/or curriculum

5. Parent(s)/Guardian(s) ("Parent(s)/Guardian(s)")

"Parent(s)/guardian(s)" means a natural or adoptive parent, a legal guardian, a foster parent, a District-appointed surrogate parent, and/or a person acting in the place of a parent, such as a grandparent or step-parent with whom a student actually lives.

6. Adult Student ("Adult Student")

An adult student is a student who is 18 years of age or older who has not been judged incapacitated by a court of law. An adult student assumes and is entitled to exercise all Section 504 rights, duties, and/or responsibilities that were previously held by his or her parent(s)/guardian(s).

7. School-Based Section 504 Team/Student Intervention Team ("SIT")

The Student Intervention Team ("SIT") makes decisions regarding the evaluation and/or placement of students under Section 504. The membership of any particular student's Section 504 team will vary depending upon the needs of each student. It is the SIT that forms the core of a student's Section 504 team for the purposes of making initial decisions, but the composition of a SIT is fluid and may change within a school year or between school years as a student's needs and/or services change. A SIT must consist of at least **two** people and must include persons knowledgeable about the student, can interpret the meaning of the student's current evaluation data, and have authority to make placement options. It is the SIT that determines the scope of evaluations and if students qualify for Section 504, develops Section 504 Plans, and makes "manifestation determinations" for purposes of disciplinary exclusion from school.

8. Section 504 Building Coordinator ("Building Coordinator")

The Building Coordinator is a certificated staff member at each school who is designated to coordinate all Section 504 activities within the school and is responsible for coordinating all aspects of the Section 504 referral and evaluation process. In most instances, schools will designate staff members such as a school nurse, counselor, psychologist, or administrator to serve as the Building Coordinator.

9. Section 504 Central Intervention Team ("CIT")

The Central Intervention Team ("CIT") is a standing centrally-based multidisciplinary team that addresses Section 504 issues at the District level.

10. Section 504 Program Coordinator ("Program Coordinator")

The Program Coordinator is a staff member that oversees the District's provision of a free appropriate public education (FAPE) for students with disabilities under Section 504, provides all training related to Section 504 FAPE, and coordinates the District's CIT.

11. Section 504 Grievance Coordinator ("Grievance Coordinator")

The Grievance Coordinator is a staff member in the Office of Student Civil Rights that oversees the District's compliance with Section 504 and responds to grievances alleging disability discrimination.

B. OVERVIEW OF THE SECTION 504 PROCESSES

1. Referral

Parent(s)/guardian(s) and/or school staff can refer a student for a Section 504 evaluation if they know or suspect that, due to a disability, the student needs accommodations to participate in or benefit from the District's education program. Any person can refer a student for evaluation under Section 504. Referrals need to be captured in writing, though staff members can and should fill out a Student Referral (Form 504-3) for a person who wishes to make a referral but is unable to write.

A student does not have to have a formal medical diagnosis to be referred for consideration as a disabled student pursuant to Section 504.

2. Decision to Evaluate

After receiving a Section 504 referral, the SIT must decide whether to evaluate the student and must notify the student's parent(s)/guardian(s) of its decision. As a general rule, students should be evaluated if staff know or suspect that the student, because of a disability, is not attending school, advancing from grade to

grade, meeting the standards of personal independence or social responsibility expected of his or her age or cultural group, or otherwise needs special education or related aids or services to participate in or benefit from the District's education program. This decision must be communicated using the Notification of Determination on Referral for Evaluation (Form 504-4).

3. Consent

Under Section 504, the District must obtain consent from a parent(s)/guardian(s) before a student's initial evaluation and before a student is placed on a Section 504 Plan for the first time. This should be done using the Parent Consent for an Evaluation (Form 504-5). If a parent(s)/guardian(s) refuses consent to either initial evaluation or initial placement, the District may, but is not required to, initiate a Section 504 due process hearing to override the refusal to consent. The District must notify a parent(s)/guardian(s) before it re-evaluates or significantly changes a student's placement, but does not need to obtain consent. Consent must be informed, meaning the parent(s)/guardian(s) must be fully informed of all information relevant to the activity for which consent is sought in his or her native language or other mode of communication.

4. Initial Evaluation

The scope of Section 504 evaluations will be specific to the student at issue. An evaluation may include a review of assessments conducted by District staff or can be a review of outside assessments. Any evaluation should be broad enough to enable the SIT to determine whether a student has a disability that substantially limits a major life activity and the nature and extent of the student's need for services, accommodations, and/or modifications to receive FAPE. The results of an evaluation are documented in the Individualized Evaluation Report/Section 504 Plan (Form 504-8).

Mitigating measures (e.g., medication, medical devices, related aids and services, etc.) must be disregarded when determining eligibility under Section 504.

Staff should encourage families to share any information they have that is relevant to determining if the student is eligible under Section 504 and should obtain authorization to speak with health care providers using the Release for Exchange of Information and Records (Form 504-12).

***** While it is very useful to have supporting information from a health care provider to consider as part of the evaluation process, families <u>cannot</u> be required to provide proof of a diagnosis to determine if a student is subject to Section 504.***

5. Section 504 Plan ("Section 504 Plan")

A Section 504 Plan is a written plan that describes the educational and related aids and services that the SIT determines a disabled student needs to receive

FAPE. Section 504 Plans are documented using the Individualized Evaluation Report/Section 504 Plan (Form 504-8). The content of a Section 504 Plan is fluid and may change within a school year or between school years as a student's needs and services change.

A Section 504 Plan must be sufficiently detailed to allow teachers to address the individual needs of the student and should outline the specific modifications, adjustments, accommodations, and/or other related aids and services to be provided to the student to ensure the ability to access FAPE.

For a student whose only disability is a life-threatening health condition, an Individual Health Plan ("IHP") (Form 504-17) will serve as the student's Section 504 Plan. The process used to put such plans in place (RCW 28A.210.320) is based on procedures that satisfy the requirements of Section 504, including the school nurse conducting an assessment and providing procedural safeguards. If the life-threatening condition affects the student's education, then a Section 504 Plan would be written that includes accommodations for both the life-threatening health condition and academic accommodations in one plan.

6. Section 504 Placement

Placement under Section 504 means the related aids, services, accommodations, and/or modifications that a student needs to receive FAPE. Placement decisions under Section 504 must be documented, be based upon a student's evaluated needs, be made by persons knowledgeable about the student, who know the meaning of the student's evaluation data, and have authority to make placement decisions. In addition, placement decisions must ensure that disabled students are educated in the least restrictive appropriate placement. Parental consent must be obtained before a student is placed on a Section 504 Plan for the first time.

7. Annual Review and Periodic Re-evaluation

Section 504 Plans must be reviewed at least annually and revised if necessary. While there is no set requirement for how frequently a student should be re-evaluated pursuant to Section 504, as a general rule students should be re-evaluated at least once every 3 years. A student must be reevaluated as the District receives new information regarding a student's disabling condition or information about a new disabling condition to determine whether the student's placement in regular or special education requires modifications based on the new information. It is also wise to consider conducting a re-evaluation before or shortly after a student transitions from elementary school to middle school or from middle school to high school. The reevaluation must be conducted consistent with the procedural requirements of Section 504 at 34 CFR 104.35.

8. Record Retention

The signed original of all Section 504 Plans should be forwarded to the Program Coordinator. A copy of the student's Section 504 Plan shall be placed in the student's cumulative file. For secondary students, a copy of the Section 504 Plan should also be kept in the student's counseling file, unless the plan is for life threatening health conditions only. Copies of any IHPs for life threatening health conditions only should also be maintained in the student's nursing file.

The Building Coordinator should also ensure that notice of Section 504 status is electronically reflected in the student database for all students eligible for Section 504.

C. 504 PROCESS FLOW CHART

1. Refer the Student:

- Complete Student Referral (Form 504-3) and return to the Building Coordinator.

2. Decide Whether to Evaluate the student:

- Does the SIT know or suspect that, because of a disability, the student needs special education or related aids or services to participate in or benefit from school?
- Provide parent(s)/guardian(s) Notification of Determination on Referral for Evaluation (Form 504-5), Parent Consent for Evaluation (Form 504-5), and Notice of Parent/Student Rights Under Section 504 (Form 504-1).
- Obtain consent for initial evaluation.

3. Evaluate the Student:

- Evaluate the specific areas of the student's educational needs.
- SIT reviews all data made available to it, i.e., District evaluations, parent provided evaluations, teacher reports, reports cards, etc.

4. Determine Student's Eligibility:

- Review evaluation results and determine eligibility (Form 504-6).
- Complete the Eligibility or Non-eligibility (Form 504-8).
- Provide parent(s)/guardian(s) Notice of Parent/Student Rights under Section 504 (Form 504-1).

5. Develop and Monitor Section 504 Plan:

- Develop a Section 504 Plan; may combine with eligibility meeting (Form 504-8).
- Assign a case manager to monitor implementation and student progress.
- Provide parent(s)/guardian(s) Notice of Parent/Student Rights under Section 504 (Form 504-1) and copy of Section 504 Plan (Form 504-8).
- Obtain consent for initial placement.
- Review and revise the student's Section 504 Plan annually, providing parent(s)/guardian(s) Notice of Parent/Student Rights under Section 504 (Form 504-1).
- Re-evaluate at least once every 3 years, whenever the District receives new information about the student's disabling condition or information about a new disabling condition.

II. DETAILED INFORMATION REGARDING IDENTIFICATION, EVALUATION, AND PLACEMENT PROCEDURES

A. IDENTIFICATION/CHILD FIND PROCEDURES

Under the Individuals with Disabilities Education Act ("IDEA"), as amended and state regulations, all school districts have an obligation to identify students with disabilities age 3 to 21 living within the District, regardless of school attendance. This "Child Find" process also identifies students who may be students with disabilities pursuant to Section 504. Below are some of the steps that are taken as part of the Child Find process:

1. Survey of Existing Students

Each year the District will send out a survey to identify students already enrolled in the District who may need Section 504 services (Form 504-2). This survey will typically be provided to schools over the summer to be included in first day packets.

2. Providing Information to Families and Posting Notices

The District and/or individual schools will encourage identification of potential Section 504 students by notifying all parent(s)/guardian(s) in the school of the availability of Section 504 services, accommodations, and/or modifications, including posting conspicuous notices in school buildings.

3. Advising Staff of the Referral Process

Individual schools will also encourage staff members to identify students they believe are potentially disabled and could be eligible for Section 504. Staff members could include teachers, counselors, nurses, paraprofessionals, family support workers, and/or other staff members who have had personal interactions with the student. Staff should be advised to identify potentially eligible Section 504 students whose disabilities are not limited to learning or other academic problems.

4. District IDEA Child Find Activities

Special Education staff will separately work to identify students with disabilities by providing materials to be distributed to health care providers and day care and preschool providers by offering developmental screenings and by providing information regarding the resources available to birth to 3 and preschool children who may have a disability.

B. REFERRAL, EVALUATION, AND PLACEMENT PROCEDURES

1. Referral to the Building Coordinator

Students suspected of having a disability may be referred to the Building Coordinator for evaluation, by any source, in writing (or orally by the parent if the parent does not know how to write or has a disability that prevents a written statement). Sources include, but are not limited to, parent(s)/guardian(s), medical personnel, District and/or other public agency personnel, community agencies, civil authorities, and other interested persons. Persons making referrals should complete the Student Referral (Form 504-3). Persons who make oral requests to school staff for a Section 504 referral should be directed by school staff to also make their request in writing using the Student Referral (504-3). If the referring person is unable to write, staff should document the referral in writing using Form 504-3. All referrals received by school personnel will be referred to the Building Coordinator. The Building Coordinator is responsible for coordinating all aspects of the Section 504 referral and evaluation process.

