

Plymouth-Canton Community Schools

Section 504 Compliance Guide



PLYMOUTH-CANTON
COMMUNITY SCHOOLS
GLOBALY FOCUSED. LOCALLY CONNECTED.

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General Procedures

1. The guidance provided in this document may be utilized to facilitate efficient 504 review meetings in compliance with the requirements of Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and other applicable laws. Following a review of this Guide, Building 504 Coordinators should connect with their level supervisor and District 504 Coordinator if there are additional questions or concerns related to this process.
2. 504 meetings may be held in-person, via phone conference, or virtually via Zoom. Requests for phone or Zoom meetings should be made in writing by a parent or legal guardian. Any **parent or legal guardian requests for virtual or telephonic attendance should be documented and kept in the student’s record.**
3. The 504 Team should consist of individuals who are knowledgeable about the child, the meaning of evaluation data, and the placement options, and include the Building 504 Coordinator, parent(s)/guardian(s), teacher of record, support staff (counselor, behavior specialist, etc.) and student (if possible).
4. Draft 504s may be sent home via email or standard mail for parent(s)/guardian(s) to review in advance of the meeting and to use as preparation documents for meetings. These documents must be clearly marked as “draft” and should be sent at least 3 days prior to the 504 meeting. This may be noted electronically in the body of the email sent to the parent(s)/guardian(s) with the draft 504 document.
5. Building 504 Coordinators will be responsible for sending meeting invitations to 504 Team members.
6. For students transitioning buildings, a representative from the student's new school should be invited based on the needs of the student. If a representative is not able to attend, the representative should provide information that the 504 Team should consider when addressing the student’s needs at the new school in the 504 Plan. For students transitioning from middle school to high school, the High School 504 Coordinator is Kimberly Smith; she can be reached at kimberly.smith@pccsk12.com.
7. Each communication regarding the 504 Plan must be clearly notated and documented.
8. The 504 meeting should be scheduled at a mutually agreeable time and date. The parent(s)/guardian(s) should be contacted at least 5-10 days prior to meeting.

9. Meeting invites should be sent to the parent(s)/guardian(s) and staff using the standard invite form. These may be sent via email. Receipt of signed consent and “Notification of Parent/Guardian Rights” must be documented.
10. You must ensure meaningful parental participation during a 504 meeting. This may mean asking the parent(s)/guardian(s) for direct input, questions, and suggestions. Please be sure to connect with the parent(s)/guardian(s) prior to the meeting to provide the groundwork and secure a level of trust with this process.
11. A formal copy of the 504 Plan should be provided to all members of the student’s 504 Team within 48 hours of the meeting. This may be provided via email.

Definition of Terms:

Free Appropriate Public Education (“FAPE”): The provision of regular or special education and related aids and services that are designed to meet the individual educational needs of disabled persons as adequately as the needs of non-disabled persons without costs imposed on the parent(s)/guardian(s) of disabled persons that are not imposed on the parent(s)/guardian(s) of non-disabled persons.

Individual with a Disability: The term “disability” is defined to mean, with respect to an individual:

1. A physical or mental impairment which substantially limits one or more of such person’s major life activities;
2. A record of such impairment; or,
3. Being regarded as having such impairment. An individual is “regarded as having such an impairment” if the individual establishes that they have been subjected to an action prohibited under Section 504 because of an actual or perceived physical or mental impairment regardless of whether the impairment limits or is perceived to limit a major life activity.

Major Life Activities: Includes, but is not limited to functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, speaking, breathing, learning, and working. Major life activities also include standing, lifting, bending, reading, concentrating, thinking, and communicating. The term also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Physical or mental impairment:

1. 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; genitourinary; immune; circulatory; hemic and lymphatic; skin; and endocrine; or,
2. Any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Substantially Limits: A student who has a physical or mental impairment that *substantially limits* a major life activity may be eligible for services that enable them to receive a FAPE under Section 504. This determination is made on a case-by-case basis.

The determination of whether an impairment substantially limits a major life activity must be made **without** regard to the ameliorative effects of mitigating measures.

Mitigating measures include, but are not limited to medication; medical supplies; equipment; appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics including limbs and devices; hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavioral or adaptive neurological modifications.

The ameliorative effects of mitigating measures such as ordinary eyeglasses or contact lenses **shall** be considered in determining whether an impairment substantially limits a major life activity.

If a student has an impairment that is episodic or in remission, the District must consider whether the impairment, *when active*, would substantially limit a major life activity. If so, then the student meets the definition of a student with a disability.

The Office for Civil Rights (“OCR”) does not endorse a single formula or scale that measures substantial limitation. See *Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities* (March 2009). The determination must be made on a case-by-case basis with respect to the individual student. The standard for determining a substantial limitation is broadly construed in favor of expansive coverage, and typically references a student’s ability to access and participate in the District’s programs/activities to the same extent as non-disabled students.

Policy of Non-Discrimination

The Board of Education has adopted a policy of non-discrimination providing that no otherwise qualified student with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination solely on the basis of disability in any program or activity conducted by the District. See Board Policy 2260.01.

The District recognizes its responsibility to identify, evaluate, and provide a free appropriate public education to each qualified student with a disability within its jurisdiction regardless of the nature or severity of the disability.

A grievance procedure must be established for addressing complaints of discrimination on the basis of disability. A description of this procedure and other relevant information may be obtained by contacting the District's Section 504 Coordinator or office of the Superintendent.

The District may appoint a designee to serve as the District Section 504 Coordinator. The building-level administrator, who shall serve as the Building 504 Coordinator ("Building Coordinator"), is ultimately responsible for the implementation of 504 Plans by the appropriate staff who work with the student.

Child Find

P-CCS undertakes to identify and locate every qualified disabled student residing in the District, regardless of whether the student is currently receiving a public education. This obligation is commonly referred to as “child find.” The District will notify those students and their parents/guardians of the District’s child find obligations and their rights under Section 504.

The District may satisfy the Section 504 notification obligation by advertising, posting notices in places likely to be visited by qualified students with disabilities and their parent(s)/guardian(s), including notices in District publications and on its website, and directly contacting parent(s)/guardian(s) of students the District believes may qualify for a Section 504 plan because of the need for special education and/or related services as a result of disability.

P-CCS will also ensure that the information in its Section 504 notices is written in a manner that would be easily understandable to a parent/guardian. The notices will contain the name and contact information of the District’s Section 504 Coordinator.

A parent/guardian has a right to refuse to provide consent for an evaluation and/or for services, or to not respond to District requests. Under these circumstances, the District has the option, but not the obligation, to pursue the Section 504 evaluation by using due process hearing procedures provided for under Section 504. The District is not relieved of duties to identify, locate, and evaluate all children with disabilities, including those children whose parent(s)/guardian(s) revoked services. Child find is an ongoing process, expectations are that children whose parent(s)/guardian(s) revoke consent will be identified, located, and offered an evaluation in the same manner as any other child if the child is suspected of having a disability and being in need of services.

MTSS and Student Study Team Strategies

Many schools use Multi-Tiered Systems of Support (“MTSS”) as a systematic procedure to provide supplemental and individualized instruction to address needs in foundational basic skills. Student progress is closely monitored with adjustments to instructional interventions based on student learning rates. Parent(s)/Guardian(s) must be informed of the data used to measure student progress, the strategies used with their child, and their rights to request an evaluation at any time.

