

# **Section 504**

**Of**

## **The Rehabilitation Act of 1973**

District Policies and Procedures  
(Updated July 2023)



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## What is Section 504?

The Rehabilitation Act of 1973 was designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. It forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. The single paragraph included in the ACT is what we now refer to as Section 504 of the Rehabilitation Act provided that:

*No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program activity conducted by any Executive agency or by the United States Postal Service..." 29 U.S.C. 794(a).*

In Section 504, the focus is on non-discrimination. As applied to the schools, the language broadly prohibits the denial of public education participation or enjoyment of the benefits offered by a public school's programs or activities because of a child's disability.

### **Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability.**

The purpose of Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- has a physical or mental impairment which substantially limits one or more major life activities
- has a record of such impairment or
- is regarded as having such an impairment.

**NOTE:** Students identified under the first prong must be provided Free Appropriate Public Education (FAPE). Second and third prong may not be discriminated against because of their disability.

Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them. The Section 504 Plan is not mentioned in the law or regulations but is a good way to document efforts. *It is **not** a plan designed to enhance a student's performance. It is a plan to provide fairness and equal access to education.*

The purpose for this manual is to provide information and best practices regarding PCSSD's responsibilities under Section 504, Subpart D—preschool, elementary, and secondary schools. Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504 to afford access to appropriate educational services.

## Section 504 Eligibility

To be eligible under Section 504, one must be “qualified” [student within the age range of three and twenty-two years of age and a resident of the school district, 34. C.F.R. 104.3 (k)(2)] and “handicapped”. “Handicapped persons” means any person who:

1. Has a physical or mental impairment which substantially limits one or more major activities,
2. Has a record of such impairment, or
3. Is regarded as having such an impairment. (34 C.F.R 104.3 (j)(1).

**NOTE: Since this regulation was passed, the term “handicapped” has been replaced with the term “disabled”.**

### Definition of Physical or Mental Impairment

Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Unlike IDEA, Section 504 does not have a list of disability categories which result in eligibility for services. Instead, a broad process involving the gathering of various forms of data is used to determine eligibility under Section 504. Specific physical or mental impairments are not listed in the federal regulations.

### Major Life Activities

Major life activities are calculated to include “those basic activities that the average person in the general education population can perform with little or no difficulty.” ADA, 29,C.F.R.1630.2 (i). Major life activities included “functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working”. Congress added to the list in the Americans with Disabilities Act Amendment, “identifying eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating as additional major life activities. 42 U.S.C 12102 (2)(A). A major life activity also includes operation of a major bodily function.

**Major bodily functions** including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.” 42 U.S.C. 12102 (2)(B).

In determining if a student's disability substantially affects a major life activity, consider whether a life activity is restricted as to the conditions, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity." 29 C.F.R. 1630.2 (j)(1)(ii).

If the student has a disability that substantially limits a major life activity, and needs any accommodation in order for the student's needs to be met at school, a 504 plan is necessary. For some students the plan may focus on health needs for others it may focus on academic or behavioral needs.

Students who are eligible under Individuals with Disabilities Education Act (IDEA) are also entitled to protections extended by Section 504. Even though a student may not be eligible for services under IDEA, a student may be disabled within the meaning of Section 504 and entitled to the rights and protections of Section 504 and its regulations.

Some students may have disabilities that do not affect learning and/or performance, but require accommodations under Section 504. These students may need additional supports and services of some kind under Section 504 to access learning. For example, a child may have severe asthma (affecting the major life activity of breathing) that requires regular medication and regular use of an inhaler while at school. Without regular administration of the medication and inhaler as prescribed, the child cannot remain in school (there are other examples; this one is not inclusive).

## **Pulaski County Special School District Responsibilities Regarding Section 504 Services**

### **Guidelines**

- Appoint a Building Level Section 504 Coordinator (504 Building Designee) at each school site to coordinate the identification, data evaluation, and development of an accommodation plan for eligible students.
- Provide professional development to Building Level Section 504 Coordinators in policies and procedures for the referral, data evaluation/evaluation, and placement of students as well as educating parents in their rights and due process under the law.