2. Referral by Building Coordinator to the SIT for Possible Evaluation

Within five (5) school days of receipt of a request for referral, the Building Coordinator should refer the student to the SIT for consideration of a Section 504 evaluation. A referral to the SIT may also be made in the following circumstances:

- When a student is referred for IDEA, but the decision is not to evaluate or is deemed ineligible for special education services;
- When a student is not responding to general education academic interventions or when a student continues to display behavior problems despite classroom interventions being taken;
- When a student is returning to school after a serious illness or injury or after alcohol and/or drug treatment;
- When a student has a "life threatening health condition;"
- When a student has a temporary impairment that will be substantially limiting for an extended period of time; and/or
- When a student has an impairment that is episodic or in remission that is substantially limiting.

If the Building Coordinator knows or suspects that the student is eligible as a disabled student under the IDEA, is an English language learner, or has other needs, the Building Coordinator should refer the student for evaluation under those processes.

3. Consideration of the Referral

The Building Coordinator will coordinate a meeting of the SIT to consider the referral. The SIT is made up of the Building Coordinator, at least one staff

member who is knowledgeable about the student, and representatives of at least three different disciplines (i.e., teacher, counselor, administrator, and/or nurse). The makeup of the SIT will vary depending on who is referred and the nature of the suspected disability. The SIT is strongly encouraged to invite parent(s)/guardian(s) to this review. However, parent attendance and consent is not required at this stage.

The SIT should review the referral; collect and examine existing school, medical, and/or other records in the possession of the parent, District, and/or other public agency; and determine whether or not to conduct an evaluation. The SIT decision will be made within twenty five (25) school days of receiving the referral. The decision shall be written and shall identify the persons making the decision using the Notification of Determination of Referral for Evaluation (Form 504-4).

If the SIT knows or suspects that the student is eligible as a disabled student under the IDEA, is an English language learner, or has other needs, the SIT should refer the student for evaluation under those processes.

A SIT must evaluate a student if staff know or suspect that the student, because of a disability, needs special education or related aids or services to participate in or benefit from the District's education program, regardless of whether the student has a medical diagnosis.

4. Notice and Consent

Parent(s)/guardian(s) will be notified of the SIT decision in writing through the Notification of Determination on Referral for Evaluation (Form 504-4). Parent(s)/guardian(s) may challenge a decision to not evaluate the student through the Section 504 hearing process. If the decision is made to evaluate a student, consent to evaluate must be obtained using the Parent Consent for Evaluation (Form 504-5).

5. Evaluation

The SIT will evaluate each student for whom it has decided an evaluation is warranted. The Building Coordinator will facilitate the assembly of the SIT. Members of the team could include the parent, school nurse, teacher(s), counselor, school psychologist, principal, assistant principal, and/or any other appropriate school personnel member. At a minimum, the team shall include:

- At least one person knowledgeable about the suspected disability;
- At least one person knowledgeable about the meaning of the evaluation data;
- A person qualified to conduct assessments that the SIT believes are necessary to determine eligibility (if the SIT believes such assessments are necessary);

- At least one person knowledgeable about the student; and/or
- At least one person knowledgeable about the placement options.

A single person can fulfill multiple roles, dependent upon qualifications and interactions with the student at issue.

The determination of whether a student is substantially limited in one or more major life activity will be made without regard to any ameliorative effects of mitigating measures, which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services, or learned behavior or adaptive neurological modifications.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.

The evaluation shall be sufficient to identify the regular or special education and related aids and services needed to provide FAPE. The SIT should use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student. The SIT will gather data and information from a variety of sources. Sources of evaluation data may include, among others, formal testing, student grades, health information, parent information, teacher comments, standardized test scores, and disciplinary referrals. The SIT will determine the scope of data to be gathered and reviewed. Based on the review, the SIT will identify what additional information, if any, is needed to fully evaluate the student. If the SIT determines that additional information is necessary, the SIT will identify how this information will be obtained and who will have responsibility for obtaining it.

Any assessments selected and administered in the evaluation process should:

- be selected and administered so as not to be racially or culturally discriminatory;
- be administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so;
- be tailored to assess specific areas of educational need; and/or
- include assessments tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

If the SIT determines that it needs additional testing or medical evaluations in order to conduct an appropriate evaluation, the SIT will submit a request for approval of such testing or medical evaluations to the CIT. The CIT will promptly respond to the SIT's request, in writing using CIT Response to Request for Assistance (Form 504-14).

After reviewing and carefully considering all information obtained by the SIT, the SIT will determine:

- Whether or not the student has a physical or mental impairment; and/or
- Whether it substantially limits one or more major life activity.

For a school-aged student, the ability to participate in or benefit from a public school's education program is a major life activity.

If the SIT determines that the student is eligible under Section 504, the SIT will propose services, accommodations, and/or modifications to address the student's disability-related needs.

The SIT will convene a meeting, to include the parent(s)/guardian(s), within thirty-five (35) school days to review the determinations and recommendations after written consent for an evaluation has been provided by a parent(s)/ guardian(s) and/or an adult student. A report will be written using the Section 504 Plan (Form 504-8). The report shall be signed by each member of the SIT and the parent(s)/guardian(s)/adult student and the Notice of Procedural Safeguards will be provided to parent(s)/ guardian(s), including information on the process for challenging the SIT's determination.

a. Automatic Qualification of Students with "Life Threatening Health Conditions," as defined by State Law

As Washington law defines "life threatening health condition" as a health condition that puts a student in danger of death during the school day if a medication and/or treatment order and a nursing care plan are not in place. By definition, a student with a "life threatening health condition" has a physical or mental impairment that substantially limits a major life activity and qualifies as a disabled student under Section 504 for purposes of FAPE.

b. Temporary and Episodic Impairments

A temporary impairment (with an actual or expected duration of 6 months or less) is a disability under Section 504 if it is severe enough that it substantially limits a major life activity for a student. The duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity for a student should be the key considerations. An impairment that is episodic or in remission (i.e., cancer, multiple sclerosis, epilepsy) constitutes a disability under Section 504 if it substantially limits a major life activity for the student when active.

c. Alcohol Addiction

A student who is addicted to alcohol, regardless of whether the student is currently using alcohol or is in recovery, may qualify as a disabled student under Section 504 for purposes of FAPE if the student's alcoholism substantially limits the student's ability to perform a major life activity. Such a student may need a modified schedule, school counseling, and/or another type of special education or related aid or service to participate in or benefit from the District's education program.

d. Drug Addiction

A student who is drug addicted but is in recovery and is not currently engaging in the illegal use of drugs, may qualify as a disabled student under Section 504 for purposes of FAPE if the student's drug addiction substantially limits the student's ability to perform a major life activity. Such a student may need a modified schedule, school counseling, and/or another type of related aid or service to participate in or benefit from the District's education program. A student who is drug addicted and is currently engaging in the illegal use of drugs, however, is excluded from the definition of a disabled student under Section 504.

Note: The District may take disciplinary action against any student with a disability engaged in the illegal use of drugs or in the use alcohol at school to the same extent that such disciplinary action is taken against non-disabled students. Furthermore, the due process procedures at 34 CFR Part 104.36 will not apply to such disciplinary actions.

e. **Special Consideration for Students Having AIDS or HIV Infection**

Students with Acquired Immune Deficiency Syndrome ("AIDS"), AIDS Related Complex ("ARC"), or otherwise infected with Human Immunodeficiency Virus ("HIV-infected") are individuals with disabilities under Section 504. They either qualify as actually having a physical impairment that substantially limits a major life activity or are regarded as having such a disabling condition.

Depending on the nature of the disease and the student's other conditions, the student may also qualify for services under the IDEA.

Placement of the student must be made by a group of persons knowledgeable about the child, the meaning of the evaluation, and medical information and placement options. A public health representative should be on the team.

A student with AIDS should remain in the regular classroom unless currently presenting a risk of contagion, e.g., a contagious opportunistic infection, open lesions that cannot be covered, or the student's parents and school agree on an alternative.

f. **Special Considerations for ADD/ADHD Students**

If the District suspects or has knowledge that a student has an Attention Deficit Disorder ("ADD") or Attention Deficit Hyperactivity Disorder ("ADHD") that may be substantially limiting a major life activity such as learning, the District is obligated to recommend an evaluation.

Evaluation of the student and service and placement recommendations should be made by a group of persons knowledgeable about the child, the meaning of the evaluation and medical information, and service and placement options. A qualified medical practitioner's assessment should be considered as well as the impact of the student's ADD/ADHD on his/her ability to learn or to otherwise benefit from his/her educational program. The District will ensure that the student's educational program meets the full range of his/her individual educational needs.

6. Plan Development and Plan Implementation

Once the SIT has determined that the student is eligible for Section 504 services and has completed the evaluation, the SIT will meet and determine the appropriate services, accommodations, and/or modifications that will be provided to address the student's disability related needs. It is strongly recommended that parent(s)/guardian(s) be invited to participate in the Section 504 Plan development process. It is also strongly recommended the SIT creating services, accommodations, and modifications should include all of the student's teachers.

The SIT shall develop the Section 504 Plan, using the Section 504 Plan (Form 504-8). This form should incorporate all services, accommodations, and/or modifications that will be provided and indicate who is to provide each service and/or accommodation. The student's Section 504 Plan will be developed no more than thirty (30) calendar days after the evaluation determination is issued by the SIT. Once it has been determined that a student is a disabled student under Section 504 for purposes of FAPE, the school must provide whatever services it decides the student needs to participate in and benefit from its education program. As a general rule, the District is under no obligation to provide a service that a student's parent(s)/guardian(s) and/or doctor(s) requests unless, in the District's determination, the student needs the service to participate in and benefit from its education program.

On occasion, some services, accommodations, and/or modifications may require additional resources that the school alone is unable to provide. In these situations, the Building Coordinator will promptly communicate with the Program Coordinator to ensure that necessary central support is available to ensure that the service and/or accommodation is provided.

The Section 504 plan must address all areas of the student's disability-related educational needs.

Parent(s)/guardian(s) will be notified of the placement decision and parent(s)/ guardian(s) may challenge the decision through the District's Section 504 hearing process. Parental consent is needed before implementing an initial Section 504 Plan. If consent is not obtained, the District may choose to initiate procedures to override the lack of parental consent.

In interpreting evaluation data and in making placement decisions, the District will (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) establish procedures to ensure that information obtained from all sources is documented and carefully considered; and (3) ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.

In regard to out-of-District placements, if the District affords FAPE to a student but the parent or guardian chooses to place the child elsewhere, the District is not responsible to pay for the out-of-District placement.

Parent(s)/Guardian(s) of students who have a plan developed under Section 504 will be provided a copy of District Policy No. 3246 and Superintendent Procedure 3246SP on the use of isolation and restraint at the time the Section 504 Plan is created.

Restraint or isolation of students who have a Section 504 Plan will be authorized only under the limited circumstances specified in Policy No. 3246 and Superintendent Procedure 3246SP and each incident will require reporting and Parent(s)/Guardian(s) notification as specified in that policy and superintendent procedure.