Some schools utilize a Student Study Team process by which individualized strategies are offered to the parent(s)/guardian(s) and teachers of students who are experiencing difficulties in school. Classrooms are naturally multi-tiered and multi-skilled environments. The implementation of personalized strategies helps teachers to be more intentional in the possible

instructional and behavioral methodologies and expectations, and, by so doing: (1) assists teachers with students who present a wide variety of educational and behavioral needs and; (2) strengthens educational opportunities within the general education program.

It must be emphasized that the MTSS or Student Study Team procedures are **not** intended to impede any necessary referrals for consideration of eligibility under the Individuals with Disabilities Education Act (“IDEA”) or Section 504. If, at any time, a teacher, counselor, administrator, or other professional staff member suspects that the student’s difficulties are attributable to a disability, the student should be referred for an evaluation. If a parent/guardian at any time requests an evaluation, the District must either honor that request or notify the parent/guardian of their due process rights under the IDEA, or Section 504, as applicable. The District may not delay completion of an evaluation because the MTSS process is pending.

Parental Rights

Section 504 guarantees certain rights to parent(s)/guardian(s) of students with disabilities. The intent of these procedural protections is to keep the parent(s)/guardian(s) fully informed concerning educational decisions about their child and to inform the parent(s)/guardian(s) of their rights if they disagree with any of these decisions. At age 18, these rights transfer to the student. **The [Notification of Parent/Guardian Rights \(Form F4\)](#) should be used every time you plan to meet for purposes of Section 504 evaluation, plan development, or change in programs.** Use the [Parent/Guardian Invitation to Section 504 Meeting \(Form F3\)](#) to document your meeting invitation.

The Section 504 Process

The Section 504 process consists of four steps: (1) referral; (2) evaluation; (3) eligibility determination; and (4) development of the Section 504 Plan. The District has an ongoing obligation to regularly review and update the Plan as needed, review the Plan to support changes in the student’s educational program and/or transitions across grade levels, and conduct re-determination evaluations.

The referral to the school may be made by a parent/guardian, staff member, or the student. The District must conduct a timely evaluation to determine the student’s eligibility under Section 504. From the date a referral request is received, the evaluation and, if necessary, development of a Section 504 Plan should be completed in **thirty (30) school days** pursuant to the District’s Section 504 policy.

Eligibility determination is based on the evaluation and is a team decision that includes persons knowledgeable of the student, the evaluation findings, and the meaning of the data. If determined eligible, an appropriate Plan is developed and implemented. The District will be responsible for the implementation of the Plan and regular review of the appropriateness of the Plan. A Section 504 Plan may be revised or discontinued, pursuant to procedures described below, at any time. The Plan should be reviewed and updated at least annually, or as needed based on changes in student status and the context at school. A Section 504 Plan review is also necessary when there is a change in program, building assignment, or staff. A 504 Plan may be discontinued with proper notice, evaluation, and review.

Referral

A student who, because of a disability, needs or is believed to be in need of special education or related services under Section 504, may be formally referred by a parent/guardian, teacher, other certified school employee(s), or the adult-aged student. The referral process involves proper documentation of the presenting concerns, notice to parents/guardians, consent, and notice of procedural safeguards. Parents/guardians are to be provided with copies of referral and consent forms and given the opportunity for clarification of terms, timelines, and procedural safeguards.

The District must obtain parental consent prior to initiating the evaluation.

Evaluation

Eligibility for a Section 504 Plan must be based on an individualized assessment that draws from a variety of sources. Information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. The 504 evaluation procedures include all of the procedures that are followed in evaluating students for eligibility under IDEA. The nature and extent of the information needed to make a Section 504 eligibility decision is determined on an individualized, case-by-case basis by a group of persons knowledgeable about the student and the meaning of evaluation data.

The evaluation process should begin with a thorough review of the student's educational records. Section 504 evaluation standards require that assessments be selected and administered to best ensure that the results accurately reflect the student's aptitude, achievement, or other factors being measured rather than reflect the student's impaired sensory, manual, or speaking skills, except where those skills are the factors the test measures.

Additionally, tests and other evaluation materials must (1) be tailored to evaluate the specific areas of educational need and not merely designed to provide a single intelligence quotient; (2) be validated and used for the specific purposes for which they were developed and appropriately administered by trained personnel; and (3) the following sources of information may be considered as part of an appropriate evaluation:

- Observations of the student;
- Aptitude and achievement tests;
- Standardized tests or other assessments by school staff;
- Physical condition;
- Social and cultural background;
- Adaptive behavior;
- Parent/guardian, student, and/or teacher interviews;
- Behavior rating scales or other checklists;
- Pertinent medical information; and/or
- Information provided by the parent/guardian.

The District may **not** rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons in evaluating students suspected of having a disability.

If a student is suspected of having a qualifying disability and the District does not already have a current diagnosis documented by a physician, input from a physician may be sought as part of the evaluation process. **Please note that a diagnosis of a physical or mental impairment does not, in and of itself, determine eligibility under Section 504.** As mentioned above, there must also be separate findings that the impairment(s) substantially limit a major life activity. In any case, the District may **not** delay the evaluation process by reason that it has not yet received an official medical diagnosis of a disability from a physician.

Medical evaluations are **NOT** required under Section 504. The District may **NOT** require the parent to provide medical information or evaluation. If the evaluation team determines that a medical evaluation is necessary, the District must pay for it. *Letter to Veir*, 20 IDELR 864 (OCR, 1993).

Eligibility Determination

The eligibility determination should be made by a group of persons knowledgeable about the student, the meaning of the evaluation data, and placement options. The 504 Team will conduct the evaluation, determine eligibility, and develop a Plan for the eligible student. Eligibility should be discussed at every Section 504 meeting. The 504 Team should consist of the Building 504 Coordinator, parent(s)/guardian(s), teacher of record, support staff (counselor, behavior specialist, etc.), and student (if possible). Appropriate Team members may include instructional resource teachers and appropriate related services staff, if needed. Use the [Parent/Guardian Invitation to Section 504 Meeting \(Form F3\)](#), the [Notification of Parent/Guardian Rights \(Form F4\)](#), and the [Section 504 - Parent/Guardian Consent \(Form F5\)](#). Additional considerations are offered to assist the District in making appropriate eligibility determination.

The Section 504 Team meets to review the evaluation results to determine whether the student qualifies for a Section 504 Plan. The Team will determine:

- Whether the student has a mental or physical impairment;
- Whether the impairment substantially limits one or more major life activities; and
- Whether the substantial limitation caused by the mental or physical impairment results in the student's need for special education, accommodations and/or other supports during the school day or school activities.

If the Team answers “no” to either of the first two questions, the student is not eligible under Section 504. If the Team answers “yes” to both of the first two questions, the student is eligible for protection from discrimination under Section 504. If the Team answers “yes” to the third question, the student is entitled to a Section 504 Plan. The Team must develop a 504 Plan to identify special education, accommodations and/or other supports necessary during school and school activities.

Substantial Limitation: The OCR does not endorse a single formula or scale that measures substantial limitation. See *Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities* (March 2009). The determination must be made on a case-by-case basis with respect to the individual student. The standard for determining a substantial limitation is broadly construed in favor of expansive coverage, and typically references a student's ability to access and participate in the District's programs/activities to the same extent as non-disabled students.

