



Portland Public Schools SECTION 504 MANUAL Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against students and/or employees with disabilities. This guide provides information on Section 504 and the obligations of Portland Public Schools.

Produced by:

**Portland Public Schools
Student Success and
Health Department**

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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.

Portland Public Schools Board of Education
Policy 1.80.020-P

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SECTION 504 TABLE OF CONTENTS

INTRODUCTION.....	1
QUICK GUIDE	2
Procedures for Serving Students with Disabilities under Section 504.....	2
Program/Building Section 504 Process Flow Chart	7
General Overview of Section 504 Process	8
PPS Section 504 Roles and Responsibilities	9
Directions for Printing Synergy Report of 504 Students by School	10
504 Meeting Checklists	11
504 Meeting Planner: Who to Invite?.....	12
504 Evaluation Guidelines.....	13
SECTION 504: A-Z TOPICAL GUIDE.....	15
Accessibility	15
Accommodation Plan	15
Charter School Students.....	17
Child Find	17
Complaints.....	18
Disability Definition.....	18
Discipline Protections.....	20
Discrimination.....	22
Enforcement	22
Evaluation	23
Exiting from a 504 Plan.....	24
Health Protocol vs. 504 Plan.....	24
Home Instruction	25
IEP Refusal/Revocation and Request for 504 Plan	25
Private School Students.....	25
Resolving Conflicts	26
Student Records (Section 504)	26
Temporary Medical Conditions	26
Transfer Students.....	27
Transportation	27
Section 504 Notice of Parent/Student Rights	29
Resources	51

PORTLAND PUBLIC SCHOOLS
SECTION 504 MANUAL

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities. Section 504 regulations require school districts to provide appropriate education to students with disabilities under Section 504.

The manual, “fillable” forms, parent guide, translated documents, and other resources are posted on the Portland Public School’s website at: <http://www.pps.k12.or.us/departments/student-services/4491.htm>. The forms and 504-parent guide are available in English, Spanish, Russian, Vietnamese, Chinese, and Somali.

The information in this manual includes the changes resulting from the Americans with Disabilities Act Amendments of 2008, and reflects the Portland Public Schools’ ongoing commitment to educating ALL children in accordance with our Mission and Core Values.

QUICK GUIDE

Procedures for Serving Students with Disabilities under Section 504

1. COORDINATION AND ARTICULATION

Each principal identifies a Building Section 504 Coordinator at the beginning of each school year.

The Building 504 Coordinator identifies a 504 Case Manager for each student to oversee the implementation of the student's 504 plan.

2. CONCERN

A parent or school personnel brings a concern to the School Team (e.g. SIT)

The district must find students who may qualify for services under Section 504. This is accomplished by informing school personnel of the characteristics of disabilities, their effects, and the procedures for making referrals.

Each school in the district has a School Team. Any teacher, counselor or other school personnel, or a student's parent, may bring a concern to the school's team, including concerns about students with possible disabilities. Parents are invited to participate in 504 meetings.

As with Special Education referrals, in situations involving learning, behavioral, or emotional concerns, the school team will try tiered interventions through the SIT process before proceeding with 504 consideration. (If a parent is specifically requesting 504 consideration, these processes may be implemented simultaneously.)

The School Team meets to act on the concern.

The School Team meets to review the written concern, along with any accompanying evaluations, reports or other written materials.

If the School Team determines there is a significant possibility that the student would qualify as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504, the School Team will make a referral to the special education or 504 team, as appropriate, for consideration of a formal evaluation, and forward all relevant documentation. (In some situations, the School Team may act as the 504 team for the student if appropriate participants are present.)

504 vs. special education referral.

In cases where the student may qualify under one of the IDEA disability categories, the student should go through the special education "child find" process. If the concerns are *solely* related to medical or health issues (with no or negligible impact on behavior or learning), the referral may go directly to the 504 team.

3. EVALUATION, ELIGIBILITY, AND 504 PLAN

All 504 decision-making must be by a knowledgeable team.

The 504 team must include:

- Someone who is knowledgeable about the student;
- Someone who is knowledgeable about the evaluation data; and
- Someone who is knowledgeable about the accommodations/placement options.

Typically the team includes a principal or assistant principal, a school counselor and the student's teacher, along with the parent. The team composition will vary according to the concern/needs of the student. For a child with health concerns, the team should include a school nurse. The 504 coordinator for the building (in consultation with the principal or other building administrator if the 504 coordinator is not a building administrator) determines the appropriate individuals to comprise the team in a specific situation. **When it appears the student will need supports that will require an allocation of district resources (i.e. adult assistance, assistive technology, home instruction, etc.) the District 504 Coordinator must be consulted before the meeting and may need to attend the meeting.**

The 504 team reviews current information and evaluates as needed.

The 504 team considers the student's need for a 504 evaluation and what new assessment is needed, if any. An evaluation should be conducted if there is information indicating that the student has a mental or physical impairment that is affecting a major life activity (such as learning, concentrating, thinking, speaking, breathing, sleeping, other bodily functions, walking, hearing, seeing, etc.)

- The Student Services Medical Statement or Health Assessment Statement included in this Manual and posted on the PPS 504 forms page must be used for any new 504 eligibility that is based on a medical/health condition (including mental health conditions) unless the information on that form is already available through existing information.

The evaluation process begins with a review of existing information. For students with learning or behavior problems, typically a special education assessment will be completed first. If the student is found not eligible for special education, but there is an indication that the student has a mental or physical impairment that may substantially limit a major life activity, Section 504 eligibility should be considered. The Section 504 team begins by reviewing the evaluation results along with the student's files, current teacher report of classroom performance, and other information from the parents.