7. Sharing of Information

Once the student's Section 504 Plan is finalized and parent(s)/guardian(s)/adult student consent for an initial placement is received, the Building Coordinator shall immediately notify each of the student's teachers about the services, accommodations, and/or modifications and shall ensure that all services, accommodations, and/or modifications are being provided to the student through periodic monitoring.

There are certain circumstances in which students ages 13 or older may elect to withhold information from their parent(s)/guardian(s). Specifically, students who are 13 or older can access family planning services, drug and alcohol assessment, and/or mental health counseling without parental consent. If a SIT anticipates discussing an issue that touches on one of these areas for a student age 13 or older, staff should obtain advanced consent from the student to share

information with the student's parent(s)/guardian(s) or with other specifically identified adults using a Student Confidentiality Waiver (Form 504-15).

8. Location of Section 504 Plans

The signed original of all Section 504 Plans will be forwarded to the Program Coordinator within one (1) week of implementation. A copy of the student's Section 504 Plan shall be placed in the student's cumulative file and provided to all of the student's teachers. For secondary students, a copy of the Section 504 Plan should also be kept in the student's counseling file, unless the plan is for life-threatening health conditions only. Copies of any IHPs for life-threatening health conditions only should also be maintained in the student's nursing file.

The Building Coordinator should also ensure that notice of Section 504 status is electronically reflected in the student database for all students eligible for Section 504.

C. ANNUAL SECTION 504 PLAN REVIEW AND PERIODIC RE-EVALUATIONS

1. Annual Section 504 Plan Review

The period covered by a student's Section 504 Plan is one (1) calendar year. An annual review of each Section 504 student's services, accommodations, and/or modifications by the SIT shall be completed each year. Each school must ensure that the annual review process is completed and any necessary evaluations and program changes are done in a timely manner.

Building Coordinators are expected to begin the process of preparing for the annual review by no later than one month before the date any student's Section 504 Plan is set to expire, including gathering information on the student's progress and working with the SIT to identify a meeting date sufficiently in advance of the date upon which any Section 504 Plan is set to expire so that if necessary, a re-evaluation can occur before the Section 504 Plan expires.

If the school or District receives information indicating a student may have disability-related educational needs that, because of a change in circumstances or other factors (including, for example, that a student with a disability has stopped attending school), are not currently being addressed by the student's Section 504 plan, the school or District staff who have received the information will take prompt and appropriate steps, including scheduling a SIT meeting, to consider the information and determine whether a change in the student's Section 504 plan is needed to address the information.

The SIT conducting the annual review should include at least one person knowledgeable about the student, at least one person knowledgeable about the disability, the Building Coordinator, and at least one of the student's teachers. It is again strongly recommended that parent(s)/guardian(s) be invited to participate in the Section 504 Plan review process.

The annual SIT reviews the Section 504 Plan. It is not conducted to evaluate whether the student continues to be eligible for Section 504 services and/or accommodations, but rather to determine whether the services and/or accommodations that are currently being provided continue to be appropriate. The SIT completes a file review and observation of the student, if observations are determined to be necessary. The SIT may determine that:

- the plan continues to be appropriate;
- modifications in the plan may be needed; and/or
- the student should be referred for a re-evaluation.

a. Renewing a Section 504 Plan

If the SIT determines that no new services, accommodations, and/or modifications are necessary, the SIT will renew the Section 504 Plan for another year and document the renewal of the Section 504 Plan. Parent(s)/guardian(s) will be provided notice of the renewal; however parental consent or concurrence with the SIT's decision is not required.

b. Modify the Section 504 Plan, if Needed

The SIT team will determine what modifications, if any, are necessary to the Section 504 Plan. Parent(s)/guardian(s) will be provided notice of the modification and may challenge the decisions through the District's Section 504 hearing process using the Request for a Hearing (Form 504-7). If modifications are made to the Section 504 Plan, then it is considered a new Section 504 Plan and the three (3) years starts again. The Building Coordinator will send the signed original 504 Plan to the Program Coordinator within one (1) week of implementation, provide a copy of the new Section 504 Plan to teachers, and will ensure that a copy of the new Section 504 plan is placed in the student's cumulative file and in the student's counseling and/or nursing files, as appropriate.

On occasion some services, accommodations, and/or modifications may require additional resources that the school alone is unable to provide. In these situations, the Building Coordinator will promptly communicate with the Program Coordinator to ensure that necessary central support is available to ensure that the services, accommodations, and/or modifications are provided using the Referral to the Central Intervention Team (Form 504-13).

c. Conduct a Re-evaluation, if Needed

The SIT will conduct the re-evaluation using procedures consistent with the District's initial evaluation and re-evaluation procedures, except that consent from a parent(s)/guardian(s) or an adult student is not needed for a re-evaluation. A re-evaluation is needed prior to making any

significant changes in a Section 504 student's educational placement. Significant changes in placement include terminating Section 504 eligibility, initiating or discontinuing a service, significantly increasing or decreasing the amount of a service, and/or certain disciplinary removals from school (e.g., long-term suspensions and expulsions).

The SIT will conduct a timely reevaluation if the District receives new information regarding a student's disabling condition, or information about a new disabling condition, as necessary to determine whether the student's placement in regular or special education requires modifications based on the new information. The reevaluation will be conducted consistent with the procedural requirements of Section 504 at 34 CFR 104.35.

2. Periodic Re-evaluations

The purpose of the re-evaluation is to determine if the student continues to be qualified for Section 504 services, modifications, and/or accommodations because the student continues to have an impairment that substantially limits a major life activity. The re-evaluation also provides information for decisions about the appropriateness of the Section 504 Plan.

A re-evaluation will be conducted when:

- It has been 3 years since the previous evaluation;
- The District receives new information regarding a student's disabling condition or information about a new disabling condition;
- The student's needs have changed; and/or
- When parent(s)/guardian(s) or staff believe the student is in need of a significant change in placement.

Significant changes in placement include terminating Section 504 eligibility, initiating or discontinuing a service, significantly increasing or decreasing the amount of a service, and/or certain disciplinary removals from school (e.g., long-term suspensions and expulsions).

Within thirty-five (35) school days from the initiation of the re-evaluation process, the SIT will review existing evaluation data and obtain input from the student's teachers and parent(s)/guardian(s) on the student, including:

- Prior evaluations and information provided by the parent(s)/guardian(s) of the student;
- Current classroom-based assessment and observations; and/or
- Observations by teachers and related services providers.

The SIT will identify and obtain what additional data, if any, is needed to determine:

- Whether the student continues to have a disability;
- Whether the student continues to need services, modifications, and/or accommodations under Section 504;
- Whether more tests and evaluations are needed to make a determination of the nature and amount of services, modifications, and/or accommodations; and/or
- If no other data is needed, then eligibility can be established using current data.

Parent(s)/guardian(s) will be provided with written notice consistent with the notice requirements for the initial evaluation prior to conducting the re-evaluation; however, parental consent is not required for a re-evaluation.

If the SIT determines that the student is no longer eligible for services, accommodations, and/or modifications under Section 504, the SIT will document the reasons for the determination using Termination of Services (Form 504-9). The Building Coordinator will ensure that the student's teachers are informed of the determination, that the student's Section 504 eligibility status is updated in the student database, that the documentation outlining the reasons for the determination that the student is no longer eligible is forwarded to the Program Coordinator, and that copies are placed in the student's cumulative file and counseling and/or nursing files, as appropriate.

If the SIT determines that the student continues to be eligible under Section 504, a new Section 504 Plan will be developed and implemented in a manner consistent with the initial plan development and implementation procedures, within thirty (30) calendar days. There will be no interruption of services, accommodations, and/or modifications while the re-evaluation is being completed. The new signed original plan will be forwarded to the Program Coordinator within one (1) week of implementation, with copies being placed in the student's cumulative file and in the student's counseling and/or nursing files, as appropriate.

Parent(s)/guardian(s) may challenge re-evaluation decisions through the Section 504 hearing process using the Request for a Hearing (Form 504-7).

D. STUDENT ASSIGNMENT

No student can be excluded from the District's Student Assignment Plan just because they have a disability. Once a Section 504 eligible student is assigned to a school under the Student Assignment Plan, he/she may change assigned schools outside the terms of the Student Assignment Plan, if and only if, the student cannot receive the needed services at the assigned school and/or requires a transfer to a school that can offer the student FAPE.

To initiate the Section 504 assignment process, complete the Request for Assignment Related Accommodation (Form 504-11). The accommodation request form is available on the Student Section 504 webpage or can be obtained from the Program Coordinator.

Once a completed Request for Assignment Related Accommodation (Form 504-11) is received by the Program Coordinator, it will be reviewed by the CIT. The CIT will make an initial determination of the student's disability and/or eligibility for services and discuss what services, accommodations, and/or modifications may be necessary for the student in the new school setting.

All initial determinations made by the SIT that the student cannot be provided FAPE at the assigned school will be reviewed centrally. Only the CIT can make a priority assignment at another school in order to provide FAPE to a disabled student.

If the parent(s)/guardian(s) disagrees with the initial determination made by the CIT regarding eligibility or a requested transfer, the parent(s)/guardian(s) and/or adult student may appeal this decision in the same manner he or she would in any other adverse Section 504 decision.

III. DISCIPLINE AND SECTION 504 STUDENTS

A. GENERAL OVERVIEW

Section 504 protects disabled students from being improperly removed from school for misconduct that is related to their disability. As a general rule, Section 504 and IDEA apply to the disciplinary removal of disabled students in a similar manner. Before the District can implement a disciplinary action that constitutes a "significant change in placement," it must evaluate the student to determine whether the student's misconduct was caused by, or had a direct and substantial relationship to, the student's disability or was the direct result of the District's failure to implement the student's Section 504 Plan. This type of evaluation is commonly called a "manifestation determination."

If a disabled student's misconduct is a manifestation of his/her disability, the District cannot implement a disciplinary action that constitutes a significant change in the student's placement. If a disabled student's misconduct is not a manifestation of his or her disability, the District can discipline the student in the same manner that it disciplines non-disabled students for the same misconduct. Under Section 504, unlike IDEA, the District does not have to provide a disabled student educational services during the period of time the student is properly removed from school for disciplinary reasons. However, students must be given the same access to services that are available to non-disabled students who are long-term suspended or expelled, including access to re-entry programs.

1. Significant Change in Placement

A "significant change in placement" means a significant change in the type or amount of educational or related aids or services that the District provides to a disabled student. A significant change in placement may include but is not limited to:

- terminating eligibility under Section 504;
- initiating or terminating a service;
- significantly increasing or decreasing the amount of a service;
- disciplinary actions that exclude a student from school for more than 10 consecutive school days in a school year; and/or
- disciplinary actions that create a pattern of exclusion from school (e.g., cumulative short-term suspensions that are each 10 school days or fewer in duration that create a pattern of exclusion due to the length of each suspension, the proximity in time of the suspensions, the total amount of time the student was excluded from school, and the similarities of the behaviors that led to the suspensions).

To be considered as a substitute for suspension without being a significant change of placement, an in-school suspension must provide an educational benefit equivalent to that provided to students who are in school. For Section 504 students with certain disabilities, the school must consider whether an in-school suspension that normally expects students to work semi-independently in an environment where they are subject to restricted movements, have limited restroom breaks, and must be silent for extended periods provides an educational benefit equivalent to that provided to students in regular classrooms. In some cases, particularly for periods greater than 10 days, in-school suspension may constitute a significant change in a Section 504 student's placement because it may interrupt the educational programming called for in the student's Section 504 Plan.