Major Life Activities: The term “major life activities” is **not** limited to activities related to learning. This interpretation may otherwise erroneously exclude students from eligibility who would qualify under Section 504. A student may have a disability that does not affect their ability to learn, yet they may need accommodations and/or related services to access learning. *Letter to McKethan*, 23 IDELR 504 (OCR, 1995). Physical or mental impairments may substantially limit major life activities, other than learning, that interfere with the student's ability to access and benefit from the school's programs and activities. Some examples of major life activities that are not directly related to learning include but are not limited to: caring for oneself; eating; sleeping; interacting with others; standing; and walking.

Mitigating Factors: In determining if a student's disability substantially limits a major life activity, mitigating measures (such as medication) must **not** be considered. The determination of whether a student is eligible under Section 504 is determined without consideration of mitigating measures, considering how the student would access and benefit from instruction were the mitigating factors not available. Section 504 provides an exception for ordinary eyeglasses and/or contact lenses. Accordingly, the ameliorative effects of the mitigating

measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

Episodic or In Remission Disabilities: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity **when active**. A temporary impairment, typically of a duration less than six months, can be substantially limiting within the meaning of Section 504 for purposes of establishing an actual disability or a record of a disability. A temporary impairment does not constitute a disability unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. When deciding whether a temporary impairment warrants a Section 504 Plan, the Section 504 Team, on a case-by-case basis, must take into consideration the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

Section 504 Is NOT Interchangeable with IDEA: A student who is referred for a special education evaluation but determined ineligible under IDEA is **not** automatically eligible under Section 504. *Letter to Veir*, 20 IDELR 864 (OCR, 1993). Nor is it the case that a student found ineligible under IDEA would automatically be ineligible under Section 504. Parents/guardians may not avoid having a child labeled as “special education” by “opting” for a Section 504 Plan. *Letter to McKethan*, 25 IDELR 295 (OCR, 1996). Similarly, a District does not have the flexibility to opt to provide Section 504 services when the student is eligible under IDEA for an individualized education program. *Yankton Sch. Dist. v. Schramm*, 93 F3d 1369 (8th Cir. 1996).

No Automatic Eligibility: A medical diagnosis of an illness does **not** automatically mean a student is eligible to receive services under Section 504. The illness must cause a substantial limitation of a major life activity. See [*Protecting Students with Disabilities: Frequently Asked Questions about Section 504 and the Education of Children with Disabilities*](#) (March 2009).

Access NOT Advantage: Section 504 is not designed to improve grades, raise test scores, or reduce homework responsibilities. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to guarantee that individuals with disabilities have equal access to the District’s programs and activities. Accordingly, the student should be evaluated with respect to whether the student has a disability that substantially limits a major life activity, and whether the student needs special education or related services in order to access the District’s programs and activities to the same extent as their non-disabled peers.

Prevent Over-Identification: Recognize that there are other factors that could adversely affect student learning, such as socioeconomic status, educational disadvantage, poor early instruction, difficult family situation, gang involvement, truancy, or limited English proficiency.

Parent/Guardian Misconceptions Leading to Violations: It is a misconception to assume that general education accommodations supplant the need for Section 504 eligibility or services. Another misconception is that a student must fail in all classes to be eligible. It is important to recognize that a student who continues to struggle, with intervention, may indeed have a substantial limitation of a major life activity that results in the need for special education or related services. Also, these classes may require additional skills that are impacted by the student's impairment.

Section 504 Plan

When a student is found to be eligible, a Section 504 Plan will be developed. The Section 504 Plan identifies the student's unique needs and how a school will address those needs for the student to access, participate in, and benefit from the District's education programs and activities to the same extent as non-disabled students. The Section 504 Plan must be sufficiently detailed to allow the general education teachers and related service providers to address the individual needs of the student and should outline the specific accommodations and/or supports to be provided to the student to ensure access to their education and school activities.

The Section 504 Team, which includes the parent(s)/guardian(s), is responsible for determining the accommodations and services that are needed to ensure that the student receives a free appropriate public education. The Plan will specify how services will be provided and by whom. See [Form F9 for the Section 504 Eligibility Determination and Accommodation Plan](#).

The Section 504 Plan shall be signed by the Building Administrator. Prior to implementation, a copy of the Plan shall be provided to the parent(s)/guardian(s), indicating the District's intent to implement the plan. Parent(s)/Guardian(s) must always be provided a copy of the [Notification of Parent/Guardian Rights \(Form F4\)](#).

If a Section 504 Plan is developed for a student, only school personnel with implementation responsibilities shall be informed of the existence and particulars of the Plan. Staff should be informed on the contents of the Plan when the Plan is created, revised, and at points of transition, including transfers between buildings, or changes in schedule, staff, or program.

Annual Review

The teacher or other person(s) designated by the Section 504 Team shall monitor the student's progress and the effectiveness of the student's Plan. The teacher, or other designated person, will meet with the parent(s)/guardian(s) at least annually to determine whether the Section 504 Plan continues to be appropriate and/or whether any changes are necessary. Section 504 Plans are flexible and may change within a school year or between school years as the student's needs change. A Section 504 team meeting may be convened at any time to review the changes in student need or other appropriate concerns.

Reevaluation

A multi-source evaluation should be completed periodically (at least every three years) to re-determine eligibility under Section 504 and/or before any significant changes are made in the Section 504 Plan. A District shall not require outside evaluations or examinations as a condition of eligibility or plan continuance. Medical evaluations are **NOT** required under Section 504. The District may **NOT** require the parent or legal guardian to provide medical information or evaluation. If the evaluation Team determines that a medical evaluation is necessary, the District must pay for it. *Letter to Veir*, 20 IDELR 864 (OCR, 1993).

Suspension and Expulsion of Students Served Under Section 504

Students who are eligible under Section 504 have additional protections when charged with a violation of the Student Code of Conduct which may result in a suspension or expulsion. Similar to suspension or expulsion of a student with a disability under the IDEA, it is necessary to conduct a manifestation determination review (“MDR”) for a Section 504-eligible student when:

- The suspension or expulsion will be for more than ten (10) consecutive school days. As under IDEA, a suspension/expulsion of more than ten (10) consecutive school days constitutes a significant change in placement and requires the District to conduct an MDR to determine if the cause of the behavior is the disability identified in the student’s Section 504 Plan.
- A series of suspensions that total more than ten (10) school days in a school year **may** create a pattern of exclusion. If cumulative suspensions/expulsions for a student with a Section 504 Plan total more than ten (10) school days in a school year, it must be determined whether a significant change in placement has occurred. This decision is made on a case-by-case basis. If a group of short suspensions creates a pattern of exclusion, this constitutes a change in placement and the District must conduct an MDR before further suspensions or expulsions occur. The OCR has identified some of the key factors in determining the existence of a pattern of exclusion; these include the length of each suspension, the proximity of one suspension to another, the similar or dissimilar nature of the behavior, and the total amount of time the student is excluded from school.

Section 504 allows a student to be disciplined, without going through the MDR process, where the student is charged with and found to be currently engaging in the illegal use of drugs or alcohol, in violation of the School Code.