If, after reviewing this information, the 504 team concludes that further evaluation is needed, the team gets written parental consent on the *504 Prior Notice/Parent Consent to Evaluate* form. Once the parent gives written consent, the Section 504 team completes the evaluation.

If the parent does not attend the 504 meeting, the *Notice/Consent* may be sent home. If it is not returned, concerted efforts should be made to obtain it. No initial individual evaluation may occur without written consent.

If the team suspects that the student has a mental or physical impairment, the team may ask the parent to provide a *Medical or Health Assessment Statement*. If the team suspects a physical or mental impairment and the parent does not have access to a physician or health care provider, the

district has a responsibility to assist the parent to obtain this information if needed to determine whether the student is eligible under Section 504. Please contact the District 504 Coordinator in this circumstance.

If the 504 team does not suspect a disability after a careful team review of all existing information about the student, the 504 coordinator gives the parents written notice of that decision, along with a copy of the Section 504 Notice of Parent/Student Rights.

The 504 team determines disability and need for a 504 plan.

The 504 case manager arranges a meeting time with the parent to share the evaluation data and determine eligibility/non-eligibility. The 504 case manager may send a written meeting notice to the parent as a reminder of the meeting time and location.

The Section 504 team meets to review the evaluation results and to complete the *Section 504 Eligibility Determination Report*. (This may be done at the first meeting if no additional assessment is needed to determine eligibility and need for a 504 plan.)

Based on the information from the evaluation and any information from the parents, the 504 team decides:

1. whether the student has a disability under Section 504, and
2. whether, as a result of that disability, the student needs a 504 Student Accommodation Plan.

The 504 team develops a Section 504 Accommodation Plan.

If the student needs a 504 Student Accommodation plan, the team develops the plan for the student on the *Section 504 Student Accommodation Plan* form. The district's expectation is that 504 plans will be written up at the meeting or, if not possible, within a few days of the meeting. For more information on Accommodations, see [PPS 504 website](#).

Steps to 504 Accommodation Plan:

1. Gather appropriate 504 team. See *504 Meeting Planner: Who to Invite*.
2. Review student's educational history, prior evaluations and present status.
3. Review any new evaluations.
4. Review what prompted 504 consideration at the present time.
5. Determine whether student has a mental or physical impairment under Section 504.
6. **If yes**, determine whether impairment substantially limits a major life activity.

Major life activities include hearing, seeing, breathing, learning, walking, speaking, thinking, concentrating, reading, bodily functions (neurological, respiratory, endocrine, bowel/bladder, etc.)

A substantial limitation means that the student is restricted as to the condition, manner or duration in performing the major life activity as compared to an average student.

Do not consider medication or assistive devices when determining whether there is a substantial limitation.

7. **If yes**, determine whether student needs accommodations, services or supports to access the benefits of public education at a level similar to the average student. (*May consider medication*

or assistive devices when determining whether accommodations, services or supports are needed.) **If yes**, develop a 504 Student Accommodation Plan. For more information on Accommodations, see [PPS 504 website](#).

Give parents a copy of the 504 documents.

The school's 504 coordinator gives the parents a copy of the written evaluation and the *Section 504 Eligibility Determination Report*, *Section 504 Student Accommodation Plan*, and the *Section 504 notice of rights*.

4. CUMULATIVE FILE/DOCUWARE

All 504 documents for a student must be uploaded into the student's electronic cum file by a staff person at the school. The 504 case manager may retain copies of the documents for everyday access.

5. SYNERGY REPORTING

The 504 case manager sends a copy of the student's signed accommodation plan to Student Success and Health via the [504 Submission Portal](#) (bit.ly/PPSSection504). Staff in the Student Success and Health Department will enable the alert identifying that the student has a Section 504 Plan and ensure that the 504 plan is uploaded to Synergy. The 504 case manager should check Synergy within a few days of submitting a 504 Plan to ensure that the new plan is viewable in Synergy, under the "documents" tab, and that the 504 alert is turned on.

6. IMPLEMENTATION

The 504 case manager is responsible for informing the student's teachers about the accommodations on the student's 504 plan. Any new teachers must be notified when there is a schedule change. In addition, 504 plans should be maintained in each teacher's sub file so sub teachers are informed of needed accommodations. Other staff may need to be informed of the 504 plan depending on the provisions in the plan. The 504 case manager should periodically check in with the student and the student's teachers to ensure the plan is being implemented. Any concerns about implementation should be brought to the attention of the building 504 coordinator, building administrator or district 504 coordinator, as appropriate.

7. PERIODIC RE-EVALUATION

Each student's Section 504 Plan must be re-evaluated periodically and before any significant change in placement or circumstances. The 504 plan should be reviewed annually unless the team sets a different timeline for review. As part of this reevaluation, the 504 team should address, as appropriate:

- the need for additional evaluation information;
- the student's continued eligibility under Section 504; and
- the content of the Section 504 Plan.

A significant change in placement includes:

- expulsion;
- suspensions of more than 10 days in a row or more than 10 days in a school year if the removals are a "pattern" (see directions to Manifestation Determination form (PPS 504-5); and

- moving a student to an alternative education setting *to address needs arising from the disability*.

A reevaluation under Section 504 does not require consent but does require notice. However, Oregon law requires parent consent before conducting an intelligence test or a test of personality, including behavior checklists.