2. Manifestation Determination

A manifestation determination is needed by the SIT when a student's placement may be significantly changed by disciplinary action for his/her misconduct. Usually, a short-term suspension of 10 days or less does not constitute a significant change in the student's placement. Therefore, a manifestation determination is not necessary when a student is short-term suspended when the suspension does not constitute a significant change in placement.

A manifestation determination is essentially an evaluation that answers two questions:

a. Is the misconduct in question related to the student's disability?

This determination must be based upon evaluation data related to behavior and must be recent enough to afford an understanding of the

student's current behavior. Misconduct is a manifestation of a disability if it "is caused by the disability" or "has a direct and substantial relationship to the disability." Misconduct is not a manifestation of a disability if it bears only a weak relationship to the student's disability. A determination that a student knows the difference between right and wrong does not constitute a determination that the student's misconduct was or was not a manifestation of the disability.

b. Is the misconduct in question the direct result of a failure to implement the Section 504 Plan?

This determination must be based upon information from a variety of sources, including aptitude and achievement tests, teacher reports, physical condition, social or cultural background, and/or adaptive behavior. If the student is eligible for Section 504 and there is no current Section 504 Plan in place for the student, a new Section 504 Plan should be immediately drafted.

If the SIT determines that a student's misconduct was a manifestation of the student's disability or the result of an inappropriate placement, the student must be returned to school, to the educational placement that the student was at at the time of the incident.

If the SIT determines that the student's misconduct was not a manifestation of the student's disability or the result of an inappropriate placement, the student may be given the same sanction as would be given to a non-disabled student under the same circumstances.

The results of the manifestation determination will be documented by the SIT making the decision using the Manifestation Determination Review (Form 504-10) within three (3) school days of the determination. The notification will inform the parent(s)/guardian(s) of their right to initiate a due process hearing to challenge the SIT's decision.

3. Interim Alternative Educational Settings

If a Section 504 student possesses, uses, sells, or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school function; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the District may place the student in an interim alternative educational setting for up to 45 school days.

A weapon excludes knives with blades less than 2-1/2 inches long.

Serious bodily injury is an injury that results in:

- a substantial risk of death;
- extreme physical pain;
- protracted and obvious disfigurement; and/or

- protracted loss or impairment of the function of a bodily member, organ, and/or mental faculty.

4. Functional Behavioral Assessments and Behavior Intervention Plans ("BIP")

A school should conduct a functional behavioral assessment and implement a BIP for any Section 504 student who has been removed from school more than ten (10) days during the current school year, even if their original qualifying disability was not behavior related. The SIT should review the BIP after each removal and exclusion from school to determine whether modifications to the Section 504 Plan are needed. If one or more team member believes modifications are needed, the SIT will meet to consider modification of the Section 504 Plan and implementation procedures.

5. Appeal Rights and Placement During Appeals

If a parent(s)/guardian(s) disagrees with a determination that a student's behavior was not a manifestation of the student's disability or with any decision regarding placement for disciplinary purposes, the parent(s)/guardian(s) may request a hearing to appeal the determination. The Program Coordinator will arrange an expedited hearing with the CIT.

In reviewing a decision with respect to the manifestation determination, the CIT shall determine whether the student's behavior was a manifestation of the student's disability. The CIT will also review the appropriateness of the proposed interim alternative educational placement.

If a parent(s)/guardian(s) requests a hearing to challenge the interim alternative education setting or the manifestation determination, the student remains in his/her current setting pending the decision of the hearing officer UNLESS the disciplinary action is related to removal for weapons, drugs, or serious bodily injury. In the case of removal of a Section 504 student for weapons, drugs, and/or serious bodily injury, the student must remain in the interim alternative educational setting pending the decision of the CIT or until the forty-five (45) day time period expires, whichever occurs first, unless the parent(s)/ guardian(s) and school agree otherwise.

If a parent(s)/guardian(s) disagrees with the CIT's determination that a student's behavior was not a manifestation of the student's disability or with any decision regarding placement for disciplinary purposes, the parent(s)/guardian(s) may request a hearing to appeal the determination. The Program Coordinator will arrange an expedited hearing with a hearing officer.

In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the student's behavior was a manifestation of the student's disability. The hearing officer will also review the appropriateness of the proposed interim alternative educational placement.

If a parent(s)/guardian(s) requests a hearing to challenge the interim alternative education setting or the manifestation determination, the student remains in his/her current setting pending the decision of the hearing officer UNLESS the disciplinary action is related to removal for weapons, drugs, or serious bodily injury. In the case of removal of a Section 504 student for weapons, drugs, and/or serious bodily injury, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the forty-five (45) day time period expires, whichever occurs first, unless the parent(s)/ guardian(s) and school agree otherwise.

6. Protections for Students Not Yet Eligible for Section 504 or the IDEA

A student who has not been evaluated and made eligible for Section 504 protection may assert any of the protections provided for in these procedures if the school and/or the District had knowledge that the student was possibly eligible for Section 504 accommodations before the behavior that precipitated the disciplinary action occurred. There are additional specific Special Education regulations that come into play if such an assertion is made. Please consult with the Program Coordinator and/or a Special Education Supervisor if this issue arises in your school.

IV. NON-ACADEMIC SERVICES, FIELD TRIPS, EXTRACURRICULAR ACTIVITIES, INTERPRETER SERVICES, TRANSPORTATION, AND MODIFICATIONS TO PHYSICAL STRUCTURES

The District will provide non-academic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities are ones sponsored by the District and may include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs, referrals to agencies that provide assistance to disabled persons and employment of students, including both employment by the District and assistance in making available outside employment. The District will observe reasonable health and safety standards for all students.

A. FIELD TRIPS

As a general rule, schools cannot exclude a disabled student from participating in a field trip for which the student is otherwise eligible to attend unless the school has a legitimate, nondiscriminatory justification for excluding the student. Any decision to exclude a disabled student from participating in such a field trip is a placement decision and must be based upon procedures that satisfy the evaluation, placement, and/or due process requirements of Section 504. It is not permissible under Section 504 to exclude a disabled student from a field trip because:

- the student needs related aids or services (e.g., the administration of medication or the assistance of a school nurse) to participate in the field trip; and/or
- the student's parent(s)/guardian(s) is unable to attend the field trip, unless the participation of the parent(s)/guardian(s) of non-disabled students is required.

When questions arise regarding a student's ability to participate in a field trip due to disability, the SIT should consider supplementary aids and services, program modifications, and/or support for school personnel that can be provided to enable the student to participate without changing the basic purpose and/or nature of the program. The student's Section 504 Plan shall include any services, accommodations, and/or services needed to help the student participate in field trips.

If problems arise after the student is allowed to attend field trips, please reconvene the student's Section 504 SIT to discuss whether there are any services, accommodations, and/or modifications that could be given so that the student can continue to participate in these activities.

If the student is not able to participate in field trips even with the use of supplementary aids and/or services, then an alternative educational program should be provided as appropriate to substitute for the field trip or activity.

B. EXTRACURRICULAR ACTIVITIES

A school must provide disabled students an equal opportunity to participate in extracurricular activities. As a general rule, a school can impose eligibility requirements to participate in extracurricular activities as long as they are neutral on their face with respect to disability, essential to the activity in question, and applied equally to both disabled and non-disabled students alike. A school may be required to modify an eligibility requirement if the requirement discriminates against the student in question based on disability and modification of the requirement would not fundamentally alter the nature of the activity in question.

For example, a school may establish a grade/credit eligibility requirement for participation in an extracurricular activity. If a disabled student wants to participate in the activity and the school determines that the student is unable to satisfy the eligibility requirement because of his or her disability, the school must modify the requirement to enable the student to participate unless doing so would fundamentally alter the nature of the activity.

When a disabled student requests services, accommodations, and/or modifications so that he or she can participate in the extracurricular activity, such a request should be evaluated by the SIT. If the services, accommodations, and/or modifications needed by the student in order to participate create a fundamental alteration in the nature of the program or activity, the student may not be qualified to participate.

The SIT should consult with the General Counsel's Office or with the Athletic Department for advice or assistance when necessary. No two situations are alike and no general advice will suffice. Parent(s)/guardian(s) will be notified in writing of SIT decisions and reasoning. When disputes exist between the parent(s)/guardian(s) and the SIT over athletic participation or the services, accommodations, and/or modifications to be provided, the District's internal due process and/or grievance procedures should be utilized using the Request for a Hearing (Form 504-7) and Grievance/Discrimination Complaint (Form 504-16). Please use these procedures to ensure fairness to disabled athletes.

If the issue involves a Washington Interscholastic Activity Association Rule ("WIAA"), e.g., age limits, a SIT should also work with the Athletic Department to seek consultation from the WIAA.

If a school has information that a WIAA rule or regulation as applied to a specific student may subject the student to discrimination on the basis of disability, it must take reasonable steps to ensure that application of the rule or regulation does not discriminate against the student on the basis of disability. For example:

- Make an initial determination about whether application of the rule or regulation to the student subjects the student to discrimination on the basis of disability;
- If the initial determination is YES, the District must assist the student to appeal the ineligibility through WIAA's several levels of appeal, unless the District becomes persuaded during an appeal that applying the rule to the student does not discriminate against the student on the basis of disability; and/or
- If the initial determination is NO, the District must provide an internal Section 504 grievance procedure to promptly and equitably resolve the matter.

C. INTERPRETER SERVICES

When a student with a disability needs interpreter services for educational purposes or after school and extracurricular activities, the school should follow the process outlined in Section Two of this manual for referral, evaluation, and/or plan development. These procedures are for Section 504 interpreters and do not apply or include interpreters provided by the bilingual or Special Education departments for academic programming.

Once the student is made eligible under Section 504 and the SIT determines that the school cannot fund the interpreter service, the team will submit a Referral to the CIT (Form 504-13) requesting approval of such service to the Program Coordinator. The Program Coordinator will promptly respond to the SIT's request in writing using the CIT Response to Request for Assistance (Form 504-14). The Program Coordinator will provide funds for the interpreter for that particular school year. The school will then be required to provide the interpreter for the Section 504 student out of school funds for the subsequent years.

If a school requires additional interpreters and/or interpreters for deaf/hard of hearing parent(s)/guardian(s) related to parent/teacher conferences, IEP meetings, Section 504 meetings, discipline meetings/hearings, etc., the school will contact the Program Coordinator to arrange for a contract interpreter to be provided. At least 48 hours notice is required for contract interpreters. Once a contract interpreter has been reserved, the Program Coordinator will provide that information back to the school. If the school wishes to terminate the need for a contract interpreter, the school must provide at least 24 hours notice to the Program Coordinator. If the 24-hour notice is not given, the school will be responsible for paying any costs associated with the cancellation. Any interpreters scheduled outside of this process will be paid for by the school.

D. TRANSPORTATION

All Section 504 students requiring transportation services will be identified to the Transportation Office by the Student Health Services Program Manager and/or the Program Coordinator. Unless a specific transportation service is identified as a necessary service by the SIT, Section 504 students are subject to the same eligibility criteria as all other students.

Because the District provides transportation to some students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the District proposed to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the District will first determine the relationship between the student's behavior and his/her disabling condition, the appropriateness of the related service of transportation, and the need for re-evaluation. The Parent(s)/ Guardian(s) will be provided notice of the results of such determinations and of their right to challenge such determinations.