The MDR process will determine if the student’s misconduct was related to the student’s disability. In order to make such a determination, the 504 Team **must** review all current and relevant information, including evaluation and diagnostic results, information from the

parent(s)/guardian(s), observations of the student, and the student's Section 504 Plan. The review **must** also consider the appropriateness of the student's plan of support and services under Section 504. Appropriate actions should include consideration for a referral for IDEA evaluation when the MDR determines the behavior is likely related to the disability. In those situations where the student has committed an infraction leading to state mandated removal from school, the review process must consider the obligations to provide FAPE under IDEA.

In situations in which the MDR determines the behavior is **NOT** related to the disability, the student **may be disciplined in the same manner as nondisabled students**, consistent with the Student Code of Conduct and District policy. The provisions of FAPE do not apply during the period of discipline or removal from school. The student may apply for reinstatement following the same policy as nondisabled peers.

Complaints & Grievances

A person who believes that they have been discriminated against by the District on the basis of disability may pursue a grievance/complaint through the District's [Section 504 Complaint Form \(Form F11\)](#). The complaint and investigation procedure is outlined in detail in [Board Policy 2260.01](#), [Administrative Guideline 2260.01A](#), and [Administrative Guideline 2260.01B](#). For additional information, the District's 504 Compliance Officers/ADA Coordinators are:

Kurt Tyszkiewicz
Assistant Superintendent-Student Services
454 S. Harvey Street
Plymouth, MI 48170
734-416-4929
kurt.tyszkiewicz@pccsk12.com

Katie Ilijic
Director - Diversity, Equity and Inclusion
454 S. Harvey Street
Plymouth, MI 48170
katie.ilijic@pccsk12.com

Office for Civil Rights
Cleveland, Ohio
US Dept of Education
600 Superior Avenue East, Suite 750
Cleveland, Ohio 44114

Impartial Due Process Hearings

Parent(s)/Guardian(s) who disagree with the identification, evaluation, placement, or provision of a free appropriate public education for a student with a disability have the right to request an impartial due process hearing. Requests for a Section 504 due process hearing must be made to the District Section 504 Coordinator. The due process hearing procedures are outlined in detail in [Board Policy 2260.01](#) and [Administrative Guidelines 2260.01B](#).

Upon receipt of such a request, the necessary arrangements will be made by the District, including the selection of a Hearing Officer. A hearing may not be conducted by a person who is an employee of the District, or by any person having a personal or professional interest which would conflict with their objectivity in the hearing. For assistance in identifying an appropriate Hearing Officer, the District may begin by contacting legal counsel.

Section 504 Toolkit:

Roles and Responsibilities

District Section 504 Coordinator

- Be knowledgeable and current in the requirements of Section 504.
- Review Board of Education Policy on Section 504.
- Develop and maintain current District procedures under Section 504.
- Satisfy Section 504 child find notification obligations.
- Provide training to Building Principals on Section 504 process, requirements, and implementation.
- Review District grievance and complaint procedures under Section 504.
- Investigate complaints.
- Train Building Principals on discipline, suspension, and expulsion requirements under Section 504.
- Train Building Principals on District procedure for Manifestation Determination Reviews under Section 504.

Building Principal

General Roles and Responsibilities

- Be knowledgeable and current in the requirements of Section 504.
- Review Board of Education Policy on Section 504.
- Know District Procedures under Section 504.
- Provide information and training to staff on Section 504 requirements.
- Coordinate scheduling of Section 504 meetings.
- Comply with District procedures and timelines for the Section 504 process.
- Coordinate the physical accommodations required to prevent discrimination under Section 504.
- Coordinate the supports, services, technology, and modifications as defined in the student Section 504 Plan.
- Provide any necessary accommodation in scheduling to ensure access for the student with a disability according to the Section 504 Plan.
- Provide training to appropriate staff on health, medication, or behavior management.
- Ensure implementation of the Section 504 Plan.
- Provide documentation of timely implementation of District Section 504 process.
- Communicate with the District Section 504 Coordinator.

Section 504 Initial Referral

- Provide notice of referral to the parent(s)/guardian(s) within a reasonable timeline (10 days).

- Arrange for appropriate staff to attend a team meeting to review the evaluation request.
- Obtain or direct staff to obtain parental/guardian consent for the Section 504 evaluation.
- Obtain or direct staff to obtain release of information.

Note: Parent/Guardian release of medical or other records is not a condition for ineligibility, refusal of service, or renewal of service.

- Provide notice to the parent(s)/guardian(s) of due process rights with consent.
- Schedule a meeting to determine Section 504 eligibility and Plan within 30 school days of consent for evaluation.
- Provide notice to the parent(s)/guardian(s) of due process rights at eligibility determination and Section 504 Plan development/review.
- Arrange for provision of the supports, services, technology, or modifications as defined in the Student Section 504 Plan.
- Contact District Section 504 Coordinator if the parent(s)/guardian(s) disagrees with a school recommendation, requests a grievance/complaint, or requests a due process hearing.

When Student Enrolls with a Section 504 Plan

- Assemble a team of persons knowledgeable about the data, options, and appropriateness of the Section 504 Plan.
- Provide the parent(s)/guardian(s) notice of the Section 504 Review meeting.
- Provide the parent(s)/guardian(s) notice of due process rights.
- Review the existing Section 504 Plan and supporting documentation from the previous district.
- If the team agrees with the Section 504 Plan, implement the plan as written.
- If the team questions the plan, the school must conduct an evaluation to determine the appropriate educational program for the student.

Section 504 Annual Review or Transition or Change in Program

- Provide notice to parent(s)/guardian(s) of Section 504 meeting.
- Arrange for the appropriate staff from both the sending and receiving schools (if in-District) to attend.
- Provide parent(s)/guardian(s) notice of due process rights.
- Review and revise the plan as appropriate to include the supports, services, and modifications required to prevent discrimination and create access to participate to the same extent as non-disabled peers.

Note: A review meeting may lead to the discontinuance of a Section 504 Plan if appropriate documentation of student progress, change in student status, or change in program supports a decision to discontinue the Section 504 Plan.

- Arrange for provision of the supports, services, technology, or modifications as defined in the Section 504 Plan.
- Contact District Section 504 Coordinator if parent(s)/guardian(s) disagrees with a school recommendation, requests a grievance/complaint, or requests a due process hearing.

Section 504 Re-evaluation (3 years)

- Provide notice to parent(s)/guardian(s) of meeting to discuss re-evaluation.
- Provide parent(s)/guardian(s) notice of due process rights.
- Obtain or direct staff to obtain parental/guardian consent for the Section 504 evaluation.
Note: **If the parent/guardian refuses to consent to the evaluation, the District may proceed to conduct a re-evaluation meeting.**
- Arrange for the appropriate staff to conduct the evaluation and collect relevant data.
- Obtain or direct staff to obtain release of information, if needed.
Note: Parent/Guardian release of medical or other records is not a condition for refusal of service or renewal of service.
- Schedule release of staff to participate in the re-evaluation meeting and plan review.
- Contact District Section 504 Coordinator if parent/guardian disagrees with a school recommendation, requests a grievance/complaint, or requests a due process hearing.