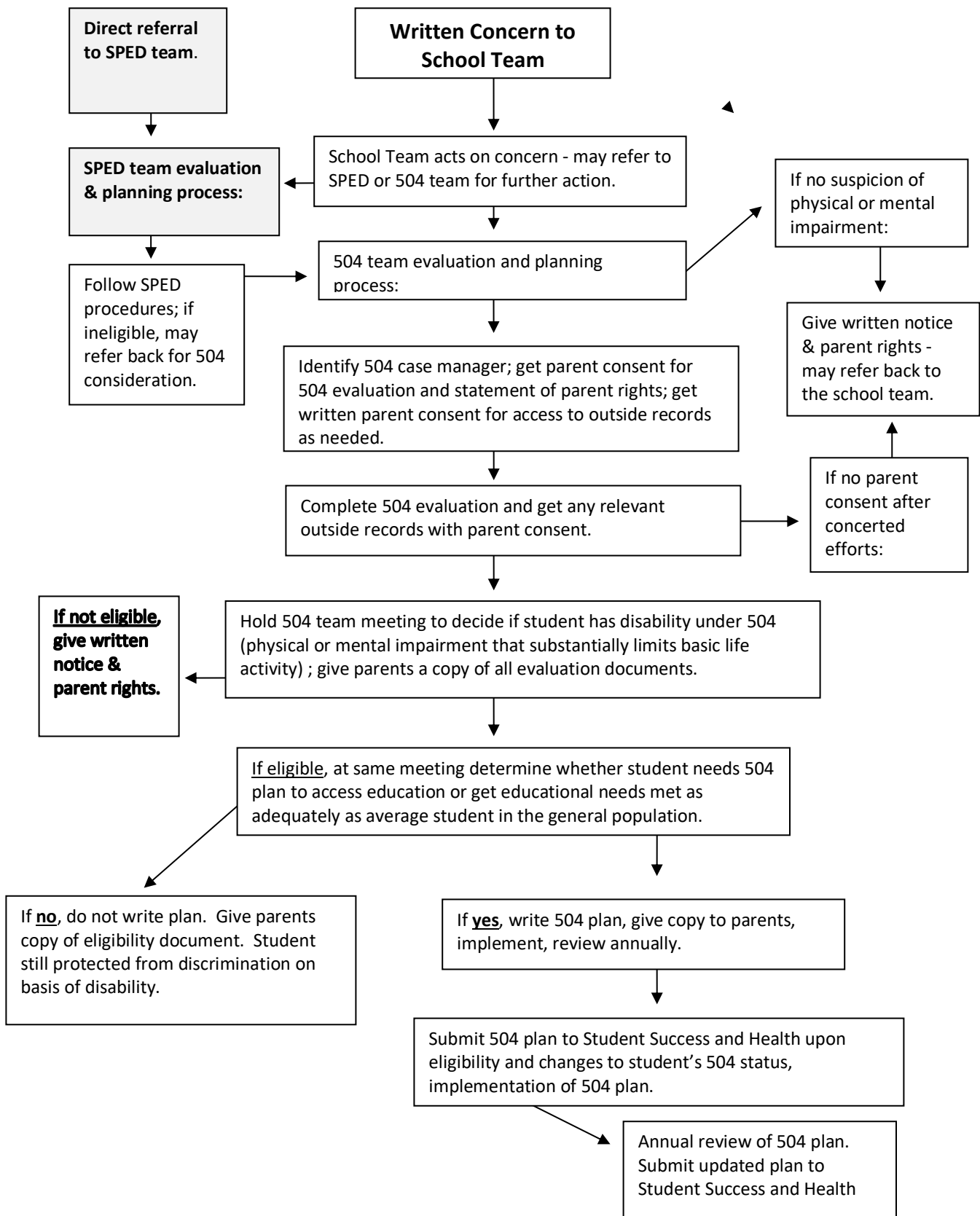
If the plan is continued as is without changes, the team may complete out the Action Form and attach Action Form to the unchanged 504 plan and resubmit as one PDF to Student Success and Health via the 504 Portal. If after reviewing the 504 plan, the team determines that there are changes to the 504 plan, the team should revise the plan accordingly and submit the revised plan to Student Success and Health via the 504 Portal.

Section 504 plans must be submitted each year to Student Success and Health (see #5 above)