The length of the bus rides for qualified disabled students should not be longer than that of non-disabled students.

1. Determining Eligibility

Section 504 students eligible for special services transportation will be identified by the student's SIT team. Each student's name, address, telephone number, emergency number, attending school with starting and dismissal times, and special instructions related or pertinent to the nature of his or her handicap, should be submitted to the Transportation Office by the Program Coordinator.

2. Assigning Transportation

The modes of transportation selected for students with disabilities will be based upon their individual needs as determined by their SIT teams in cooperation with the Transportation Office. The modes used are:

- Yellow school bus - curb pick up
- Yellow school bus - community bus stop
- Special Transportation (vans or small busses)
- ORCA passes
- Taxi
- Parent reimbursement in lieu of provision of transportation

3. Schools Serviced by Transportation

When a disabled student receives transportation to and from school, schools should follow their normal procedures unless the student requires services, accommodations, and/or modifications in order to access transportation services. If a deviation from the departure schedule is required, the Transportation Office must be notified.

4. Student Transportation Records

The Transportation Office maintains a computer record for each student receiving Section 504 transportation services. These records are used to update information pertaining to the student (residence changes, school changes, etc.) and to maintain statistical data for the program.

5. Carrier Notification of Student Status Change

When students change their residence or school, or when students are added to or deleted from the special services program, the Transportation Office must be notified by the special services program specialists. Changes to routes will require 3 to 5 school days from the time of notification.

6. Special Equipment

Special equipment that may be required for busing student with disabilities, such as restraining harnesses, seatbelts, lap belts, etc., will be provided from District resources. Parent(s)/guardian(s) must provide personal individual items, such as wheelchairs and banana carts. Bus drivers are not authorized to carry medication for students on buses; parent(s)/guardian(s) are responsible for bringing any medication required for the student to the school.

7. Length of Day/Entrance and Exit

Students with disabilities will be treated the same as the non-disabled students with respect to the length of the school day, unless a shortened school day is determined necessary pursuant to the student's 504 plan to meet the student's individual needs. Likewise, students with disabilities should follow the general education school day start and end times, unless an individual start and end time is determined necessary, pursuant to the student's 504 plan, to meet a particular student's individualized needs.

Students with disabilities should use the same entrances and exits as general education students, unless the use of a separate entry or exit is for a legitimate, non-discriminatory reason, such as a determination, pursuant to the student's 504 plan, that the use of separate entrance or exit is necessary to meet the individualized needs of the disabled student.

E. MODIFICATIONS TO PHYSICAL STRUCTURES

A student's access to educational facilities is an inherent right of all students who attend the District and barriers to that access must be removed if possible and, if not, the student must be immediately, without delay, relocated to another school site. The process for requesting modification to the physical structure is the same as any other accommodation and must follow the same procedures outlined in Section Two of this manual.

1. Consideration by the SIT

When reviewing a request for physical modifications, the SIT must consider not only the student's disability but also how the disability affects the student's access to the programs inside and out of the building. The team should consider:

- Student's disability (evaluate to qualify for Section 504 if not already qualified);
- How student's disability affects their access to the building;
- What other alternatives may be available to meet the student's disability related needs before changing the physical structure; and/or
- Any interim measures necessary to achieve immediate access, including temporary relocation, if necessary.

2. Referral to CIT

If the SIT determines that the building is in need of physical modification in order to provide access for the student, the SIT will submit a request for approval of such modifications to the CIT using the Referral to the CIT (Form 504-13). The CIT will instruct maintenance to have an estimate completed for the final approval by the CIT. The CIT will promptly respond to the team's request in writing using the CIT Response to Request for Assistance (Form 504-14).

F. APPROPRIATE FUNDING

The District recognizes that the regular education funding of the District is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are identified as IDEA eligible, state and federal special education funds can be used. The District will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The District may use the IDEA money to evaluate a student if the District believes the student may also be eligible under the IDEA.

V. PROCEDURAL SAFEGUARDS AND DISPUTE RESOLUTION PROCESS

A. HEARING RIGHTS FOR PARENT(S)/GUARDIAN(S) AND STUDENTS

Section 504 gives parent(s)/guardian(s) the right to challenge District decisions regarding the identification, evaluation, and/or educational placement of their child. Under Section 504, the District must notify a student's parent(s)/guardian(s) before it takes any action regarding the identification, evaluation, and/or placement of their child and provide the parent(s)/guardian(s) an opportunity to challenge the action if they disagree. "Any action" includes a decision not to evaluate a student and/or denial of placement. The minimum necessary due process rights include: prior notice of any action; a right to inspect records; an impartial hearing with a right to representation by counsel; and/or a review procedure.

1. Initiation of a Hearing

A parent(s)/guardian(s)/adult student or an individual school have a right to initiate a Section 504 hearing to challenge or to show appropriateness of a proposal or refusal by the individual school to initiate or change:

- The identification of the student;
- The evaluation of the student;
- The educational placement of the student; and/or
- The provision of FAPE to the student pursuant to these procedures.

A request by the parent(s)/guardian(s)/adult student or the school for a hearing pursuant to this section should be made using the Request for a Hearing (Form 504-7). If Form 504-7 is not used, the request must:

Be in writing, specify the school, explain the concerns of the parent(s)/ guardian(s)/adult student or the school in general or specific terms, and provide other information regarding the request for hearing.

The request should be mailed to: Student Section 504 Program Coordinator, Seattle Public Schools, MS 31-680, P.O. Box 34165, Seattle, Washington 98124-1165. The Program Coordinator will forward a copy of the parent(s)/guardian(s)' request to the individual school and a copy of the school's request to the parent with attachments.

2. Selection of a Hearing Officer and Expense of Hearing

- The hearing will be conducted by an independent hearing officer at the expense of the District.
- The hearing shall be conducted by a qualified person selected and appointed by the Superintendent or his designee. The person selected shall not have a personal and/or professional interest that would conflict with his/her objectivity in the hearing and will not be a District employee. A person who otherwise qualifies to conduct a hearing pursuant to this section is not an employee of the District because she or he is paid to serve as a hearing officer.
- The hearing shall be conducted in accordance with the Administrative Procedures Act, RCW 34.05.
- The District will keep a list of persons who serve as hearing officers. The list must include a statement of the qualifications of each of those persons.

3. Independent Hearing Officer's Response

The hearing officer should send the parent(s)/guardian(s) and the individual school a Notice of Hearing and that Notice of Hearing should include the following information:

- The date, time, and place of hearing;
- The issue to be addressed at the hearing to the extent the issues have been identified at the time of the notice;
- The rights, procedures, and/or other matters to be discussed; and/or
- The thirty (30) calendar day time line for completing the hearing process shall be from the day the Program Coordinator receives the written request for a due process hearing.

4. Hearing Rights

Both parent(s)/guardian(s) and individual schools have the following hearing rights:

- Both parties have the right to be accompanied and/or advised by persons with special knowledge or training with respect to the problems of Section 504 students.
- Both parties have the right to be advised and/or represented by an attorney.
- Both parties have the right to present evidence, including the opinions of qualified experts and confront, cross-examine, and/or compel the attendance of school personnel.
- Both parties have the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five (5) school days before the hearing or two (2) school days if the hearing is expedited.
- Both parties have the right to have all evaluations completed and the recommendations contained in those reports at least five (5) school days before the hearing or two (2) school days if the hearing is expedited.
- A hearing officer may bar any party who fails to comply with the five (5) school day rule from introducing relevant evaluations and/or recommendations at the hearing without consent of the other party.
- Both parties have the right to obtain a written decision containing findings of fact, conclusions of law, and/or a decision.
- Parent(s)/guardian(s) who are a party to the hearing have the right to have the student who is the subject present at the hearing.
- There shall be no cost to the parent for the hearing.
- The hearing will be held at the JSCEE, 2445 3rd Avenue South, Seattle, Washington and/or another location as agreed to by all parties. By agreement of both parties, the hearing may be held in the evening.

5. Timeline for Hearing Officer's Decision

No later than thirty (30) calendar days after the date of the receipt of a request for a hearing:

- A final decision should be reached in the hearing;
- A copy of the decision should be mailed to each party;
- The hearing officer may grant specific extensions of time beyond the period that is allowed in this section; and/or
- Each hearing shall be conducted at a time and place that is reasonably convenient to the parent and student involved.

6. Review Procedure

Review of the decision of the hearing officer by the School Board and/or designee may be requested within ten (10) school days of the decision. A

decision on the review will be provided to the parties within twenty (20) school days after the School Board has heard the review.

7. Final Decision – Appeal to Court of Law

A decision made pursuant to these procedures is final unless modified or overturned by a court of law. A parent(s)/guardian(s) aggrieved by the findings and decision made in a hearing who does not have the right to appeal under these procedures has the right to bring a civil action. Parent(s)/guardian(s) should consult with their legal representative for a full explanation of their rights under the law.

VI. DISTRICT INVESTIGATION AND GRIEVANCE PROCEDURES FOR SECTION 504 DISCRIMINATION COMPLAINTS

The District prohibits discrimination and/or harassment based on disability.

All allegations, reports, and complaints of disability discrimination shall be addressed in accordance with Superintendent Procedure 3210SP.B/5010SP applicable to discrimination complaints generally. When a complaint involves alleged disability discrimination, all references to "District Compliance Coordinator" appearing in Superintendent Procedure 3210SP.B/5010SP related to the complaint process shall be considered to mean the "District's ADA/Section 504 Grievance Coordinator."

Please review Superintendent Procedure 3210SP.B/5010SP for specific details on reporting and handling complaints of disability discrimination, including those provisions related to confidentiality. It can be found online here: http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/3210SP.B_5010SP.pdf

Nothing in this procedure or Procedure 3210SP.B/5010SP shall be construed to limit the district's ability to investigate allegations of disability discrimination without regard to whether or not an informal or formal complaint has been filed under any of these procedures.

DISABILITY DISCRIMINATION COMPLAINT PROCEDURES

If you believe that someone has been discriminated against in Seattle Public Schools on the basis of disability, please call or submit a written complaint to:

ADA/Section 504 Grievance Coordinator
Seattle Public Schools
Office of Student Civil Rights - MS 32-149
P.O. Box 34165
Seattle, WA 98124-1166
Phone: (206) 252-0178 or

Email: accessibility@seattleschools.org

1. Informal complaints may be made orally, in writing, and may also be made anonymously. Complainants should understand that an anonymous complaint might not be resolved to the complainant's satisfaction due to investigation limitations created by anonymity. All attempts shall be made to keep the identity of the complainant confidential, although confidentiality cannot be guaranteed.

2. Formal Complaint Process - Anyone may initiate a formal complaint of discrimination even if the informal complaint process was initially utilized. All formal complaints shall be in writing; shall be signed by the complainant; and shall set forth the specific acts, conditions, or circumstances alleged to have occurred that constitute discrimination.

Before the District can proceed, the complaint must have enough information for the District to understand the allegation, including:

- The nature of the action, incident, or comment.
- The name or other information about the person(s) who is alleged to have discriminated.
- The school or program where the disability discrimination is alleged to have occurred.
- The date(s) during when the alleged discriminatory action(s) occurred or, if continuing, the duration of such actions.
- Why the complainant believes the actions are discriminatory on the basis of disability.