Section 504 Manifestation Determination Review

- Track the number of student removals from school.
- Plan Manifestation Determination Review meeting when a student will exceed 10 days of removal.
- Provide notice to parent(s)/guardian(s) of Manifestation Determination Review meeting.
- Provide parent(s)/guardian(s) notice of due process rights.
- Arrange for the appropriate staff to conduct an evaluation and collect relevant data, if necessary and agreed upon by the Team.
- Obtain or direct staff to obtain release of information, if needed.
Note: Parent/Guardian release of medical or other records is not a condition for refusal of service or renewal of service.
- Schedule release of staff to participate in Manifestation Determination Review meeting.
- If disability is related to behavior, contact the Director of Special Education to consider referral for special education evaluation under IDEA.
- If disability is related to the behavior, the student may not be suspended or expelled and must be permitted to return to school, similar to the requirements of IDEA.
- If disability is not related to behavior, proceed to implement discipline and sanctions in the same manner as for non-disabled students and in accordance with Student Code of Conduct and Michigan School Code.

- Contact District Section 504 Coordinator if a parent/guardian disagrees with a school recommendation, requests a grievance/complaint, or requests a due process hearing.

Section 504 Grievance/Complaint

- Provide parent(s)/guardian(s) notice of due process rights.
- Contact District Section 504 Coordinator if the parent(s)/guardian(s) request a grievance/complaint or request a due process hearing. Specific timelines and procedures for an internal grievance/complaint and for a due process hearing are outlined in Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability, Administrative Guideline 2260.01A – Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE, and Administrative Guideline 2260.01B – Section 504/ADA Parents’ Procedural Rights, Including Due Process Hearing.
- For an internal grievance/complaint, investigate the alleged discriminatory conduct, including interviewing witnesses, reviewing other evidence, and meeting with witnesses and evidence provided by the complainant.
- Complete the investigation within 15 school days.
- Keep the complainant and the parent(s)/guardian(s) informed of the status of the investigation.
- Provide a complainant with a written decision concerning whether the complainant was subjected to unlawful discrimination. With the written decision, the Principal should inform the complainant of the right to appeal an adverse decision to the District Compliance Officer.

Classroom Teacher

General Roles and Responsibilities

- Be knowledgeable and current in the requirements of Section 504.
- Attend training on Section 504 requirements.
- Comply with District procedures and timelines for the Section 504 process.
- Provide relevant observations and progress data at Section 504 meetings.
- Follow the Section 504 Plan which may include:
 - Provision of supports, services, technology, physical accommodations, modifications, accommodations in scheduling, testing, or instruction to ensure access for the student with a disability according to the Section 504 Plan.
- Train on medical/health management, when required by the Student’s Plan.
- Document implementation of Section 504 Plan.
- Communicate with the Building Principal on District procedural or implementation issues.
- Ensure 504 Plan is provided to substitute teacher(s) when teacher is absent.

Initial Section 504 Plan

- Contact the Building Principal to refer a student for a Section 504 Plan.
- Immediately contact the Building Principal if a parent/guardian contacts you and requests a Section 504 Plan.
- Cooperate with scheduling of meetings.
- Document student classroom behaviors and progress according to District procedure.
- Report student behavior and progress in Section 504 meetings.
- Contribute recommendations to Plan development regarding appropriate supports, services, modifications, technology, or accommodations to prevent discrimination and create access to benefit from instruction as non-disabled peers.
- Attend training on special management such as health, medication, or behavior.
- Document communication with student or parent/guardian regarding the Section 504 eligibility or Plan.
- Maintain a record of student behavior or progress and Plan implementation.
- Report concerns to the Building Principal.

Steps to take when there is an Existing Section 504 Plan

- Review the existing Section 504 Plan.
- Request a Section 504 meeting to discuss revisions to the Plan, if and when needed.
- Track student classroom behaviors and progress according to District procedure.
- Report student behavior and progress in Section 504 meetings.
- Contribute recommendations to Plan development regarding appropriate supports, services, modifications, technology, or accommodations to ensure the student has equal access to the education program as non-disabled peers.
- Attend training on special management such as health, medication, or behavior.
- Document communication with student or parent/guardian regarding the Section 504 eligibility or Plan.
- Maintain a record of student behavior or progress and Plan implementation.
- Report concerns to the Building Principal.

PROCEDURES/FORMS CHECKLIST

(Forms are identified in bold type)

1. “Child Find” activities are implemented both inside and outside of the school setting. These activities include, but are not limited to:
 - a. providing information to parents/guardians and staff regarding Section 504 obligations, including the definition of disability and eligibility requirements under Section 504;
 - b. examining files of incoming students to see if there are existing 504 Plans;
 - c. examining files of incoming students/performance of existing students to see if there are red flags suggesting the possibility of a disability (e.g., cumulative days of suspension, repeated school retention, poor school performance/not benefitting from instruction or educational interventions, reports of chronic health problems or serious illness, medical treatments, including psychotropic medications that impact school performance, evaluations for/receipt of special education services where the student was subsequently determined ineligible or services were terminated).
2. Consider a referral for a Section 504 evaluation if a disability is suspected. Suspicions may result from screening the records of newly enrolled students, from IDEA activities, or from staff who come to suspect that students they are working with may have a disability under Section 504. Complete a [**Section 504 Referral \(F1\)**](#).

Schedule a 504 Team meeting to review the referral and discuss the possible need to evaluate or reevaluate the student. If the parent/guardian is **not** the referral source, send a copy of the **Section 504 Referral (F1)** and **Parent/Guardian Notice of Section 504 Referral (F2)**. Invite the parent/guardian to the 504 meeting (**Parent/Guardian Invitation to Section 504 Meeting (F3)**) and provide them with a copy of **Notification of Parent/Guardian Rights (F4)**. If not already done as part of Child Find, staff complete the **Student Record Review (F6)** in preparation for the 504 meeting. The Building 504 Coordinator facilitates the meeting and ensures that staff attendees include staff knowledgeable about the student, evaluation data, and program/placement options.

3. At the 504 Team meeting, discuss the referral and determine the need for additional evaluation. The Team may decide that no additional information is required to make an eligibility decision or that additional evaluation is required. If it is determined that further evaluation is needed, a written evaluation plan is developed and the parent/guardian is asked for consent to evaluate (**Section 504 Parent/Guardian Consent (F5)**). If permission is denied, either at the meeting or subsequently, contact the District 504 Coordinator. Copies of the **Notification of Parent/Guardian Rights (F4)**, **Section 504 Referral (F1)**, and the **Section 504 Parent/Guardian Consent (F5)**, if one is developed, are provided to the parent/guardian.
4. When the evaluation is completed (within 30 school days), a copy of **Parent/Guardian Invitation to Section 504 Meeting (F3)** is sent to the parent/guardian.