## **Pulaski County Special School District Policy Statement**

The Pulaski County Special School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the Pulaski County Special School District.

Under Section 504, the Pulaski County Special School District has the responsibility to identify, evaluate/evaluate data, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

### **Location and Notification (Child Find)**

Pulaski County Special School District:

- A. Undertakes to identify and locate any school age person residing in the District who is not receiving a public education; and
- B. Notify their parents or guardians, or the person, if over 18 and not graduated from high school, of the School District's obligations under Section 504 of the Rehabilitation Act. (34 C.F.R. Part 104.32).

### **Free Appropriate Public Education (FAPE)**

A. The Pulaski County School District recognizes its responsibility to provide a free appropriate public education to its students who meet eligibility qualifications under Section 504. FAPE is defined as the provision of regular or special education and related aids and services that are designed to meet individual education needs of the student with a disability as adequately as the district meets the needs of students without a disability and comply with Section 504 procedures. 34 C.F.R. 104.33

**Related services** mean any supportive service that is required to assist a student with disabilities to benefit from education. Related services may include counseling and therapy, medical services (diagnostic only), occupational therapy, physical therapy, specialized transportation, paraprofessional support, residential placement, psychological services and interpreter services. This is not an exhaustive list. There may be other supportive services required.

B. The Pulaski County Special School District provides a free appropriate public education consistent with Section 504; the School District provides services consistent with the guidelines outlined below under the headings Educational Setting, Evaluation and Placement, and Procedural Safeguards.

C. The Pulaski County Special School District provides a free appropriate public education to each school age person who qualifies as a student with a disability under Section 504 who resides within the district or to whom the district otherwise owes a responsibility for education, regardless of the severity of the person's disability. The District will continue to provide a free appropriate public education for students found eligible for services under Section 504 until:

1. The student is dismissed from services by the 504 committee after appropriate evaluation that determines the student is no longer eligible.
2. The District receives a signed, formal request to terminate the Section 504 services from the parent/guardian.

D. Implementation of an Individualized Education Plan developed in accordance with the Individuals With Disabilities Education Act for those students also determined to be eligible under that Act meets the requirements of Section 504 for those students.

E. The Pulaski County Special School District may place a student with a disability or refer such student for aid, benefits, or services other than those that it operates or provides as its means of carrying out its obligations under Section 504. If so, the District will remain responsible for ensuring that the requirements of this subpart are met with respect to any student with a disability so placed or referred.

1. **Free Education.** For the purpose of providing a free appropriate public education, the provision of a free education is the provision of educational and related services without cost to the student with a disability or to his or her parents/guardian, except for those fees that are imposed on non-disabled students or their parents/guardian. It may consist of either the provision of free services or payment for services if the School District places a student with a disability or refers such person for aid, benefits, or services not operated or provided by the School District as it means of carrying out the District's obligations under Section 504. Funds available from any public or private agency may be used to meet the District's requirements of this subpart. Insurers or similar third parties are not excused from their valid obligations to provide or pay for services provided because the School District may also be responsible.
2. **Transportation.** PCSSD ensures that adequate transportation to and from the aid, benefits, or services is provided at no greater cost than would be incurred by the student or his/her parents/guardians if placed in the aid, benefits, or services operated by the school district.
3. **Residential placement.** PCSSD ensures that if a public or private residential placement is necessary to provide a free appropriate public education to a student with a disability because of his or her disability, the placement shall be provided at no cost to the student or his or her parents/guardian consistent with the Arkansas Department of Education

regulations governing residential placement.

4. **Placement of disabled students by parents.** If PCSSD makes a free appropriate public education available to a student identified under Section 504 consistent with these procedures, and a student with a disability and/or the student's parent/guardian chooses to place the student in a private school, the School District is not obligated to pay for the student's education in the private school. Disagreements between a student with a disability, his or her parent/guardian and PCSSD regarding whether the School District has made a free appropriate public education available or whether the School District is otherwise responsible for costs, are subject to the due process procedures.
5. **Non Discrimination.** PCSSD does not exclude any qualified student with a disability from a public elementary or secondary education.