Complainants are encouraged to send any additional materials and to identify the name(s) and contact information of any witnesses to the incident(s) that may assist in the investigation process.

Additionally, for all formal complaints, the complainant may be required to:
- sign an authorization indicating consent for the District to conduct an investigation and attestation that the complainant understands that it may be necessary to reveal the complainant and student's identity, as well as facts and evidence discovered during the investigation; and
- confirm that s/he is an adult student (18 or older) or the student's parent or legal guardian authorized to sign consent for the District to investigate.

Although confidentiality cannot be guaranteed, the District will fully implement the complaint policy's prohibiting retaliation against complainants and/or witnesses. Retaliation is a separate and distinct matter under the law, but complaints of retaliation can be initiated by following the same complaint procedure.

Under the formal complaint procedures, a designee of the Superintendent shall receive and investigate all formal, written complaints of disability discrimination. If the complaint

should involve the ADA/Section 504 Grievance Coordinator, the Superintendent will designate an impartial investigator to address the allegations.

- The investigation will be adequate to address the allegations raised and will be conducted in an impartial manner, including providing the complainant the opportunity to provide witnesses and/or other information.
- The Superintendent shall respond in writing to the complainant within thirty (30) calendar days after the request for review is received, unless additional time is needed and an explanation is provided to the complainant in writing.
- Corrective measures deemed necessary by the designee and/or Superintendent will be instituted as quickly as possible, but in no event not more than thirty (30) calendar days after the issuance of the Superintendent's response, unless the matter is one that implicates the District's due process obligations owed to its employees or to other students.

If you would like a form to assist you in providing information or have any questions regarding the complaint process and/or complaint form, please call or write the District's ADA/Section 504 Grievance Coordinator at the address, phone, or email above.

If the complaint concerns the ADA/Section 504 Grievance Coordinator, you may contact the Student Civil Rights Compliance Officer at the same mailing address or by phone at (206) 252-0306.

VII. Right to File a Complaint with the Office for Civil Rights ("OCR")

Parent(s)/guardian(s) and adult students also have the right to file a complaint with the Office for Civil Rights ("OCR"), the body that enforces Section 504. OCR's focus is on the process the District follows to identify, evaluate, and/or provide an educational placement to a disabled student and to provide procedural due process to the student's parent(s)/guardian(s).

Except in extraordinary circumstances, OCR does not review the result of individual placement and/or other educational decisions so long as the District complies with the procedural requirements of Section 504 relating to identification and/or location of students with disabilities, evaluation of such students, and/or due process.

Accordingly, OCR generally will not evaluate the content of a Section 504 Plan or an IEP; rather, any disagreement can be resolved through a due process hearing.

OCR will examine procedures by which the District identifies and evaluates students with disabilities and the procedural safeguards that the District provides students. OCR will also examine incidents in that students with disabilities are allegedly subjected to treatment that is different from the treatment to which similarly situated students without disabilities are subjected. Such incidents may involve the unwarranted exclusion of disabled students from educational programs and/or services.

The address of the Regional Office that covers Seattle is:

U.S. Department of Education
Office for Civil Rights
Henry M. Jackson Federal Building
915 Second Avenue, Room 3310
Seattle, Washington 98174-1099
www.ed.gov/OCR
email address: OCR.Seattle@ed.gov

VIII. COMPARISON OF SECTION 504 AND THE IDEA

Element	Section 504	IDEA
Purpose	A Federal civil rights law designed to eliminate disability discrimination in all programs and activities that receive Federal funds.	A Federal funding law designed to provide funds to educate disabled students.
Application	Applies to "school age" children with physical/mental impairment(s) substantially limiting a major life activity.	Applies to children ages 3-21 with one of 14 specific disabilities.
Referral	Can be made by anyone, but should be made in writing unless the person making the referral is unable to write.	Can be made by anyone, but must be made in writing unless the person making the referral is unable to write.
Evaluation Procedures	Parental consent must be obtained before an initial evaluation. District can use due process hearing procedures to override a lack of consent for an initial evaluation. Parental consent not needed for re-evaluations. Requires periodic evaluations. District must consider private reports provided by parent(s)/guardian(s). Does not provide for Independent Educational Evaluations ("IEEs") at District expense.	Parental consent must be obtained before an initial evaluation. District can use due process hearing procedures to override a lack of consent for an initial evaluation. Parental consent generally needed for most re-evaluations. Requires that re-evaluations be conducted at least every 3 years. District must consider private reports provided by parent(s)/guardian(s). Provides for Independent Educational Evaluations ("IEEs") at District expense if a parent(s)/guardian(s) disagrees with the District's evaluation and the District either agrees to fund the IEE or does not prevail in a hearing to defend its evaluation.

Element	Section 504	IDEA
Plan to Ensure Free Appropriate Public Education ("FAPE")	Section 504 Plans that identify the related services and aids, as well as appropriate accommodations and/or modifications needed to ensure that a disabled student has the ability to access an appropriate education. An appropriate education is one that provides a disabled student sufficient individualized supports to enable the student to receive educational benefit (i.e., not maximum benefit, not minimal benefit, some benefit).	Individualized Education Programs ("IEPs") that call for specially designed instruction, related services and/or aids, as well as appropriate accommodations and/or modifications to ensure that a disabled student has the ability to access an appropriate education. An appropriate education is one that provides a disabled student sufficient individualized supports and services to enable the student to receive educational benefit (i.e., not maximum benefit, not minimal benefit, some benefit).
Consent	Parental consent must be obtained prior to the initial evaluation.	Parental consent must be obtained prior to the initial placement. Parent(s)/guardian(s) can withdraw their consent for the receipt of services at any time. The student loses the protections available to students with disabilities under the IDEA as it relates to disciplinary actions after they are withdrawn from services.

Element	Section 504	IDEA
Placement	Must be made based upon a review of data and information from a variety of sources, by a qualified multidisciplinary team, ensuring that the student is educated with his/her non-disabled peers to the maximum extent appropriate (the least restrictive environment). Requires a re-evaluation before any substantial change in placement.	Must be made based upon a review of data and information from a variety of sources, by a qualified multidisciplinary team, ensuring that the student is educated with his/her non-disabled peers to the maximum extent appropriate (the least restrictive environment). An IEP meeting must occur before any change in placement is made. Any material or substantial change in placement must be based upon current evaluative data.
Notice and Due Process Rights	The District must notify parent(s)/guardian(s) before taking any action regarding the identification, evaluation, and/or placement of the student. Notice can be oral, but the District expects that notice will be given in writing.	The District must notify parent(s)/guardian(s) before taking any action regarding the identification, evaluation, and/or placement of the student. Notice must be in writing and contain certain specific elements.
Grievance Process Available	Internal grievance procedure outlined in Superintendent Procedure 3210SP.B for anyone asserting complaints of disability discrimination.	Citizen's complaints made to the Office of the Superintendent of Public Instruction (“OSPI”).

Element	Section 504	IDEA
Hearing Process Available	Due process hearing through the District, conducted by the CIT and/or a District-appointed hearing officer.	Due process hearing through OSPI, conducted by an Administrative Law Judge appointed by the Office of Administrative Hearings.
Enforcement Authorities	Enforced by the U.S. Department of Education, Office for Civil Rights ("OCR") through Complaint Investigations and Compliance Reviews.	Enforced by the U.S. Department of Education, Office of Special Education Programs ("OSEP") through Compliance Reviews and by OSPI, through Citizen's Complaints and Compliance Reviews.
Resources for Questions or Concerns	Building Coordinator Program Coordinator Puget Sound ESD Section 504 Manual http://www.psesd.org/index.php?option=com_content&task=view&id=586&Itemid=864 OCR 504 FAQs http://www2.ed.gov/about/offices/list/ocr/504faq.html	Building Special Education Department Head Special Education Consulting Teachers and Supervisors OSPI Special Education Technical Assistant Modules http://www.k12.wa.us/specialed/programreview/technicalassistance.aspx Department of Education IDEA Resources http://idea.ed.gov/

IX. COMPLIANCE STATEMENT

Seattle Public Schools ("SPS") provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex (gender); race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental, or physical disability; veteran or military status; or the use of a trained dog guide or service animal. SPS provides equal access to the Boy Scouts and other designated youth groups.

SPS complies with all applicable state and federal laws and regulations, including but not limited to: Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, chapter 28A.640 RCW, chapter 28A.642 RCW, chapter 392-190 WAC, and chapter 49.60 of RCW ("The Washington Law Against Discrimination"). SPS's compliance includes, but is not limited to, all District programs, courses, activities, including extra-curricular activities, services, and access to facilities.

The following employees have been designated to handle questions and complaints of alleged discrimination by students, parents, guardians, and members of the public and can be reached by mail at Office of Student Civil Rights, Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166 or by email or phone via the info below:

- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, (206) 252-0178, or accessibility@seattleschools.org
- For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, (206) 252-0367, or Title.IX@seattleschools.org
- For all other types of discrimination, contact: Student Civil Rights Compliance Officer, (206) 252-0306, or OSCR@seattleschools.org

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, (206) 252-0024, or hreeoc@seattleschools.org.

Note: The District Compliance Officials are responsible for monitoring trainings, providing notices, annual reporting, arranging for investigation of complaints, tracking the District's response to complaints, and identifying and addressing District-wide patterns and systemic problems.

X. FORMS AND NOTICES

Form 504-1: Notice of Parent/Student Rights Under Section 504

Form 504-2: Survey to Identify Disabled Students

Form 504-3: Student Referral

Form 504-4: Notification of Determination on Referral for Evaluation

Form 504-5: Parent Consent for Evaluation

Form 504-6: Section 504 Eligibility or Non-Eligibility

Form 504-7: Request for a Hearing

Form 504-8: Individualized Evaluation Report/Section 504 Plan

Form 504-9: Termination of Services

Form 504-10: Manifestation Determination Review

Form 504-11: Request for Assignment Related Accommodation

Form 504-12: Authorization for Exchange of Information and Records

Form 504-13: Referral to the CIT

Form 504-14: CIT Response to Request for Assistance

Form 504-15: Student Confidentially Waiver

Form 504-16: Individual Health Plan

Form 504-17: Section 504 Process Checklist

SEATTLE SCHOOL DISTRICT
NOTICE OF PARENT/STUDENT
RIGHTS UNDER SECTION 504
(FORM 504-1)

The Rehabilitation Act of 1973 ("Act"), commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The 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.

This is a notice of your rights under Section 504. This document is not intended to address the rights afforded under the Individuals with Disabilities Education Act ("IDEA") that applies to students eligible for special education services. The Office of the Superintendent of Public Instruction's ("OSPI") *Notice of Special Education Procedural Safeguards for Students and Their Families* is available through the District's Special Education Department and sets out the rights assured by the IDEA. It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who have a physical or mental impairment that substantially limits one or more major life activity who do not qualify under the IDEA.

Federal laws and regulations provide parent(s)/guardian(s) and students with the following rights:

1. You have the right to be informed by the District of your rights under Section 504 (the purpose of this notice is to advise you of those rights).
2. You have the right to have your child participate in and benefit from the District's education program without discrimination based on disability.
3. You have the right to receive notice before the District takes any action regarding the identification, evaluation, and/or placement of your child.
4. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. You have the right to refuse consent for the initial evaluation and initial placement of your child.
5. You have the right to have your child receive a free appropriate public education ("FAPE"). This includes your child's right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the District provide related aids and/or services to allow your child an equal opportunity to participate in school activities, educational, and/or related aids and services provided to your child without cost except for those fees imposed on the parent(s)/guardian(s) of non-disabled children.
6. Your child has a right to facilities, services, and/or activities that are comparable to those provided for non-disabled students.