5. The 504 meeting must include persons knowledgeable about the student, the evaluation results, and program and service options. At the meeting, the [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) documents the Team's decision. A copy of the [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) is given to the parent/guardian, along with the [Notification of Parent/Guardian Rights \(F4\)](#).
6. If the student is ineligible under Section 504, no 504 Plan will be developed, but the Team may consider the development of a general education intervention plan. If the student is eligible under Section 504, develop a [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) at the meeting. With parent/guardian consent, implementation begins as promptly as possible. Place a copy of the **Section 504 Eligibility Determination and Accommodation Plan (F9)** in the 504 file, with all other 504 documentation. Keep a copy in the student's cumulative folder (CA-60). Provide copies of the **Section 504 Eligibility Determination and Accommodation Plan (F9)** to the parent/guardian and District 504 Coordinator.
7. If the parent/guardian disputes the [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) (either at the time of creation or after implementation) and files a written request for a due process hearing, "stay put" is triggered, meaning that the student will receive the supports and services in the last-agreed upon 504 Plan at the time of the hearing request and during the pendency of the hearing. Section 504 Procedures and a copy of the [Notification of Parent/Guardian Rights \(F4\)](#) should be given to any parent/guardian filing a written hearing request or seeking information on how to file a hearing request. A copy of the hearing request must be immediately sent to the District 504 Coordinator.
8. Progress monitoring of **504 Plan** implementation and efficacy will be done on a regular basis. [A Section 504 Plan Review \(F10\) must be completed annually.](#)
9. Unless otherwise agreed by the 504 Team and the parent/guardian, the 504 Team will convene every three (3) years to reevaluate the [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) unless parent(s)/guardian(s) request it earlier. A [Parent/Guardian Invitation to Section 504 Meeting \(F3\)](#) is sent to the parent(s)/guardian(s). The 504 Committee will review progress monitoring data and determine whether the plan continues to be appropriate as is, requires modification, or whether reevaluation is needed to make decisions regarding continued eligibility and/or 504 Plan content. [Notes of the Section 504 Plan Review \(F10\) meeting must be kept.](#)
10. An updated [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) is developed, as appropriate, unless following a reevaluation, a reconvened 504 Team determines, as documented on the **Section 504 Eligibility Determination and Accommodation Plan (F9)**, that the student is no longer eligible. A copy of the [Notification of Parent/Guardian Rights \(F4\)](#), and other forms are given to the parent(s)/guardian(s) and to the District 504 Coordinator.
11. A reevaluation is conducted at least every three (3) years, or sooner if there is a question of continued eligibility or a significant change in placement. A [Parent/Guardian Invitation to Section 504 Meeting \(F3\)](#) is sent to the parent(s)/guardian(s), and a meeting is held to formulate

an evaluation plan. Upon completion of any necessary reevaluations, a 504 Team meeting is convened. The [Parent/Guardian Invitation to Section 504 Meeting \(F3\)](#) and the [Section 504 Eligibility Determination and Accommodation Plan \(F9\)](#) are completed. A new **Section 504 Eligibility Determination and Accommodation Plan (F9)** is developed if appropriate. A copy of those forms and the [Notification of Parent/Guardian Rights \(F4\)](#) is given to the parent(s)/guardian(s).

12. If a 504-eligible student is recommended for a long-term suspension (over 10 days) or an expulsion, this is considered a change in placement and a [Section 504 Manifestation Determination Review \(F12\)](#) must be completed. The Building Compliance Officer must contact the District 504 Coordinator.

COMMUNICATION LOG

Student: _____ Parent: _____
Home Phone: _____ Work Phone: _____
Other Contact: _____

Contacted Person	Date	Notes	Contacted By

PLYMOUTH-CANTON COMMUNITY SCHOOLS

SECTION 504 REFERRAL

Date of Referral:			
Student Name:		Date of Birth:	
School Attending:		Grade:	

Reason for Referral: (Please briefly describe the nature of your concern(s), e.g. academic, behavioral, gross/fine motor, social/emotional, medical, other)

Pre-referral interventions: (Please indicate interventions, supports, or other actions tried prior to the referral in an effort to address the concern(s) identified above)

Has the student been referred, evaluated, or provided special education or 504 services in the past?

_____ Yes _____ No

If yes, please explain below:

Person making referral:

Title/Position:

Phone:

Email:

Please return form to: _____

PLYMOUTH-CANTON COMMUNITY SCHOOLS

PARENT/GUARDIAN NOTICE OF SECTION 504 REFERRAL

Date: _____

Dear _____:

Your child, _____, has been referred for an evaluation under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance and requires the District to provide eligible students a free appropriate public education to meet the student's individual educational needs as adequately as the needs of non-disabled students.

In order to be eligible for services under Section 504, a student must have physical or mental impairment that substantially limits one or more major life activities. In determining whether a student meets these criteria, the District will consider information from a variety of sources, which may include:

- School records
- Observations
- Standardized tests or other assessments
- Parent/Guardian, student, and/or teacher interviews
- Behavior rating scales or other checklists
- Pertinent medical information
- Information provided by the parent/guardian
- Other relevant information

Your child's teacher(s), building administrator, counselor, and other individuals (school psychologist, school nurse, etc.) may be involved in the evaluation. Once the evaluation is completed, the Team will meet to discuss the results of the evaluation. You will be notified of a time, date, and location of the meeting, and are welcome to attend and participate in the decision-making process.

This letter is to inform you that the District would like to evaluate your child under Section 504 and to get your consent for the evaluation. Enclosed is a copy of the Notice of Parent Rights/Procedural Safeguards which describes your rights under Section 504.

Please indicate on the enclosed form whether you consent to the Section 504 evaluation, and return this form to me as soon as possible. Please feel free to contact me if you have any questions.

Sincerely,

Enclosures

PLYMOUTH-CANTON COMMUNITY SCHOOLS

Parent/Guardian Invitation to Section 504 Meeting

Dear Parent(s)/Guardian(s):

This letter is to invite you to a meeting to consider: (1) whether your child is eligible for a 504 Plan under Section 504 of the Rehabilitation Act of 1973, and/or (2) a review of your child's educational program. The meeting is scheduled as follows:

Student Name:		Grade:		School:	
Meeting Location:		Meeting Date/Time:			

The purpose of this conference will be:

___ Review of Services: To review and discuss your child's present educational status/504 Plan.

___ Consent to Evaluate: To discuss a referral of your child for possible Section 504 eligibility.

___ Initial 504 Plan: To make a determination regarding 504 eligibility and education program.

___ Three-Year Reevaluation: To discuss the possible need to evaluate/reevaluate your child.

___ Termination of Services: To discuss ending of services.

___ Manifestation Determination Review: To review if behavior is due to disability. [\(See F12\)](#)

___ To discuss at your request: _____

___ Other: _____

The following persons have been invited to attend this meeting:

Name/Title

Name/Title

Name/Title

Name/Title

Enclosed please find a copy of your rights under Section 504. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Building 504 Coordinator

Date

Telephone

NOTIFICATION OF PARENT/GUARDIAN RIGHTS**Section 504 of the Rehabilitation Act of 1973****Katie Ilijic, District 504 Coordinator****454 S. Harvey, Plymouth, MI 48170****734-416-2700**

This notice is to inform parents/guardians and students of the rights granted to them under Section 504. The federal regulations that implement Section 504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR). They include the following rights:

1. Have the District advise you of your rights under federal law;
2. Have your child take part in and receive benefits from public education programs without discrimination because of their disability;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child evaluated by the District prior to determining eligibility under Section 504;
5. To be notified prior to any action (be it a proposal or refusal) regarding the identification, evaluation, or placement of your child;
6. Have evaluation, educational, and plan of services decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options;
7. Have periodic review of your child's educational need for Section 504 plan of services;
8. Have your child receive a free appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
9. Have your child educated in facilities and receive services comparable to those provided nondisabled students;
10. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
11. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. Receive a response from the District to reasonable requests for explanations and interpretations of your child's records;
13. File a local grievance with the District 504 Coordinator;
14. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the District;
15. Hearing requests must be made to the District Section 504 Coordinator;

Submit a complaint with the Office for Civil Rights.