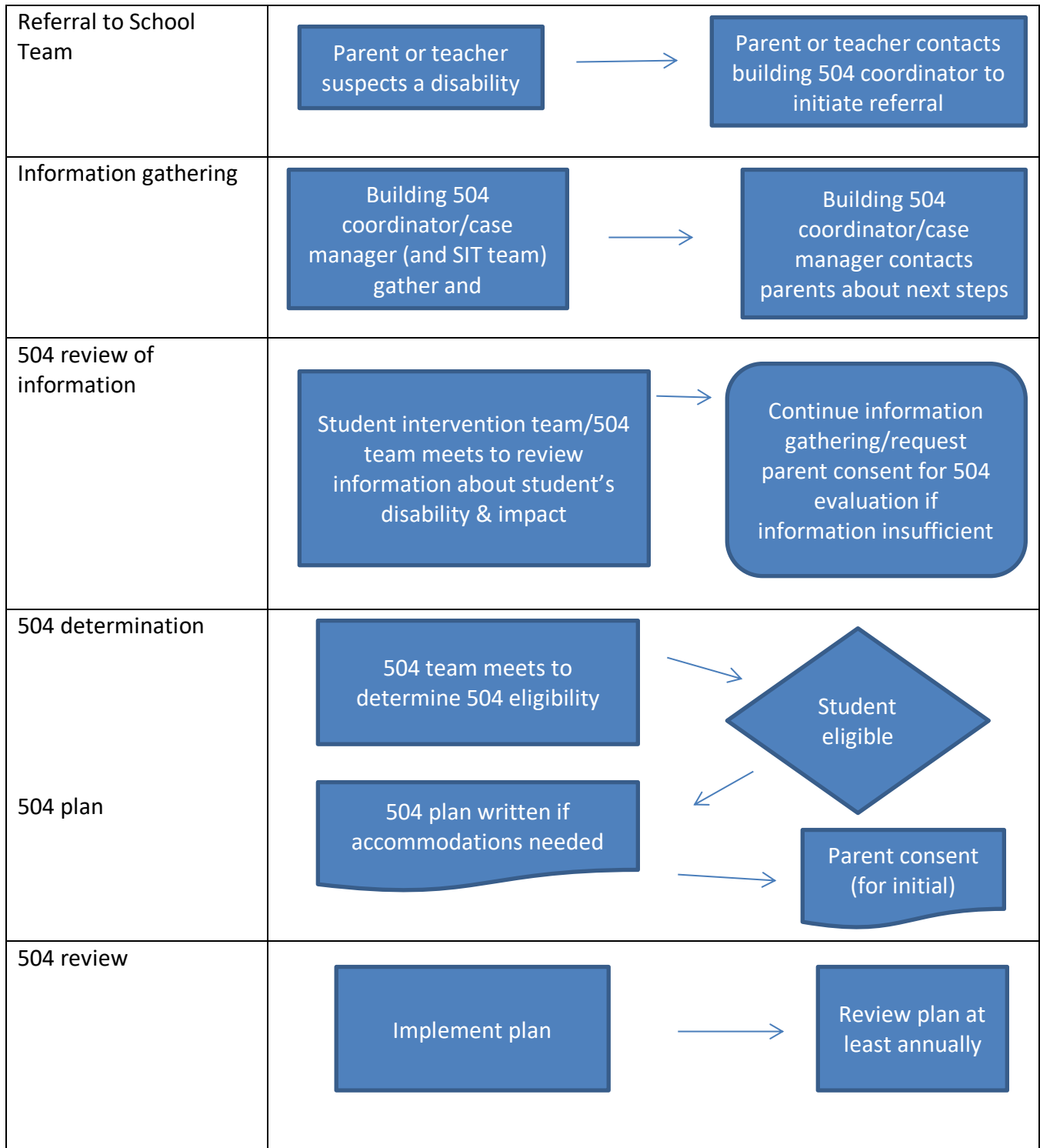
8. Functional behavior assessments: (NEW)

- 1. Effective July 1, 2018, under Oregon HB 3318 (2017), staff must complete a functional behavior assessment for any student on a 504 plan (or IEP) who engages in behavior that puts the student, other students or staff at imminent risk of serious bodily injury as a result of the student's behavior. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.**
- 2. This functional behavioral assessment and a behavior support plan must be completed within 45 school days of parent consent.**
- 3. For 504 students who already have a behavior support plan, the plan must be reviewed and, if necessary, revised within the 45 day timeline.**
- 4. Staff involved in the incident must be allowed to provide meaningful input into development of the FBA/BSP.**

Program/Building Section 504 Process Flow Chart



General Overview of Section 504 Process



PPS Section 504 Roles and Responsibilities

Role of Building 504 Coordinator – *coordinates 504 services in the school or program*

- Provides accurate data to Student Success and Health to update Synergy, and periodically checks Synergy 504 report for accuracy.
- Participates in district-wide training on Section 504 implementation.
- May act as 504 Case Manager for individual.
- Acts as contact person in school when questions arise about 504 issues.
- Participates and meets with other School Team members.
- Ensures that staff are using current Section 504 forms and following current procedures.
- Coordinates transition of 504 students transferring into and out of the school.
- Ensures staff are following necessary accommodations.

Role of 504 Case Manager - *coordinates 504 process for individual students*

- Schedules meetings & sends notices, including periodic reviews as indicated on plan.
- Gathers necessary information for meetings.
- Writes up 504 documents.
- Provides copies of documents to parents and puts in student's cumulative file.
- Provides information to all teachers that need to know about 504 plan contents, including when the student's schedule or classes change.
- Verifies implementation of 504 plan and is available to problem-solve when issues or concerns arise.
- Schedules periodic review at least annually (unless a different timeline is in the plan) or sooner if needed, and before any significant change in placement.
- Primary contact for student and family concerns.

Role of PPS Student Services and District 504 Coordinator – *coordinates 504 implementation in the district*

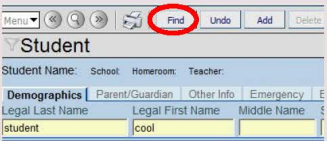

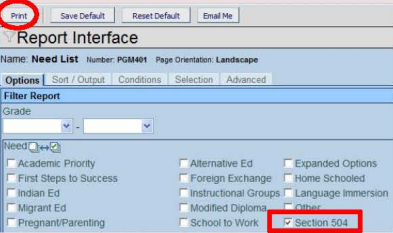
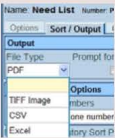
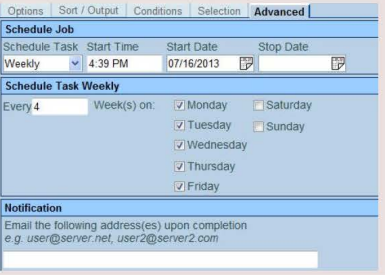

- Ensures that 504 forms and procedures comply with 504 requirements.
- Collaborates with legal counsel on providing training for building 504 coordinators, case managers, and others annually and as needed.
- Provides technical assistance and problem-solving on an as needed basis.
- Acts as liaison with Student Success and Health and IT to ensure 504 student data is accurate.
- Addresses systemic issues related to Section 504 compliance.
- Provides accurate, accessible information about Section 504 to PPS community.
- Participates in decision-making when district resources are under consideration.