## **Educational Setting**

**A. Academic setting.** The Pulaski County Special School District ensures that each student identified under Section 504 is:

1. Educated with students who are nondisabled to the maximum extent appropriate to their needs;
2. Placed in the regular educational environment, unless the 504 committee appropriately determines that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily; and
3. Placed in an alternate setting other than the regular educational environment, the proximity of the student's home when placement is necessary is a consideration.

**B. Nonacademic settings.** Pulaski County Special School District ensures that students identified under Section 504 participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate to their needs.

### **I. Evaluation and Placement**

- A. The Pulaski County Special School District ensures that upon referral an appropriate evaluation will be conducted. Evaluation data will support the need for regular classroom accommodations, be required prior to considering initial placement in special programs and/or provide a basis for any subsequent significant change in placement.

Evaluation under Section 504 does not always mean formal testing. In the context of Section 504, evaluation refers to the ***"gathering of data or information from a variety of***



**sources”** so that the 504 committee can make the determination for eligibility.

*This evaluation data consists of information from a variety of sources, including standardized aptitude and achievement testing, teacher observations and feedback, student’s grades, disciplinary referrals, physical condition or health information (may be helpful), social or cultural background, parent information, attendance records, adaptive behavior, etc.; the Teacher Feedback form can be completed by all the student’s teachers, and the Parent Input form may be used to collect information about the student’s activities and behaviors at home can also be used, together with any other data the parent would like the Committee to consider. Should current special education data exist (an evaluation upon which a student was either dismissed from special education or upon which a finding of no Individuals with Disabilities Education Act eligibility was made), that data should also be considered.*

- B. The Pulaski County Special School District ensures that should formalized testing be considered by the 504 Committee as evaluation data, the tests:
  - 1. Have been validated for the specific purpose for which they are used and are administered by trained personnel in accordance with the instructions provided by the tests’ creators;
  - 2. Include those tailored to assess specific areas of educational need and are not merely designed to provide a single intelligence quotient;
  - 3. Are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

## **II. Placement Procedures**

- A. When interpreting the evaluation data and making decisions, Pulaski County Special School District is required to:
  - 1. Draw upon information from a variety of sources, including aptitude and achievement assessments, teacher recommendations, physical conditions of the student, social and/or cultural background of the student, and the student’s adaptive behavior.” 104.35c 1.
  - 2. Establish and implement procedures to ensure that information obtained from all such sources are documented and carefully considered. 104.35 c 2

3. Ensure that placement decisions must be made by a *group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.*
4. *Ensure that the placement decision is made in conformity with section 104.34 (Educational Setting section). 104.35 c 3*

**“Placement”** means the general education setting with individually planned accommodations. In this case, it does not mean taking the student out of the general education setting.

**A Notice and Consent for Initial Section 504 Evaluation will be completed and sent to the parent in writing. Also, parent(s)/guardian(s) must be sent the Notice of Section 504 meeting and parental consent must be given.**

### III. Re-evaluation and Reviews

- A. In accordance with Section 504, Pulaski County Special School District is required to complete periodic re-evaluations for each student eligible under Section 504.
  1. PCSSD must have a re-evaluation procedure consistent with the Individuals with Disabilities Education Act which is one means of meeting this requirement. ***In order to be considered in compliance, PCSSD re-evaluations must be done every three years.***
  2. An annual review conference is required to determine whether changes are necessary due to changes in the student’s ability, health related issues, change in the student’s schedule in the coming up year, etc. If a change in placement/setting (for example, homebound, day treatment, Alternative Learning Center, etc.) occurs, then a review needs to be completed.  
***An annual review conference should take place each year; however, a Snapshot form can be used to document review of student progress and the recommendation that no formal meeting is required.***

## Pulaski County Special School District Procedures

Prior to the beginning of each school year, the principal must designate a Section 504 Building Level Coordinator/Designee. The faculty must be informed of the school's Section 504 designee and their name submitted to the District's Section 504 Coordinator— Mrs. Quynce Williams-Cox by August 1st.