**Office for Civil Rights
Cleveland
U.S. Department of Education
600 Superior Avenue East
Suite 750
Cleveland, OH 44114**

PLYMOUTH-CANTON COMMUNITY SCHOOLS

SECTION 504 - PARENT/GUARDIAN CONSENT

Student Name:		Date of Birth:	
School Attending:		Grade:	
Parent/Guardian Name:			
Address:			
Email:		Phone:	

CONSENT FOR SECTION 504 EVALUATION

I understand that my child has been referred for an evaluation under Section 504. The evaluation will draw upon information from a variety of sources, which may include, but is not limited to: a school record review, observations of the student, parent/guardian, child, and/or teacher input or interviews, assessments, and other relevant information. The purpose of this evaluation is to determine whether my child is eligible for services under Section 504.

(Check all that apply)

_____ I have received a copy of the Section 504 Parent Rights.

_____ I consent to do the Section 504 evaluation.

_____ I do not give permission for the Section 504 evaluation.

Signature of Parent/Guardian _____ Date _____

Please return this form to: _____

For School Use Only

Date consent form received by the School District:

PLYMOUTH-CANTON COMMUNITY SCHOOLS

STUDENT RECORD REVIEW

Student's Name:		Date of Birth:		Grade:	
Reviewer:		School:		Date:	
Language Spoken at Home:					

IEP: ☐ Yes ☐ No
 504 Plan: ☐ Yes ☐ No
 LEP: ☐ Yes ☐ No

Current Concern: (Check all that apply)

<input type="checkbox"/>	Excessive absences	<input type="checkbox"/>	At risk; potential for dropping out
<input type="checkbox"/>	Consideration for expulsion	<input type="checkbox"/>	Consideration for retention
<input type="checkbox"/>	Physical Injury	<input type="checkbox"/>	Pattern of not benefitting from instruction
<input type="checkbox"/>	Chronic health condition	<input type="checkbox"/>	Pattern of suspensions from school
<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>	Other

1. **Attendance:** Identify number of days absent at each grade level:

___ 1 st	___ 2 nd	___ 3 rd	___ 4 th	___ 5 th	___ 6 th	___ 7 th	___ 8 th	___ 9 th	___ 10	___ 11	___ 12
---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	--------	--------	--------

Identify any absence patterns:

Grades repeated (indicated which grades):

Factors affecting school attendance: _____

2. Describe any significant changes in academic achievement scores over the past three years. _____

3. Discuss any patterns or evident problems in grades over the past three years.

4. List any individual **evaluations** that have been conducted:

Evaluation Type	Evaluation Date	Recommendations	Action Taken

5. **Disciplinary actions** for current year and last year: _____

	Current Year	Last Year	Any Pattern?
# Days in-school suspension			
# Days out-of-school suspension			

6. List student involvement with **other agencies** (state agencies, medical, counseling, courts):

Agency	Date	Reason for Involvement	Result

7. List any **identified health factors** that may contribute to student's school problems:

Date	Condition	Diagnosed By	Impact

Current Medications	Dosage	Why Taken

Comprehensive Medical	When	By Whom	Status

8. Are there references to **substance abuse**? ____ No ____ Yes

Describe: _____

9. List and give dates of any **past modifications** in instruction or behavior management (e.g. tutoring, Title1, instructional modifications, 504 Plan, IEP):

Instructional/Behavioral Intervention	Date Begun/Ended	Impact on Target Skill/Behavior

10. **Anticipated action** at this time:

PLYMOUTH-CANTON COMMUNITY SCHOOLS

AUTHORIZATION FOR RELEASE AND FORM OF EXCHANGE OF MEDICAL INFORMATION

Student Name:		Date of Birth:	
School Attending:		Grade:	
Parent/Guardian Name:		Phone:	
Address:		Email:	

I hereby authorize the release and exchange of otherwise confidential medical information between the Plymouth-Canton Community Schools and:

Physician's Name: _____

Address: _____

Phone: _____ Fax: _____

I understand that any information released or exchanged will be treated in a confidential manner by the District and will not be transmitted to a third party without my permission. This authorization is valid for a period of ninety (90) days unless earlier revoked by me in writing.

Date: _____

Signature of Parent/Legal Guardian

Relationship to Student

PLEASE FORWARD DOCUMENTS TO:

Building Principal:

Address:

Telephone:

Fax:

PLYMOUTH-CANTON COMMUNITY SCHOOLS

PHYSICIAN'S EVALUATION FOR SERVICES DUE TO MEDICAL NEEDS

TO THE PARENT: Please complete this section before giving the form to the child's physician.

DATE: STUDENT NAME: DOB: ____/____/____

PARENT(S)/GUARDIAN(S):

HOME ADDRESS: _____

HOME TELEPHONE: OTHER PHONE:

ENROLLED SCHOOL: DISTRICT:

TO THE PHYSICIAN: We are in the process of evaluating this student for Section 504 services. Please fill out the information below as thoroughly as possible to assist our office in making a service determination. Your assistance in this matter is critical for appropriate educational and medical support.

Diagnosis:

Brief history of medical care: _____

Severity of illness: _____

Date of last physical and results: _____

If Neurological, date of latest EEG and results: _____

Medication(s):

Name: _____ Dosage: _____

Name: _____ Dosage: _____

Name: _____ Dosage: _____

Instructions for Nurse (If needed): _____

Physician's Name

Printed Physician's Name

Address /Street

City, State, Zip

Office Telephone

Office Fax

Date Signed

PLEASE RETURN TO:

NAME: _____

POSITION: _____

ADDRESS: _____

OFFICE TELEPHONE: _____

OFFICE FAX: _____

SECTION 504 - TEACHER INPUT

Student Name: _____

Date of Birth: _____

Teacher Name: _____

Subject: _____

1. Do you have any concerns about this student?

Yes _____ No _____ If yes, please specify the type of concerns below.
Academic concerns (please describe):
Behavioral concerns (please describe):
Other concerns (please describe):

2. Please list any accommodations, interventions, or strategies you have used to address the above concern(s) and indicate how the student responded to the intervention.

Accommodation, Intervention, or Strategy	Student Response

3. The student's current grade in class is: _____ (if applicable)

4. Would the student have earned this grade without the accommodations, interventions, or strategies you used to address the concern(s)? Yes _____ No _____

Additional comments:

Teacher's Signature _____

Date _____

Plymouth-Canton Community Schools
SECTION 504
ELIGIBILITY DETERMINATION AND ACCOMMODATION PLAN

MEETING DATE: ____/____/____

PREVIOUS DATE: ____/____/____

STUDENT: _____ DOB: ____/____/____ GENDER: ____ GRADE: ____

PARENT(S)/GUARDIAN(S): _____ PHONE: _____ PHONE: _____

PARENT/GUARDIAN EMAIL(S): _____

HOME ADDRESS: _____

PARENT/GUARDIAN CONTACT

The parent(s)/guardian(s) were contacted by the school to ensure that they would have an opportunity to attend this meeting and explain the purpose of the meeting and the role of the participants.