Directions for Printing Synergy Report of 504 Students by School



Synergy Reference Guide Student Programs: Section 504

This guide explains how to view a Section 504 student program assignment, and how to generate a list of students with a Section 504 Plan.

View a Program to a Student		
Step 1	Go to: <i>Synergy SIS > Student > Student</i> a. Enter search criteria -- it can be a combination of fields (i.e. Last Name , First Name , or Student ID). b. Click Find , or Enter on your keyboard.	
Step 2	If the student is assigned to a program, a notification icon appears at the top right corner of the screen. Click on the icon to view the program type. Click OK to close the message.	
Generate a Section 504 Student Report		
Step 1	Go to: <i>Synergy SIS > Student Programs > Reports > List > PGM401 - Need List</i> Under the <i>Options</i> tab > <i>Need</i> , click on the Section 504 checkbox.	
Step 2	To change the file type output, click on the <i>Sort / Output</i> tab. Choose desired <i>File Type</i> (PDF, Excel, etc.)	
Step 3	To schedule a job so the report is emailed to you (or another person within the district), click on the <i>Advanced</i> tab. <ul style="list-style-type: none"> • Schedule Task: Select desired frequency (Once, Daily, Weekly or Monthly). Depending on the frequency selected, input desired settings. • Under Notification, input the email address (i.e. test@pps.net). NOTE: Do not use External Interface	
Step 4	Click Print to generate the report.	

FOR ASSISTANCE CONTACT THE IT SERVICE DESK, 503.916.3375 OR itservicedesk@pps.net

504 Meeting Checklists

Before the Meeting:

- Contact parents new to the 504 process to explain the purpose of the meeting and identify any questions and concerns.
- Schedule meeting with participants, including parents.
- Send meeting notice reminding parent of date, time and location of meeting. (optional)
- Gather pertinent information to be shared at the meeting: updates from teachers, assessment reports, medical/health information, intervention and progress monitoring data, etc.
- Develop meeting agenda.
- Arrange for any necessary interpreters or accommodations for meeting participants.
- Complete portions of the Section 504 Eligibility Determination Report that can be completed before the meeting.
- Bring all current forms to the meeting.

During the Meeting:

- Introduce participants and their roles.
- Clarify purpose of meeting.
- Review agenda.
- Identify note-taker for meeting (if using one).
- Facilitate student's input or participation.
- Lead group through agenda – do time-checks as needed.
- Complete Section 504 Eligibility Determination Report (if new to 504).
- Complete Section 504 Student Accommodation Plan (if needed), or revise as needed.
- Complete Section 504 Student Action Form (if applicable).
- Provide copies of all documents to parents or inform them of how they will get a copy.
- Provide Statement of Parent Rights and Guide for Parents and Teachers to parent (keep signed copy for Cum File).
- Thank everyone for participation and cooperation.

After the Meeting:

- If using meeting notes, review and put final copy in cum file, along with a copy of the eligibility and 504 plan.
- If parents did not receive documents at meeting, provide copies.
- Upload copy of all 504 documents in student's cum file.
- Send signed 504 plan electronically to Student Success and Health via the [504 Submission Portal](https://bit.ly/PPSSection504) (bit.ly/PPSSection504).
- Be sure all teachers know and understand their responsibilities under the 504 plan.
- Calendar check-ins to monitor implementation of plan. Keep log of contacts related to implementation of plan.
- Calendar annual review date, and at least one month earlier to begin "before meeting" review process.

504 Meeting Planner: Who to Invite?

When should the parent be invited?

- A parent, guardian, or person in parental relationship to the student should always be invited.

When should the school counselor be included?

- When the counselor is the building 504 coordinator, the 504 case manager, or has knowledge/experience that would help the team make appropriate decisions for the student.

When should a general education teacher be included?

- When the student is participating in general education.

When should the school nurse be included?

- When there are medical or health issues involved.
- When the parent is asking for health related accommodations at school.
- When the team will be reviewing reports from a medical doctor or other health practitioner.

When should the school psychologist be included?

- When the school psychologist was involved in a recent evaluation of the student.
- When the school psychologist's expertise is necessary for the team to make appropriate decisions for the student.

When should the building administrator be included?

- When the building administrator is the 504 coordinator for the school.
- When the parent is asking for unusual accommodations that raise concerns or fiscal considerations.
- When safety issues are involved.
- When special transportation is likely to be needed.

When should a motor team (OT or PT) representative be included?

- When the student has a motor impairment and will likely need accommodations or supports for the motor impairment.
- When the OT or PT recently evaluated the student and identified motor needs.
- When the parent has requested motor team services or adaptations

When should the District 504 Program Coordinator be included?

- When it appears that the student will need supports that will require allocation of district resources.
- When the team believes that using a district facilitator will help resolve or prevent conflict.
- When a team wants training, coaching or feedback on the 504 meeting process.