The selection and/or appointment of the Building Level Section 504 Coordinator must be determined by each school. However, one responsibility of the Building Level Section 504 Coordinator **must** be that he/she ensures that 504 referrals are accepted and processed in accordance with the timelines and procedures.

Anyone (parents, school personnel, outside agencies, self-referral, etc.) can refer a student for 504 considerations. Information received from outside agencies, hospitals, etc. should be considered for referral, and initiate the referral process. All referrals must be in writing and acted on based upon the following general procedures:

### A. Referral

1. When Child Find has been initiated, the Section 504 Referral should be forwarded to the Building Level Section 504 Coordinator. The referral form is designed to be filled in by the person initiating the referral, but may be completed by the Building Level Section 504 Coordinator, utilizing information from the student's cumulative folder or other sources. When the referral form is initiated, it shall be acted upon.

**NOTE: The timeline between the referral and parent notification of a referral and eligibility conference must be 10 school days.**

2. A parent/guardian may make a referral to the Building Level Section 504 Coordinator. If a referral is made to the District 504 Coordinator, the referral will be forwarded to the Building Level 504 Coordinator in order for the referral process to occur at the building level.
3. Building level staff may also make a referral to the School's Response to Intervention (RtI) Committee and/or Building Level Section 504 Coordinator. When a section 504 referral is made, a meeting must be held even if the student will be referred to RtI and/or continuing tiered interventions. Section 504 does not require RtI before making eligibility determinations. RtI can be considered a mitigating measure (reduces the effects of the impairment) and the data collected during the RtI process can be used to make decisions about whether a referral to Section 504 may be needed.  
<http://www.rtinetwork.org/learn/ld/understanding-the-modern-menu-of-public-education-services-for-struggling-learners-rti-programs-section-504-and-special-education>

4. When the referral form is completed and returned to the Building Level Section 504 Coordinator, a conference date and time will be determined. A Parent Notification of Conference form must be sent home along with a copy of the Parent/Student Rights under 504.

## **B. Eligibility Determination and Accommodation Plan Meeting**

1. The Building Level Section 504 Coordinator sends the Section 504 Notice and Consent for Initial Section Section 504 Evaluation and the Notice of Section 504 Meeting.
2. The designated school base team (the section 504 committee may vary; see the role of the 504 committee) conducts the eligibility conference. The building level Section 504 committee will review student data (***standardized aptitude and achievement testing, teacher observations and feedback, student's grades, disciplinary referrals, physical condition or health information (may be helpful), social or cultural background, parent information, attendance records, adaptive behavior, etc.***) to determine eligibility.

**NOTE:** Do not consider mitigating measures when determining whether a student has a disability (mitigating measures are medications, assistive devices, prosthetic devices, reasonable accommodations (RtI), etc.)

3. Committee members should include school personnel who are knowledgeable about the child (a minimum of three knowledgeable certified staff members along with the Building Level Section 504 Coordinator).

**NOTE: The Building Level Section 504 Coordinator serves as a liaison between the school building and the parents as well as a liaison between the school building and the District Section 504 Coordinator to ensure compliance of student educational services under Section 504. They also ensure that District procedures are followed.**

4. Contact specialized personnel such as School Nurse, Classroom Teachers (especially core teachers), School Psychology Specialist, Physical/Occupational Therapist, Counselors, School-based Social Worker, Vision/Hearing Consultant, etc. as needed to assist in the eligibility process (***See the appendices under roles and responsibilities for section 504 committee***)
5. The building level section 504 committee must meet and conduct the Eligibility Conference. The committee must summarize the student review data on the Section 504 Evaluation form, and determine if the student meets eligibility for Section 504. Also during this conference, it may be determined that further evaluations are needed (see evaluation section) which will require an Evaluation Conference.

