
Issued: 12/09

PROCEDURE SUMMARY FOR SECTION 504 REFERRAL PROCESS

1. Teachers should be made aware by the 504 Chair of the requirements for referral, and instructional accommodations for students who may be eligible for Section 504.
2. If a student is perceived as having academic or behavioral difficulties, a referral to the Student Services Team should be made.
3. If interventions generated by the teacher and the Student Services Team do not result in improved student performances, consider how the student's needs may be met through IDEA or Section 504.
4. Section 504 eligibility will be determined supporting appropriate documentation for the particular disability. If the student does not qualify for special education services under IDEA, or the Student Services Team determines that special education placement is not warranted, gather the necessary evaluation to determine Section 504 eligibility. This may include formal and informal evaluations, work samples, medical records or letter from a physician, and any other relevant information.
5. Set up meeting to discuss the special needs of the student. Persons attending the meeting should be knowledgeable about the student, the meaning of evaluation data, and accommodations options. Provide the Parent Notification letter (504) and the Parent/Student Rights form (504C) to the parents at least one week prior to the meeting.
6. Determine eligibility for Section 504. If the student is not eligible. Provide the Notice of Eligibility letter (504D) to the parents. If the student is found eligible, develop an Individual Accommodation Plan (504E) to meet the student's educational needs. Provide the parents the Notice of Eligibility letter (504D) and a copy of the Individual Accommodations Plan (504E).
7. 504 documents should be in a locked file in the Guidance Office labeled as such. Place a 504 sticker on the student cumulative folder.
8. The 504 Team should ensure that the accommodations are implemented and that periodic re-evaluations (Orange County guidelines suggest the beginning of each school year) are conducted. If a significant change in accommodation/placement is made (including expulsion/suspension, transfer to/from home instruction, graduation from high school) a re-evaluation must be conducted at that time.

STUDENT ASSISTANCE TEAM REFERRAL

504-A2

STUDENT NAME: _____ AGE: _____ DATE: _____

GRADE LEVEL: _____ TEAM: _____

A. ACADEMICS

- ____ lower grades/lower achievement
- ____ academic failure
- ____ usually behind in classwork
- ____ lack of motivation
- ____ previously repeated or skipped grades
- ____ other _____

B. SCHOOL ATTENDANCE

- ____ absenteeism (____ times to date)
- ____ tardy (____ times to date)
- ____ frequently requests to be out of class (restroom, nurse, counselor)
- ____ attends school when sick

C. PHYSICAL SYMPTOMS

- ____ sleeping in class
- ____ frequent physical complaints
- ____ frequent physical injuries
- ____ staggering or stumbling
- ____ smells of alcohol or marijuana
- ____ coordination problems
- ____ glassy/bloodshot eyes
- ____ slurred speech
- ____ poor general health
- ____ change in facial color
- ____ weight loss/gain
- ____ poor hygiene
- ____ using prescription medication and type of medication _____
- ____ other _____

D. BEHAVIOR

- ____ frequent defiance of rules
- ____ frequent discipline referrals
- ____ fighting
- ____ cheating
- ____ excessive nervousness
- ____ withdrawn
- ____ hyperactivity
- ____ verbal abuse
- ____ frequent use of profanity
- ____ frequent crying
- ____ excessive forgetfulness
- ____ frequently tired
- ____ dicusses use of drugs or alcohol
- ____ mood swings
- ____ change in friends
- ____ change in appearance
- ____ sudden popularity
- ____ older social group
- ____ disoriented sense of time
- ____ carries large amounts of money
- ____ depression
- ____ acts defensive
- ____ increasing non-involvement
- ____ home problems of concern
- ____ other _____

POSTIVE BEHAVIORS AND STRENGTHS:

- ____ happy, easy-going
- ____ appears self-confident
- ____ cooperative
- ____ frequently contributes to class
- ____ uses time wisely
- ____ shares with others
- ____ respectful of self and others
- ____ other _____

STRATEGIES THAT HAVE BEEN IMPLEMENTED (LIST AT LEAST TWO):

PARENT CONTACT (DOCUMENT AT LEAST TWO HOME CONTACTS):

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