504 Evaluation Guidelines

The student’s 504 team decides what assessments are needed to determine whether a student has a disability under Section 504. See table below for recommended evaluation procedures. Students who are suspected of having a disability under the IDEA should be evaluated for special education eligibility before consideration of a disability under Section 504.

Suspected Condition	Evaluation for Disability Determination
<p>Health condition, e.g. asthma, cancer, epilepsy, diabetes, hepatitis, etc.</p>	<p><i>Student Services Medical or Health Assessment Statement</i> including a diagnosis of the condition by a Physician licensed by the State Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license, or Naturopathic Physician licensed under ORS Chapter 685 (SB 856, 2017), AND</p> <p>A school <i>nursing assessment</i>.</p> <p>(Rule out Other Health Impairment if suspected.)</p>
<p>Chronic physical conditions, such as cerebral palsy, spina bifida, hearing or vision impairments</p>	<p><i>Student Services Medical or Health Assessment Statement</i> including a diagnosis of the condition by a Physician licensed by the State Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license, or Naturopathic Physician licensed under ORS Chapter 685 (SB 856, 2017), AND</p> <p>An <i>evaluation</i> conducted by the school district or Columbia Regional Program (if needed).</p> <p>(Rule out Other Health Impairment, Orthopedic Impairment, Vision Impairment, or Hearing Impairment, if suspected.)</p>
<p>Psychological conditions, such as ADD/ADHD, depression, obsessive-compulsive disorder, post-traumatic stress disorder, etc.</p>	<p><i>Student Services Medical or Health Assessment Statement</i> including a diagnosis of the condition by a Psychiatrist or other Physician licensed by the State Board of Medical Examiners, or a Physician’s Assistant or Nurse Practitioner acting within the scope of his or her license or Naturopathic Physician licensed under ORS Chapter 685 (SB 856, 2017), or Licensed Mental Health Professional within the scope of their license, AND</p> <p>As needed, an evaluation by a school psychologist including a review of information submitted by the parent and new measures, as needed, such as behavior rating scales, structured observations, and interviews.</p> <p>(Rule out Emotional Disturbance or Other Health Impairment, if suspected.)</p>

Learning disorder (e.g. dyslexia)	<p>Individual assessments as needed. (Rule out Specific Learning Disabilities, if suspected.)</p> <p>An evaluation indicating a current specific learning disability or a history of a specific learning disability with present need for accommodations based on that disability conducted by psychologist, school psychologist or other person qualified to administer psychological and academic testing. Evaluations identifying dyslexia or other learning disorders will also be considered if conducted by a psychologist or other person qualified to administer psychological and academic assessments.</p> <p>Consult with school psychologist to determine whether or not assessment(s) are valid indicators of the presence of a learning disorder.</p>
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SECTION 504: A-Z TOPICAL GUIDE

Accessibility

Facilities constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to all persons with disabilities (including parents and the community). However, the student must be afforded an equal opportunity to enjoy the full range of services offered by the district. If a district modifies one of these buildings, it must make the modification accessible, to the maximum extent feasible. Buildings constructed after June 3, 1977, and January 26, 1992, must meet the full accessibility regulations in existence at that time. Buildings which began construction on or after January 26, 1992, must meet the ADA regulations for new construction. The district will provide an accessible school assignment for students who are unable to access their neighborhood school because the neighborhood school is not accessible. Contact the District 504 Coordinator for more information.

Accommodation Plan

The purpose of a Section 504 Student Accommodation Plan is to “level the playing field” for the student.

Students with disabilities under Section 504 who **typically would** need a 504 Student Accommodation Plan include, for example:

- a. Students who have documented, frequent, repeated seizures or asthma attacks (even with medication) that prevent them from accessing the curriculum sufficiently to keep up with the class.
- b. Students who have to leave class frequently to receive treatment, and who develop academic deficits or are unable to complete work.
- c. Students whose medication makes it very difficult for them to remain alert or concentrate.
- d. Students with a disability under Section 504 who need an individual health management plan to be safe at school, on field trips, etc.
- e. Students whose health needs are so severe that, if they do not receive appropriate 504 accommodations, they will die or be seriously impaired by lack of treatment. This includes students with severe food allergies or diabetes.
- f. Students who need physical accommodations, extra time, or assistive devices to access the curriculum or educational environment.
- g. Students who need a service to attend or participate safely, such as an escort in crowded environments, or special warm up exercises before participating in physical education.
- h. Students who are unable to attend school regularly due to the effects of the disability.
- i. Students who have a learning disorder and need accommodations to access their education but don't need specially designed instruction so are not eligible for special education services under the IDEA.

Students who **typically would not** need a 504 Student Accommodation Plan include, for example:

- a. Students whose only need is medication administered similarly to other students who take medication at school.
- b. Students whose conditions do not require individualization beyond *standard* first aid or emergency procedures.
- c. Students who do not require an ongoing individualized plan in order to attend, access or participate in school safely.
- d. Students who can access the school environment and instruction with accommodations that are available to all students.
- e. Students who can access their education with a personal assistive device, such as a hearing aid, glasses, or wheelchair, without other accommodations.
- f. Students whose conditions are effectively managed by taking medication outside of school who do not need accommodations to access school or instruction.
- g. Students who have a temporary condition such as a broken arm or mononucleosis, whose needs can be met for a short period of time with standard accommodations.

If the team decides that a student with a disability under Section 504 does NOT need a 504 plan of accommodation, the team should periodically review this decision; the student may need a plan at some point in the future due to changing circumstances.