## Evaluation

Section 504 regulations require schools to establish standards and procedures for evaluation and placement (this is usually for students who have impaired sensory, manual, or speaking skills and/or it is determined by the committee the need for further evaluation) before providing the student with a Section 504 plan. Then the Consent for Evaluation form is sent to parent(s)/guardian(s) notifying them of the school's reason and intent to conduct an evaluation under Section 504 and must be signed by a parent/guardian. The notice should include a description of the evaluation and a copy of the procedural safeguards (parents' rights) under Section 504.

### **If a student does not meet eligibility:**

1. Give the parent s copy of the Section 504 Evaluation form and Notice of Section 504 Evaluation Results form. A copy will be saved in the SuccessEd database.
2. Provide parents a copy of their appeal rights as specified in Parent/Student Rights under Section 504.

### **If a student does meet eligibility:**

1. If the student is found eligible, the Section 504 committee will develop an Student Services Plan for the student as determined appropriately based on the student's needs in the educational environment. A Notice of Section 504 Evaluation results will be provided to the parent or guardian. The Section 504 regulations do not require signatures on the 504 Evaluation document.

***The Building Level Section 504 coordinator must present to the District Level Section 504 Coordinator for approval any cases that involve adding accommodations and/or related services that has a cost tied to it (specialized transportation, paraprofessional support services, interpreter services, homebound, and day or residential treatment programs, and various types of therapy).***

A Review Date **must** be specified and written on the plan. (Yearly)

A Re-evaluation Date **must** be specified and written on the plan. (Every three years)  
(This may be documented in the additional notes section.)

2. It is the role of the Building Level Section 504 Coordinator to monitor the implementation of the Section 504 Student Plan and serve as the parent contact. Give the parent a copy of the Student Plan and a copy should be saved in the SuccessEd database. Copies are also to be given to the student's classroom teacher (s) and any district employee that may

have direct contact with the student.

3. Provide a copy of the appeal rights as specified in the Parent/Student Rights under Section 504.

**If a parent or guardian refuses consent:**

1. The Student Services plan should be appropriately annotated with the parent's refusal to consent.
2. Student services detailed on the Services Plan will not be provided to the student.
3. The completed plan serves as documentation of the district's offer of FAPE to the student.

**C. Follow-up and Monitoring**

1. Local Section 504 building designee is responsible for maintaining a list of students identified as 504.
2. Local schools must provide a copy of all Student Services plans to all teachers to inform them of the services and accommodations under Section 504 that their student will be receiving.
3. The Building Level Section 504 Coordinator is the local person responsible for monitoring the accommodation plans and/or process of each 504 student identified.
4. Monitoring timelines/schedules should be individually determined as appropriate for each student.

**D. Transfer Students**

Students moving into PCSSD from another district or program with documentation indicating eligibility under Section 504 may be eligible for services on the basis of a previous Section 504 service history. Records should be requested immediately, and the student should be referred to the Building Level Section 504 Coordinator.

Students that transfer into PCSSD and services are being requested under Section 504 will be considered for referral after a period of time once the staff has observed the student in the school setting. This will allow the building staff to become familiar with the student's work habits and academic strengths and weaknesses as well as additional time to collect data and other records that may be warranted. A **Re-Evaluation** will be completed for transfer students.

#### **E. Manifestation Determination Review**

This is a process to review all relevant information and the relationship between the child's disability and the behavior. Under Section 504, students with disabilities may not be disciplined for behavior that is caused by or is a "manifestation" of their disabilities.

This determination is made prior to implementing a disciplinary removal of more than 10 consecutive school days or a pattern of short-term removals that cumulate to more than 10 school days in a year that would constitute a significant change of placement.

#### **F. Re-evaluation and Reviews**

At least every three years, students who qualify for Section 504 must have a re-evaluation to determine if they still qualify. Section 504 Student Plans must be reviewed at least annually, sooner if needed. However, a Snapshot is acceptable. In order to be considered in compliance, this is required for PCSSD.