7. You have the right to have evaluation, educational, and/or placement decisions for your child based upon information from a variety of sources, by a group of persons who know your child, your child's evaluation data, and/or placement options.

8. You have the right to have your child be provided an equal opportunity to participate in non-academic and extracurricular activities offered by the District.

9. You have the right to examine your child's education records and obtain a copy of such records. You also have the right to receive a response to reasonable requests for explanations and interpretations of your child's education records.

10. You have the right to request the District to amend your child's education records if you believe that they are inaccurate, misleading, and/or otherwise in violation of the privacy rights of your child. If the District refuses this request, you have the right to challenge such refusal under the Family Educational Rights and Privacy Act ("FERPA").

11. You have the right to request mediation or an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, and/or educational placement with opportunity for parental participation in the hearing and representation by an attorney.

12. If you wish to challenge the actions of the District in regard to your child's identification, evaluation, and/or education placement, you should file a written request for a hearing with the Section 504 Program Coordinator, MS 31-680, P.O. Box 34165, Seattle, Washington 98124-1165 using the Request for a Hearing (Form 504-7). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place of the hearing.

13. If you disagree with the decision of the impartial hearing officer, you have a right to review that decision by a court of competent jurisdiction. If you prevail in a civil rights action against the District, you have the right to seek the payment of reasonable attorney's fees through the court.

14. You have the right to file a local grievance or complaint with the U.S. Department of Education's Office for Civil Rights or file a complaint in federal court. The address of the Regional Office that covers Seattle is:

    U.S. Department of Education
    Office of Civil Rights
    915 Second Avenue, Room 3310
    Seattle, Washington 98174-1099
    Phone: (206) 607-1600
    Website: www.ed.gov/OCR
    Email Address: OCR.seattle@ed.gov

SEATTLE SCHOOL DISTRICT
SURVEY TO IDENTIFY DISABLED STUDENTS
(FORM 504-2)

The Seattle School District ("District"), as a recipient of Federal funds, is required by the U.S. Department of Education to comply with the Rehabilitation Act of 1973, commonly referred to as "Section 504." This Act's regulations provide that any student with an identified disability who needs help to benefit from their school experience must receive services, modifications, and/or accommodations in order to enjoy non-discriminatory access to programs and services and receive a free appropriate education ("FAPE").

This survey should be filled out if you think your child has a disability or if you have documentation that your child is disabled (***and is not currently eligible for Special Education services***) and needs assistance to benefit from his or her educational experience. A "disability" for the purposes of Section 504 is having a mental or physical impairment that substantially limits one or more major life activity. Please fill out separate surveys for each child suspected of having a disability and **return to the student's school**. ***If you do not believe your child is disabled, you do not have to return this survey.***

Student Name: _____ Birth Date: _____

School: _____ Student ID #: _____

1. What mental or physical impairment(s) do you believe your child has? Please describe the condition or list information confirming the condition.

2. Please describe how you think this mental or physical impairment is impacting your child?

3. What things do you think are needed to assist your child in being able to benefit from his or her educational experience because of mental or physical impairment?

Signature of Parent/Guardian: _____ Date: _____

The Seattle School District provides equal educational opportunity without regard to race, creed, color, national origin, sex, handicap/ disability, marital status, or sexual orientation. The District also complies with all applicable state and Federal laws and regulations to include, but not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, RCW 49.60 (the law against discrimination), RCW 28A.640 (sex equality), and American with Disabilities Act ("ADA"), all of which prohibit discrimination in all District programs, courses, activities (including extra-curricular activities), services, and access to facilities, etc. The Section 504 Grievance Coordinator with the overall responsibility for monitoring, auditing, and ensuring compliance with these policies is: ADA/Section 504 Grievance Coordinator, Office of Student Civil Rights, MS 32-149, P.O. Box 34165, Seattle, Washington 98124-1165; (206) 252-0178.

SEATTLE SCHOOL DISTRICT
STUDENT REFERRAL FORM
(FORM 504-3)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

Student Address: _____ City: Seattle Zip: _____

School: _____ Grade: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Telephone Number(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

1. What mental or physical impairment(s) do you believe this student has? Please describe the condition(s) and/or list information confirming the condition(s).

2. Please describe how you think this mental or physical impairment is impacting this student.

3. What things do you think are needed to assist this student in being able to benefit from his or her educational experience because of a mental or physical impairment?

4. Please share any other information that you believe is relevant in determining if this student should be evaluated for eligibility under Section 504?

SEATTLE SCHOOL DISTRICT
NOTIFICATION OF DETERMINATION
ON REFERRAL FOR EVALUATION
(FORM 504-4)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

Student Address: _____ City: Seattle Zip: _____

School: _____ Grade: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

A referral was made for an evaluation to determine if the above student is a candidate for an evaluation to determine eligibility under Section 504. The Student Intervention Team ("SIT") at your child's school, includes:

_____ _____
Name and Title Name and Title

_____ _____
Name and Title Name and Title

_____ _____
Name and Title Name and Title

and determined that the student:

___ is an appropriate candidate for evaluation
___ is not an appropriate candidate for evaluation

The following data, evaluations, assessments, documents, and/or other information were considered in making this decision:

Date of SIT Decision: _____

If the SIT determined that your child is an appropriate candidate for evaluation, a Parent Consent for Evaluation (Form 504-5) will accompany this determination. If the SIT determined that your child is not an appropriate candidate for evaluation, you may challenge that decision in the manner explained in the attached Notice of Parent/Student Rights under Section 504 (Form 504-1).

SEATTLE SCHOOL DISTRICT
PARENT CONSENT FOR EVALUATION
(FORM 504-5)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

I received notice that the Seattle School District ("District") wishes to evaluate my child pursuant to the Rehabilitation Act of 1973 ("Act"), commonly referred to as "Section 504," to determine if he or she is a student who has a physical or mental impairment that substantially limits one or more major life activity. The District may, but is not required to, use due process hearing procedures to seek to override my denial of consent for an initial evaluation.

I understand that aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and/or adaptive behavior may all be considered in making the eligibility decision and that I am encouraged to provide the Building Coordinator with any information or documentation that I am aware of that may be helpful in making this decision.

____ I give my consent for my child to be evaluated pursuant to Section 504.

____ I do not give my consent for my child to be evaluated pursuant to Section 504.

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Email Address: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Email Address: _____

SEATTLE SCHOOL DISTRICT
PARENT NOTICE: ELIGIBILITY OR NON-ELIGIBILITY
(FORM 504-6)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

On _____, the Student Intervention Team ("SIT") met at your child's school to discuss your child's academic progress. The SIT was comprised of:

_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title

Based on the materials the SIT reviewed, a determination was made that:

____ Your child has a disability under Section 504 that requires an accommodation plan to ensure your child has full access to all school activities.

____ Your child is not eligible for Section 504.

If you disagree with the above determination, you have the right to request an impartial hearing and to bring an attorney to represent you. If you wish to proceed to a formal hearing, please complete the enclosed Request for a Hearing (Form 504-7). Also enclosed is a Notice of Parent/Student Rights under Section 504 (Form 504-1).

If you have any questions, please do not hesitate to contact _____ (Building Coordinator)
at _____.
(Phone/Email)

SEATTLE SCHOOL DISTRICT
REQUEST FOR A HEARING
(FORM 504-7)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

A parent/adult student or an individual school has a right to initiate a Section 504 hearing to challenge or to show the appropriateness of a proposal or refusal by the individual school to initiate or change:

- The identification of the student;
- The evaluation of the student;
- The educational placement of the student; and/or
- The implementation of a program to provide a free appropriate public education ("FAPE") to the student.

INSTRUCTIONS:

1. Complete and sign this form giving specific details about why you are requesting a Section 504 hearing. Use additional pages, if necessary, and include any supporting documentation.
2. Return form to: Student Section 504 Program Coordinator, Seattle Public Schools, MS 31-680, P.O. Box 34165, Seattle, Washington 98124-1154; or via fax to (206) 252-0053. Please direct all questions to: Section 504 Program Coordinator at (206) 252- 0058.

SUMMARY OF CONCERNS:

_____ _____ _____
Parent/Guardian Signature Relationship to Student Date

SEATTLE SCHOOL DISTRICT
INDIVIDUALIZED EVALUATION REPORT/
SECTION 504 PLAN
(FORM 504-8)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Home Phone: _____ Work Phone: _____

Parent(s)/Guardian(s) Email Address(es): _____

Part 1A: Evaluation Report

The School Intervention Team ("SIT") is to include individuals who are knowledgeable about the student, the student's disability, and/or the meaning of the data/information reviewed. The information reviewed by the SIT should be current and focus on the areas of concern.

1. Area(s) of concern:

2. Summary of data reviewed:

3. Summary of staff reports/comments:

4. Summary of parent(s)/guardian(s) report/comments:

5. Other pertinent information:

Part 1B

Based on the team's findings, answer the following questions:

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

   Yes* _____ No** _____

   If yes, please describe:

2. Does the mental or physical impairment **substantially** limit one or more major life activity(ies)?
(major life activities can include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, immune system functions, normal cell growth functions, digestive functions, bowel functions, bladder functions, neurological functions, brain function, respirator functions, circulatory functions, endocrine functions, reproductive functions; not an exhaustive list)

Yes* _____ No** _____

If yes, please describe:

3. Does the mental or physical impairment impact the student's ability to participate in and/or benefit from programs and services?

Yes* _____ No** _____

If yes, please describe:

* If the SIT answered "yes" to questions 2 and 3 and the team identified a major life activity that is substantially limited by this condition, the student is eligible for a Section 504 Plan. The SIT is to proceed to Part 2.

** If the SIT answered "no," complete the Eligibility or Non-Eligibility (Form 504-6).

Part 2: Section 504 Plan

Describe the related services, aids, modifications, and/or accommodations that will be provided:

1. Instructional:

2. Environmental/Accessibility:

3. Behavioral/Social:

4. Assessment/Testing:

5. Other:

6. Student responsibilities:

7. Parent(s)/Guardian(s) responsibilities:

Implementation Date: _____/_____/_____

First Annual Review Date: _____/_____/_____
(fill in date the plan was actually reviewed; not date it is due to be reviewed)

Second Annual Review Date: _____/_____/_____
(fill in date the plan was actually reviewed; not date it Is due to be reviewed)

Third Annual Review Date: _____/_____/_____
(fill in date the plan was actually reviewed; not date it Is due to be reviewed)

(The Building Coordinator or designee will be responsible for scheduling and assembling staff needed to conduct this review.)

NOTE: Provide a copy of Section 504 Plan to Parent(s)/Guardian(s) and to all individuals responsible for implementing the plan.

SIT team signatures:
(Do not have parents sign in this section; only SIT members sign here; parents sign below)

Name	**Title**	**Date**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent(s)/Guardian(s) statements (check all that apply):

_____ I received the Notice of Parent/Student Rights under Section 504 (Form 504-1).

_____ I received notice of the Section 504 evaluation and accommodation plan meeting.

_____ I agree with the Section 504 Plan as written.

_____ I understand that if I disagree with the content of this Section 504 Plan, I have the right to ask for a hearing by filing a written request using the Request for a Hearing (Form 504-7).

