

Section 504 and the Rehabilitation Act of 1973

Question	Answer
Do 504 Plans transfer to new schools? Does the receiving school have to go through their own 504 process?	Yes. 504 Plans are recognized at all schools receiving Federal funding and are transferable nationwide. Upon enrollment at a new school, consideration must be made whether the current plan can reasonably be implemented. A 504 review meeting may be conducted to determine whether revision is necessary. Bul-4692. P. 15
To what extent is the amount of 504 Plans at a school considered/included in the District's Student Equity Needs Index?	Students eligible under Section 504 are general education students; therefore, 504 Plans are not targeted as an indicator of need in the index.
Would you suggest to send an assessment plan for 504 and SPED if both are being considered at the same time?	Yes. If considering both special education and Section 504 eligibility, both procedures must be followed in order to meet Child Find requirements. Bul-4692. pp. 6-7
You mentioned that a question at the meeting will be "Does this student have a disability." Does that mean 1 of 13 IDEA Disability classifications? Or that s/he has a general disability that impacts one of the major life activities? Slide 15 says "Evaluate Student for a Disability." What does that mean exactly?	During the Section 504 Evaluation process, there are 2 questions: 1) Does the student have a disability based on the Section 504 definition; and 2) Does the student require accommodations to access programs and activities? The 504 evaluation begins prior to the meeting and involves collecting information through teacher observations and parent input. Bul-4692. pp.3, 8-10
Is using school's logo mandatory or can you keep LAUSD's logo.	Use of LAUSD's logo may be misleading since Charter memorandums of understanding don't currently require the use of LAUSD's 504 processes or personnel. Confer with the Charter Schools Division.
Must a parent consent to the 504 plan? Do we only need one signature to implement? What if divorced parent w/joint custody and educational rights disagree?	Consent is preferred and required in order for a school to be legally responsible for implementation; however, many accommodations can be made without consent in situations that don't require parent cooperation (good teaching). Only one signature is required to implement, even when both parents have educational decision making rights. Schools are advised not to get involved with issues regarding parental disagreements; therefore, provide the parent with procedural safeguards and consult with the Charter Schools Division for further assistance. Bul-4692. pp.11, 14
Who makes up a 504 team? Should the resource specialist teacher (RST) be a part of the team?	Federal law requires that "knowledgeable persons," of the student, evaluation information, and/or the accommodations/services, comprise the Section 504 team. Consult with your school administrator. LAUSD requires: certificated personnel participate including at least one of the student's teachers and a nurse for medical related disabilities as appropriate. Bul-4692. pp. 8-9
For a student with a 504 plan who needs a manifestation determination (MD): After 10 days – would we use the same questions/forms as our special education MD meetings?	The LAUSD 504 form includes the questions to ask during a manifestation determination meeting (Phase 111 a – Notice of Section 504 Eligibility Determination). Bul-4692. pp. 16-17
If you suspect a disability due to academics, etc., but that hasn't been verified through an assessment, on the 504 plan, what do you write on the "Physical/Mental Impairment" line?	The symptom of the disability (when no formal diagnosis can be confirmed) should be documented on the "Physical/Mental Impairment" line, i.e. attention, socialization, campus access, Type II Diabetes, etc... Bul-4692. pp. 3
Are we required to review the 504 plan annually; similar to IEPs?	No. The 504 Plan must be reviewed at least every three years, when requested, or when changes need to be made (e.g., disability manifests in another way, health needs change, accommodations needed change, student changes school levels or schools.) Bul-4692. pp.15
If the student's disability (i.e. hemophilia) doesn't impact academics, but another disability does, can they have both an IEP and a 504?	If a student qualifies under special education, all services and support should be provided under IDEA and documented in the IEP. Relevant present levels regarding the additional disability, related needs and accommodations to address those needs can be incorporated into the IEP. Bul-4692. pp. 6-7