# **Pulaski County Special School District Section 504 of the Rehabilitation Act of 1973**

## **Grievance Procedure**

### **General**

If any person believes that the Pulaski County Special School District or any of the District's staff has inadequately applied the principles and/or regulations of Section 504 of the Rehabilitation Act of 1973, he/she may bring forward a complaint, which shall be referred to as a grievance. The following steps outline the grievance procedures:

### **Step 1**

The person who believes he/she has a valid basis for grievance shall submit in writing, containing the name and address of the person filing it, as well as the name of the student and campus of enrollment. The grievance must contain a brief and plain statement of the action or omission alleged to be discriminatory, facts underlying the claim, and the remedy or relief sought. Grievances must be submitted to the local Section 504 building coordinator within 180 calendar days of the date that the person filing a grievance becomes aware of the alleged discriminatory action or omission in violation of Section 504.

### **Step 2**

The local Section 504 building coordinator must notify the Grievant in writing of the receipt of the grievance, the steps of the grievance process and the timeline for submitting written evidence for consideration. The building Section 504 coordinator shall conduct a thorough investigation that allows for campus staff to submit documentary evidence no later than 20 school business days after the date of filing of the grievance. The local Section 504 coordinator may attempt to mediate a resolution of the grievance claims.

The local Section 504 coordinator shall issue a brief written decision on the grievance claims no later than 30 school business days after the date of filing. A copy of the decision shall be provided to the Grievant within three school business days of its completion. The decision may be appealed to the District Section 504 Coordinator by submitting a writing appeal within 5 school business days after the date after the date of the grievance decision.

### **Step 3**

The District Level Section 504 Coordinator, or designee, shall contact the grievant within ten days of receipt of written complaint to schedule a meeting. The District Level Section 504 Coordinator/ Designee shall meet with all parties involved, formulate a conclusion, and give a written response within ten working days of the meeting. The written decision will be filed and a copy sent to the parent, local administration/ Building Level Section 504 Coordinator, and the Superintendent.



#### **Step 4**

If the complainant remains unsatisfied, he/she has the following options available:

- A. Submit a written request for an impartial due process hearing (A short, signed, and dated statement will be sufficient).
  
- B. Contact or file a grievance with:
  - Office for Civil Rights, Kansas City Office
  - U.S. Department of Education
  - One Petticoat Lane
  - 1010 Walnut Street, 3rd floor, Suite 320
  - Kansas City, MO 64106
  - Telephone: 816-268-0550
  - Fax: 816-268-0599
  - TDD: 800-877-8339
  - Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)
  
- C. Take legal action through the appropriate level of federal court.



## **Section 504 Forms (English and Spanish versions)**

1. [PCSSD Child Find Form](#)
2. [Section 504 Referral \(English\)](#)
3. [Section 504 Referral \(Spanish\)](#)
4. Notice and Consent for Initial Section 504 Evaluation
5. Notice of Rights & Safeguards for Disabled Students and their Parents
6. Teacher Input for Section 504 Evaluation
7. [Parent Input for Section 504 Evaluation\(English\)](#)
8. [Parent Input for Section 504 Evaluation \(Spanish\)](#)
9. Notice of Section 504 Meeting (English)
10. Notice of Section 504 Meeting (Spanish)
11. Section 504 Initial Evaluation & Periodic Evaluation
12. Notice of Section 504 Evaluation Results
13. Parental Consent for Section 504 Services
14. Section 504 Student Services Plan
15. Section 504 Behavior Intervention Plan
16. Section 504 Annual Review
17. Section 504 Manifestation Determination Evaluation
18. Notice of Section 504 Manifestation Determination Evaluation Results
19. Accommodations for Extracurricular Athletics
20. Notice of Denial of Parent Request for Section 504 Evaluation
21. Sample Letter to Parent on Section 504 Snapshot for Annual Review (2)
22. [Grievance Forms](#)
23. Homebound Forms
24. Specialized Transportation
25. Day Treatment Referral

(Building Coordinators are required to generate these forms in SuccessEd database).