_____ I am providing my consent for the placement outlined in this plan (***needed for initial placements only***).

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Name: _____Date: _____

Parent/Guardian Signature: _____

Send the signed original Section 504 Plan to the Program Coordinator within one (1) week of implementation. A copy must be placed in the student's cumulative file and in the student's counseling and/or nursing file, as appropriate.

If this Section 504 Plan is no longer needed by the student, it must be officially terminated by the SIT using Termination of Services (Form 504-9). Have the SIT convene, complete Form 504-9, attach the completed form to the front of this Section 504 Plan, send the signed original to the Program Coordinator, and make sure the 504 Flag is removed from the student database. Note: A student can only be terminated from services based on a re-evaluation.

SEATTLE SCHOOL DISTRICT
TERMINATION OF SERVICES
(FORM 504-9)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

In the space below, briefly describe the reason for terminating the student's Section 504 Plan and refer to the re-evaluation on which the decision is based:

_____ _____
Name and Title Name and Title

_____ _____
Name and Title Name and Title

_____ _____
Name and Title Name and Title

Parent(s)/Guardian(s) statements:

_____ I received the Notice of Parent/Student Rights under Section 504 (Form 504-1).

_____ I understand that if I disagree with this decision, I have the right to ask for a due process hearing by filing a written request using the Request for a Hearing (Form 504-7).

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

SEATTLE SCHOOL DISTRICT
MANIFESTATION DETERMINATION REVIEW
(FORM 504-10)

This form should be used whenever long-term suspension or expulsion (over 10 school days) is being considered as a consequence for a disciplinary action purportedly committed by a student eligible for Section 504 accommodations and/or protections. The process is twofold: 1) to review the appropriateness of the Section 504 Plan and if it was implemented and 2) to determine if the student's behavior was a manifestation of his or her disability. This form is not to be used for special education students or students suspected of being disabled who are not eligible for Section 504 or special education.

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Manifestation Determination Review Meeting Date: _____

1. Describe the alleged incident/behavior that led to the student's removal from school:

2. Has the student been removed from school for disciplinary reasons before? (If "yes," include a brief description of the incident(s), frequency, and/or duration).

3. Was the conduct in question the direct result of the District's failure to implement the student's Section 504 Plan? Why or why not?

4. Was the conduct in question caused by or did it have a direct and substantial relationship to the student's disability? Why or why not?

If the answer to either of the above questions is YES, then the behavior is a manifestation of the disability and the student should be immediately returned to his or her last educational placement and a behavior intervention plan drafted, if appropriate. If the answer to both of the above questions is NO, the student should face the same disciplinary consequence that a general education student would face for the same disciplinary infraction.

_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title

Parent(s)/Guardian(s) statements:

_____ I received the Notice of Parent/Student Rights under Section 504 (Form 504-1).

_____ I understand that if I disagree with this decision, I have the right to ask for a due process hearing by filing a written request using the Request for a Hearing (Form 504-7).

Parent/Guardian Name: _____ Date: _____
Parent/Guardian Signature: _____
Parent/Guardian Email Address: _____

Parent/Guardian Name: _____ Date: _____
Parent/Guardian Signature: _____
Parent/Guardian Email Address: _____

SEATTLE SCHOOL DISTRICT
REQUEST FOR ASSIGNMENT
RELATED ACCOMMODATION
(FORM 504-11)

Once a Section 504 eligible student is assigned to a school under the terms of the District's Student Assignment Plan, he or she may change assigned schools outside the terms of the Student Assignment Plan, if and only if, the student cannot receive a free appropriate public education ("FAPE") at the assigned school. This form should be completed by parents when they are seeking a change in school assignment based solely upon a need to accommodate a student's disability.

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

Home Phone: _____ Work Phone: _____

1. Please describe the mental and/or physical impairment that has resulted in your child being eligible for Section 504 (attach additional pages or supporting records, if needed):

2. Please describe what specific accommodation and/or service your child needs that you do not believe his or her assigned school can provide (attach additional pages or supporting records, if needed):

3. If your concern is environmental in nature (i.e., lack of wheelchair ramp or FM sound system), please identify if you have raised it to the Building Coordinator previously:

I declare under the penalties of perjury for the State of Washington that the information on this form and the attached document(s) is true and accurate.

_____ _____ _____
Signature of Parent/Guardian Date City Signed In

SEATTLE SCHOOL DISTRICT
AUTHORIZATION FOR THE EXCHANGE
OF INFORMATION AND RECORDS
(FORM 504-12)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School District: Seattle Public Schools

I hereby authorize the release of information and records:

From: _____ To: Seattle Public Schools

_____ c/o _____
(Name of Agency/Person) (Name of Person/School/Department)

_____ _____
Address Address

_____ _____
City, State, Zip City, State, Zip

Describe the records to be disclosed:

The reason for disclosing the record(s) is: Obtaining information to make educational decisions pursuant to Section 504.

I understand that the information obtained will be treated in a confidential manner and will not be transmitted to a third party without my permission.

_____ _____
Parent/Guardian/Adult Student Signature Date

SEATTLE SCHOOL DISTRICT
REFERRAL TO THE CENTRAL INTERVENTION TEAM
(FORM 504-13)

This form is used to request assistance from the Section 504 Central Intervention Team ("CIT"). Please fill out the form in its entirety, do not leave any blanks, and be as detailed as possible in your explanations. This form must have supporting documentation attached from the building SIT meeting. Once completed, send the packet to the Student Section 504 Program Coordinator, Seattle Public Schools, MS 31-680, or via fax to (206) 252-0053. The Section 504 Program Coordinator will make contact with the Building Coordinator to go over the request, if necessary.

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

1. Has the SIT qualified the student under Section 504? Yes _____ No _____

   If yes, what is the student's disability: _____

2. Is the SIT currently evaluating the student? Yes _____ No _____

   If yes, what are the areas of suspected disability: _____

3. What assistance is requested from the CIT (please include any specifics and/or reasoning necessary to fully evaluate this request)?

   Estimated Cost: _____

4. Identify any interventions (modifications, accommodations, and/or services) the building has put in place to accommodate the student and evaluate the success of these interventions:

_____ _____
Building Coordinator Signature Principal Signature
Direct Phone Number: _____ Direct Phone Number: _____

SEATTLE SCHOOL DISTRICT
CENTRAL INTERVENTION TEAM RESPONSE
(FORM 504-14)

The Central Intervention Team ("CIT") has reviewed your request for assistance for _____. After reviewing all relevant documentation available to the CIT, it has been determined that your request is:

_____ **Approved**. Please contact Student Section 504 Program Coordinator, (206) 252-0058.

Accommodation: _____
Cost: _____
Expiration Date: _____

_____ **Pending.** An additional 10 days is needed for the following reason(s):

_____ Additional Information is needed from the SIT team (see below)

_____ Additional Information is being gathered by the CIT (see below)

_____ **Denied (**see below for further explanation).

_____ The CIT disagrees with the SIT's decision so additional consultation is needed.

_____ The student is qualified for special education and this request has been forwarded to the Special Education department.

_____ Other (see below).

EXPLANATION AND NEXT STEPS:

_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title
_____	_____
Name and Title	Name and Title

SEATTLE SCHOOL DISTRICT
STUDENT CONFIDENTIALITY WAIVER
(FORM 504-15)

Under Washington State Law, students hold the right to consent to the following, without the consent of a parent(s)/guardian(s):

- Birth Control Services (at any age)
- Abortions (at any age)
- Treatment of Sexually Transmitted Diseases (at age 14 or older)
- Outpatient Substance Abuse Treatment (at age 13 or older)
- Outpatient Mental Health Counseling (at age 13 or older)

Do not consult parent(s)/guardian(s) regarding these issues unless specifically authorized to do so by the student. When these issues arise in the context of the Section 504 identification, evaluation, implementation, and/or re-evaluation or if the student asserts a right to privacy, contact the Program Coordinator and/or the General Counsel's office immediately.

_____ I give permission to consult my parent(s)/guardian(s) regarding my Section 504 Plan as it relates to the above-mentioned situation.

_____ I would like to limit the release of my Section 504 Plan to the following parties/SIT members as it relates to the above-mentioned situation.

Parties:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ I am not agreeing to the release of my Section 504 Plan as it relates to the above-mentioned situation to anyone other than the school staff who have an educational reason for knowing such information.

Student Signature: _____ Date: _____

SEATTLE SCHOOL DISTRICT
INDIVIDUAL HEALTH PLAN
MEDICALLY CONFIDENTIAL INFORMATION
(FORM 504-16)

School Year: _____ Date: _____

Student Name: _____ Bus #: _____

Student ID #: _____ Birth Date: _____

Student Address: _____ City: Seattle Zip: _____

School: _____ Grade: _____

Parent(s)/Guardian(s) Name(s): _____

Parent(s)/Guardian(s) Email Address(es): _____

Home Phone: _____ Work Phone: _____

Doctor Phone: _____ Emergency Phone: _____

HEALTH CONCERN: _____

_____

_____

_____

_____

PLAN: _____

_____

_____

_____

_____

EMERGENCY RESPONSE: _____

_____

_____

_____

_____

GENERAL CLASSROOM PRECAUTIONS: _____

_____

_____

_____

_____

SCHOOL STAFF:

_____ _____

_____ _____

_____ _____

Date Created: _____ Date Updated: _____

Parent/Guardian Signature: _____ Date: _____

Nurse Signature: _____ Date: _____

SEATTLE SCHOOL DISTRICT
SECTION 504 PROCESS CHECKLIST
(FORM 504-17)

Student Name: _____ Date: _____

Student ID #: _____ Birth Date: _____

School: _____ Grade: _____

Student Address: _____ City: Seattle Zip: _____

Parent(s)/Guardian(s) Name(s): _____

Home Phone: _____ Work Phone: _____

Parent(s)/Guardian(s) Email Address(es): _____

Completed	Description	Date
	Referral received using Form 504-3 (or other documentation)	
	Within five (5) school days give referral to Student Intervention Team ("SIT") to determine if the student will be evaluated	
	Student placed on SIT agenda with minutes reflecting that 504 Plan has been requested	
	SIT has twenty-five (25) school days to determine if student will be evaluated	
	SIT provides Form 504-4 to parent(s)/guardian(s) showing SIT's decision on evaluation	
	Provide Notice of Procedural Safeguards to parent(s)/guardian(s)	
	Receive consent from parent(s)/guardian(s) to evaluate using Form 504-5; if parent(s)/guardian(s) refuse consent, the process is terminated	
	After parent(s)/guardian(s) consent, SIT has thirty-five (35) school days to gather documentation and conduct evaluation of student	
	Provide parent(s)/guardian(s) with Form 504-6 showing evaluation information/decision to go forward with writing up 504 Plan	
	If 504 Plan is to be written, SIT has thirty (30) calendar days to schedule meeting with SIT, parent(s)/guardian(s), and teachers to write up 504 Plan using Form 504-8	
	Parent/Guardian required to sign 504 Plan; no parent(s)/guardian(s) signature, no 504 accommodations are provided	
	Original signed 504 Plan sent to Program Coordinator within one (1) week of signing	
	Copy of signed 504 Plan sent to parent(s)/guardian(s)	
	Copy of signed 504 Plan placed in student's cumulative file	
	Copy of signed 504 Plan distributed to teachers/appropriate staff	
	Flagged in student database reflecting student has 504 Plan	