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<p><i>If a student has a hearing loss and ½ requires special equipment or service (i.e. FM System or ASL interpreter) as accommodations but does not require an IEP, are low incidence (LI) funds available to use to pay for those items/services? If a child has an IEP I know that LI funds can be used for these things. Is this also true if a child has a 504 plan?</i></p>	<p><i>If the student isn't eligible under IDEA (special education), the school is required to determine the general education funding source that is available to provide required supports. Currently, 504 services are not funded under special education. A special education assessment would be warranted to make the eligibility determination regarding whether a student has a disability and requires special education related aides and services. Bul-4692. pp. 6-7</i></p>
<p><i>Can you please send the 504 documents in word so they can be edited?</i></p>	<p><i>Yes. The Charter Schools Division has been provided with the electronic versions of 504 forms so that the charter school may customize accordingly.</i></p>
<p><i>What does an evaluation look like? What actual assessments are required?</i></p>	<p><i>The 504 evaluation process involves reviewing data already available (e.g., cumulative records, language surveys, progress reports, standardized test results, discipline records, attendance records, health records, student portfolios, prior special education information), including teacher observations, parent input, program/campus access, and does not require individual assessment. The forms to use for evaluation are: Parent Input, Teacher Observation and any additional information that may be provided. Individual assessment is not required under Section 504. Bul-4692. pp. 5-9</i></p>
<p><i>When a parent requests an evaluation for special education, would a 504 evaluation suffice?</i></p>	<p><i>No. When a parent requests either a 504 or special education evaluation, the school is required to respond to both in writing, which will result in either a 504 evaluation/special education assessment, or both, or a written denial (prior written notice). Bul-4692. pp. 5-9, 15</i></p>
<p><i>Please differentiate between Section 504 Plan and Student Support and Progress Team (SSPT). What further accommodations would we offer at 504 that we didn't at SSPT?</i></p>	<p><i>Section 504 is a federal civil rights statute that protects students from disability discrimination/harassment and ensures equal access to programs/activities and provides FAPE; however, SSPT is a general education intervention afforded to all students who exhibit a pattern of difficulty accessing grade level core curriculum standards. Note: An SSPT meeting may not be held in lieu of a request for either Section 504 or special education evaluation. BUL-4692.6 pg. 5</i></p> <p><i>*For additional information regarding SSPT please refer to BUL-6730.1 (A Multi-Tiered System of Support Framework for the Student Support and Progress Team).</i></p>
<p><i>Should Teacher Evaluation Forms get uploaded into Welligent?</i></p> <p><i>Should Parent receive a copy of Teacher Evaluation forms with completed paperwork?</i></p>	<p><i>Yes. Upon completion of each Section 504 evaluation, a complete set of Section 504 documents, including supplemental pages and forms with signatures, must be uploaded and attached to each student's Section 504 record. REF-6241.3, pg. 1</i></p> <p><i>Following the Section 504 Evaluation Meeting distribute the following documents to parents (BUL-4692.6 pg. 13):</i></p> <ul style="list-style-type: none"> • "Section 504 Evaluation" (Form 7) • "Section 504 Plan" (Form 8) if applicable • "Notice of Section 504 Eligibility Determination" (Form 9) • "Section 504 Parent Procedural Safeguards" (Form 2) <p><i>If requested, parents have a right to examine their child's pupil records and to receive copies within five business days after the request is made by the parent, either orally or in writing. Please refer to BUL-6887.1 for additional specific information.</i></p>
<p><i>What should we do when internet explorer has been removed from our operating system at our school site?</i></p>	<p><i>Please consult your school administrator (Principal) regarding site specific operating system questions.</i></p>

Section 504 and the Rehabilitation Act of 1973

<p>If counselor is also administrative designee, does the principal then have to attend 504 meeting as well?</p> <p>Can you have dual roles during a Section 504 meeting (i.e. case carrier/admin designee)?</p>	<p>No. Federal law requires that <u>"knowledgeable persons,"</u> of the student, evaluation information, and/or the accommodations/services, comprise the Section 504 team. LAUSD requires: certificated personnel participate including at least one of the student's teachers and a nurse for medical related disabilities as appropriate Bul-4692. pp. 8-9.</p> <p>In certain circumstances, you may have a dual-roles during a Section 504 meeting (i.e. admin designee/case manager). 504 Teams at each school will vary depending on resources (staff) available at a given school. Generally, the team may consist of Section 504 designee/case manager, parents, teacher, nurse (if medial related disability), student (if age appropriate) and other suitable personnel. Consult with your school administrator.</p>
<p>It will be very helpful if you provide a step by step training in Welligent as a lot of us are having a problem with that.</p>	<p>Please refer to REF-6241.3 Attachment A and B for specific (detailed) technical support involving Welligent 504 Module.</p> <p><u>Go to MyPLN; keyword search "Section 504": Welligent Section 504 Self-Guided Lab.</u></p> <p>Contact the EECO 213-241-7682 for additional technical support.</p>
<p>How do you print 504's that are already in the system?</p>	<p>From the Welligent 504 Module, attachments can be printed as uploaded. Refer to REF-6241.3</p>
<p>If a student who has been chronically absent from school for consecutive years, is failing classes and the Parent is requesting a 504, how do we determine if he qualifies?</p>	<p>In order to determine if a student qualifies for Section 504 Plan (accommodations) you need to determine the following</p> <ol style="list-style-type: none"> 1. Determine if the student has a disability (physical/mental impairment) 2. Determine if the disability substantially limits a major life activity. <p>*Attendance is not a disqualifying factor for a Section 504. (BUL 4692.6 pg. 9-10):</p>
<p>If a Section 504 evaluation is deemed as not appropriate, should this be documented in Welligent? Also, does a team determine if evaluation is appropriate?</p>	<p>Yes. If the referral is not appropriate (i.e. student is receiving special education services or the student is not suspected of having a disability), the <u>administrator/designee</u> must provide parents a written notice, "Denial of Request for Section 504 Evaluation" (Form 3) to inform them of the school's decision. Provide parents appeal rights (included in Denial letter), BUL-4692.6 Pg. 7-8.</p> <p>Document the request and response in the 504 Welligent Module. Under "Section 504 Details," a denial is documented under "504 Program Status" select "Evaluation Denied." The denial form can be found under the paperwork/forms tab "Phase I. Management."</p>