MEETING PARTICIPANTS IN ATTENDANCE

Signatures of the following individuals indicate attendance at this meeting. Additional participants' names should be documented and attached.

Principal_____
Parent/Guardian_____
Teacher of Record_____
Parent/Guardian_____
Teacher of Record_____
Student_____
District 504 Coordinator_____
Other

MEETING SUMMARY

All information referenced in this meeting must be documented and attached to this report.

1. Review of evaluation information:

2. Describe how the identified disability significantly limits a major life activity.

ELIGIBILITY

☐ Yes ☐ No Student meets Section 504 eligibility criteria

PLAN OF SUPPORTS AND SERVICES

Intervention	By Whom	Setting/Location

*Attach appropriate Health Plan, Behavior Intervention Plan, or other documents, as appropriate.

PARTICIPATION IN STATEWIDE ASSESSMENT

Accommodation(s) needed: ☐ Yes ☐ No

List Accommodation(s):

NOTICE FOR PROVISION OF SECTION 504 SERVICES

The District will provide written notice to the parent/guardian when the District proposes to initiate or change the educational placement of the student or the provision of a free appropriate public education (FAPE) to the student; or when the District does not recommend a change to the educational placement of the student or provision of FAPE to the student.

You are receiving notice for:

(Student Name)

(Student ID)

DISTRICT COMMITMENT TO SECTION 504 PLAN

The District intends to implement the Section 504 Plan as written and is authorized with the signature of the building Principal.

Building Principal

Date

DISTRICT NOTICE OF CHANGE IN PROGRAM

- You are receiving this notice because your student was found ineligible for Section 504 at the team meeting dated: _____.
 - You are receiving this notice because we will be offering a change in placement. See the complete plan for the details of this change.
-

PARENT NOTICE

A complete copy of the Section 504 Plan, together with the Parent Notification of Rights under Section 504 of the Rehabilitation Act were provided to the parent(s)/guardian(s).

Method of delivery:

- U.S. Mail to home address
- Delivered personally to parent(s)/guardian(s)
- Other: _____

Date: ____/____/____

PARENT/GUARDIAN CONSENT

For students found eligible for Section 504 only.

- I give consent for the initial provision of the Section 504 plan.
- I refuse consent for the initial provision of the Section 504 plan.

X _____
Signature of Parent *Date*

Date Section 504 Plan will begin: ____/____/____

Anticipated duration of the Section 504 Plan before next review: ____One Year ____Other

PLYMOUTH-CANTON COMMUNITY SCHOOLS
SECTION 504 PLAN REVIEW

Date:					
Student's Name:		DOB:		Grade:	
School:		Building 504 Coordinator:			
Parent Name:		Home Phone:		Work Phone:	
Parent Address:					

504 Team Members: (Fill in names and area of knowledge)

Name of Team Member:	Area of Knowledge:

Review of performance in affected major life activity:

Does the existing 504 Plan still meet the student's educational needs?

_____ Yes (Sign the commitment statement below)

_____ No/Unsure (The team should develop a revised 504 Accommodation Plan, or consider a reevaluation to gather additional information prior to determining the need for any revisions.)

Commitment Signatures

District Commitment: The District will continue to implement the 504 Plan developed on:

Date of Implementation: _____

Building 504 Coordinator

Date

PLYMOUTH-CANTON COMMUNITY SCHOOLS
SECTION 504 COMPLAINT FORM

Name of Injured Party:		Phone:	
Address:		Email:	

If the injured party is a student, please also provide the following information:

School Attending:		Grade:		Birthdate:	
Complainant's Name:		Relationship to Student:			
Address:					
Phone:		Email:			

1. Describe the alleged violation of Section 504. Please be specific and describe the specific incident(s), as well as identify the individuals involved, dates/times/locations, etc. Attach additional pages if needed.

2. Describe your proposed resolution to address the alleged problem(s)/violation(s).

Date: _____

Complainant's Signature

PLEASE SUBMIT THIS FORM TO:

Katie Ilijic
 District 504 Coordinator
 454 S. Harvey
 Plymouth, Michigan 48170
 734-416-2700

A person who believes that they have been discriminated against by Plymouth Canton Community Schools on the basis of disability may file a complaint through the District's grievance procedure. A complaint may also be filed with the Office for Civil Rights (“OCR”), U.S. Department of Education, 600 Superior Ave East, Suite 750, Cleveland, OH 44114. You may file a complaint with OCR at any time. Filing a complaint with the District is not required to file with OCR.

PLYMOUTH-CANTON COMMUNITY SCHOOLS
SECTION 504 MANIFESTATION DETERMINATION REVIEW
NOTICE AND INVITATION

Student Name:

Date of Birth:

School Attending:

Grade:

Dear Parent(s)/Guardian(s):

You are invited to attend a Section 504 Manifestation Determination Review to discuss whether your child's misconduct was a manifestation of their disability.

The meeting will be held on:

Meeting Date and Time: _____

Meeting Location: _____

The School District has invited the following persons to attend the meeting:

Name	Position/Title

You are encouraged to attend this meeting and participate in the decision-making process. If the meeting date or time is not convenient for you, please contact me at your earliest convenience and we will attempt to make other arrangements. Please contact me if you have any questions.

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Enclosure -----

PLEASE RETURN THIS PORTION OF THE FORM IN THE ENCLOSED ENVELOPE

_____ I will attend the Manifestation Determination Review.

_____ I am not able to attend and request the meeting be rescheduled.

_____ I am not able to attend, but request that the meeting be held without me and that the paperwork be sent to my home address.

Student's Name (Print)_____
Parent/Guardian's Name (Print)

PLYMOUTH-CANTON COMMUNITY SCHOOLS
SECTION 504 MANIFESTATION DETERMINATION REVIEW

CONSIDERATIONS FOR REVIEW: In carrying out a Manifestation Determination Review, the 504 Team shall:

1. Describe the behavior or incident that is subject to discipline.

2. Review and summarize relevant information in the student's file.

3. Review and summarize relevant information in the student's Section 504 plan.

4. Review and summarize relevant teacher observations of the student.

5. Review and summarize relevant information provided by the parent.

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MANIFESTATION DETERMINATION

In relation to the behavior subject to discipline (see previous page):

	YES	NO
1. Was the conduct in question caused by or did it have a direct and substantial relationship to the student's disability?		
2. Was the conduct a direct result of the School District's failure to implement the Section 504 plan?		

If the Section 504 Team answers "Yes" to either of the questions above, then the behavior must be considered a manifestation of the student's disability.

Plymouth-Canton Community Schools

The Section 504 team's determination is that the behavior subject to discipline: (Check one)

_____ Is not a manifestation of the student's disability (School personnel may apply relevant disciplinary procedures applicable to all students)

_____ Is a manifestation of the student's disability

Date: _____

Signature of Section 504 Coordinator/Designee

Parent/Guardian Signature

_____ I have received the Notice of Procedural Safeguards under Section 504.

_____ I agree with the determination above.

_____ I disagree with the determination above and understand that I have the right to request an impartial due process hearing by filing a written request for a hearing with the Section 504 Coordinator.

Date

Parent/Guardian Signature

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