Accommodations vs. Modifications

504 plans are about providing access to general education. 504 plans should not result in a modification of state standards.

- a. An “**accommodation**” changes *how* something is done but does not change the learning standard for the student. Students with accommodations are expected to meet learning targets for the class. Typical accommodations include:
 - Preferential seating;
 - Visual prompts, visual schedules, visual formats;
 - Braille or large print materials;
 - Access to keyboard, calculator, voice-activated writing program;
 - Frequent breaks, motor breaks, sensory diet, etc.;
 - Extra time on tests or assignments, assignments shortened to demonstrate learning objectives;
 - Daily check in/checkout.
- b. A “**modification**” changes the *what*. Students with modified coursework are not expected to meet learning targets for the class. Typical modifications include:
 - Alternate curriculum that is below grade level expectations (*different learning objectives*);
 - Alternate assignments that are below grade level expectations (*different learning objectives*);
 - Grading based on effort (*different learning objectives*).

Typically, students who need modifications also need specially designed instruction and would meet the criteria for special education eligibility.

When an accommodation is needed

An accommodation should only be included in a 504 plan if it is necessary for the student to access his or her education. The purpose of an accommodation is to “level the playing field”, i.e. to ameliorate the impact of the student’s disability. The test is not what might be “beneficial” but what is demonstrated to be necessary (in reference to an average student in the general population – see Disability Definition below.) Almost every accommodation results in the student being treated differently than other students, so only those that are necessary are justified (to be considered least restrictive). At least yearly, the accommodations must be reviewed to determine what is still needed. This review process should include input from the student, parent and teacher(s).

Accommodation vs. Specially Designed Instruction

An accommodation changes how something is done. It might require very brief instruction to the student. For example, if the accommodation is “access to noise-cancelling headphones” for a student with ADHD or a sensory integration disorder who needs this to be able to focus in a noisy room, the teacher would need to instruct the student on where to find the headphones, when they can be used, how to put them away, and who to go to if there is a problem.

Specially-designed instruction is ongoing instruction to teach a specific skill or skill set that is typically not a part of the general curriculum at the student’s grade level. This could include academic instruction, social skills instruction, executive functioning instruction, communication skills, motor skills, etc.

Section 504 is primarily about providing access to general education. Students with disabilities who need specially designed instruction should be considered for special education eligibility.

Charter School Students

Charter schools have a responsibility to comply with all civil rights laws, including Section 504 of the Rehabilitation Act. If the team does not suspect that a student has a disability under the IDEA, but there is an indication that the student has a physical or mental impairment that substantially limits a major life activity, the charter school is responsible for providing an assessment of the student. If the student is a “504 only” student, the charter school is responsible for developing and implementing the 504 student accommodation plan. Charter school staff may participate in district 504 training opportunities. Charter schools may contact the PPS Student Services Director at 503.916.5460 for more information.

Child Find

A staff person should refer a student to the 504 process when the staff person has reason to believe that a student has a mental or physical impairment that substantially limits a major life activity. Factors that may suggest the presence of a disability include:

- A known mental health or addiction diagnosis;
- Grades dropping with other indicators of possible disability;
- Substantial behavioral referrals, interventions, and out of classroom consequences for misconduct;
- Hospitalization;
- Inpatient or outpatient mental health or addiction treatment;
- Chronic illness or physical condition;
- Inability to attend school based on illness or mental health condition;
- Determination that a student does not qualify (or continue to qualify) for special education but evaluation indicates a mental or physical impairment;
- Parent concern with other indicators of possible disability;
- History of disability or “at risk” designation with other indicators of present concern.

Complaints

[Complaint Policy](#) (Revised 11/2014)

[Complaint AD \(Procedures\)](#)

[PPS Ombudsman](#) -Please contact the District Ombudsman at 503-916-3045 with any questions or concerns.

Disability Definition

A student is considered disabled under Section 504 if the student:

- Has a physical or mental impairment/disability which substantially limits one or more major life activities (see the following list). *The term does not cover children disadvantaged by cultural, environmental or economic factors;*
- Has a record or history of such an impairment; or
- Is regarded as having such an impairment.

Students in all three categories are protected from discrimination under Section 504. Only students in the first category will potentially need a 504 Student Accommodation Plan.

	Protected from Discrimination	FAPE Requirements (504 Accommodation Plan)
Student has a mental or physical impairment	YES	YES, if needed
Student has a <i>history</i> of such an impairment	YES	NO
Student is <i>regarded as</i> having such an impairment	YES	NO

Examples of physical or mental impairments include:

- Health conditions such as asthma, allergies, diabetes, epilepsy;

- Communicable diseases such as AIDS, tuberculosis, hepatitis;
- Psychological conditions such as Attention Deficit/Hyperactivity Disorder (AD/HD), depression, obsessive-compulsive disorder;
- Physical impairments such as spina bifida, hemophilia, juvenile rheumatoid arthritis, cerebral palsy, hearing or vision impairments; and
- Learning disorders such as Specific Learning Disabilities and dyslexia.

The disabling condition need only substantially limit one major life activity in order for the student to be considered to have a disability under Section 504.

Temporary disabilities may be considered an impairment depending on the anticipated length of the condition, the seriousness of the illness/injury, and the impact on the student's education or access to school.

Major Life Activities

Major life activities are activities that the average person in the general population can perform with little or no difficulty. Major life activities include (but are not limited to) functions such as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions, including: functions of the immune system; normal cell growth; digestive, bowel and bladder functioning; neurological and brain functioning; and respiratory, circulatory, endocrine, and reproductive functioning.

Major life activities do not include activities that require special skill or ability such as playing a sport, speaking another language or playing a musical instrument.

Major life activities do not include splinter skills within a major life activity.

Examples:

- Phonemic awareness is a specific skill within the major life activity of reading. A student who has an impairment in phonemic awareness but who is meeting benchmarks in reading would not meet the requirement for a substantial limitation in a major life activity in reading. So while they may have an impairment in phonemic awareness, they are still meeting grade level standards in reading commensurate with peers.
- A student who struggles with algebra would not meet the requirement for a substantial limitation in learning if the student's learning in other areas is not also impaired.
- A student with average visual acuity who has a deficit in a specific type of ocular functioning (as indicated on a functional vision assessment) would not have a substantial limitation in the major life activity of vision if the student has adequate vision to navigate school and community settings.
- A student who has anxiety about public speaking does not have a substantial limitation in the area of speaking if they are able to communicate verbally in a range of settings (home, school, community).

This is true even if a splinter skill is a learning target within a learning standard. Not being able to meet a specific learning standard is not a basis for finding that student has a disability.

Substantial Limitation

A substantial limitation generally means that the student is restricted as to the conditions, manner or duration under which the student can perform the activity in comparison to most people. Examples:

- A student with **asthma** is substantially limited in the major life activity of *breathing* if the asthma (without medication) restricts the student's manner of breathing or conditions related to breathing in comparison to most people.
- A student with **severe allergies** is substantially limited in the major life activities of *breathing* or *digestion* if the allergies (without medication) restrict the student's manner of breathing or digestion (or conditions for breathing or digestion) in comparison to most people.
- A student with **diabetes** is substantially limited in the major life activity of *functioning of the endocrine system* if the diabetes (without medication) restricts the student's endocrine functioning in comparison to most people.
- A student with a **hearing impairment** is substantially limited in the major life activity of *hearing*, if the student's hearing (without hearing aids or other assistive devices or accommodations) is restricted as to the conditions in which the student can hear in comparison to most people.
- A student with **AD/HD** is substantially limited in the major life activity of *concentrating or thinking* if the student's AD/HD (without medication or accommodations) restricts the student's ability to concentrate for the duration expected of most people of the student's age or impairs the student's thinking unless certain explicit conditions are present that are not typically present in the school setting.
- A student with **dyslexia** is substantially limited in the major life activity of reading if the student's reading skills are significantly impaired as measured by a reading rate and/or decoding skills that are substantially below grade level peers (e.g. below the 16 percentile). (See following paragraph for more discussion)

Comparison Group for making the determination of "substantial limitation"

In determining whether a student has a substantial limitation, the point of comparison is to an average student in the general population, not to the student's ability, the expectations of family or community, or the specific class or school. "Average student in the general population" is a broader norm group reference. On many standardized assessments, students are considered to be in the average range with a Standard Score of 85 or above, or at the 16%tile or above. This should not be interpreted as a cut score, but as a frame of reference for considering evaluation information.

Episodic Conditions

Some conditions, such as seizures, allergies, and irritable bowel syndrome, are episodic. The 504 team should consider these conditions as being active when making a disability determination. The same is true for conditions that may be in remission such as leukemia.

Discipline Protections

Students with disabilities under Section 504 have discipline protections that are similar to those for special education students, but they are not identical. *See the Section 504 Manifestation*

Determination form and Directions. Like with all students, a 504 student who is engaging in behavior that is resulting in suspensions (or expulsion) should be considered for a functional behavior assessment/behavior intervention plan.

504 Provisions that are Similar to IDEA:

- a. Section 504 students may not be expelled for conduct that is a manifestation of their disability. This means that a 504 manifestation determination meeting must be completed before the student is expelled, and if the behavior is related, the student may not be expelled.
- b. Section 504 students may not be suspended for more than 10 cumulative days in a school year for conduct that is a manifestation of their disability. This means that a 504 manifestation determination meeting must be completed before the student reaches “day 11”, and if the behavior is related, the student may not be suspended.
- c. Like special education, there is an exception for suspensions that are “not a pattern”. “Pattern” is determined based on a consideration of how many days the student has already been suspended, how close together the suspensions are, and how long each suspension was for. In special education, PPS has provided a framework for determining pattern. This guideline indicates this exception would only apply if the pending suspension would not result in 18 or more days of suspension and the student has not already had 5 or more days of exclusionary discipline in the last six weeks. If this is the case, the student may be suspended without a manifestation determination.

504 Provisions that are Different from IDEA:

- a. Section 504 does not provide for immediate removals of up to 45 school days for serious bodily injury or for drug or weapon violations.
- b. Section 504 does not require interim alternative educational services unless such services are provided for nondisabled students under the same circumstances.
- c. Section 504 discipline protections do not apply to 504 students (so a manifestation determination meeting is not required) if:
 - the student uses or possesses illegal drugs or alcohol in violation of school policy;
 - the student is “currently engaging in the illegal use of drugs or in the use of alcohol”; and
 - the discipline is the same type of discipline that would apply to nondisabled students under the circumstance.“Currently engaging” does not require that the specific violation be one of “use” but does require a credible basis for a belief that the student use is a current and ongoing problem. Examples of credible evidence include: a student’s confession, a drug-alcohol evaluation, a juvenile report, etc.

Functional behavior assessments: (NEW):

1. Effective July 1, 2018, under Oregon HB 3318 (2017), staff must complete a functional behavior assessment for any student on a 504 plan (or IEP) who engages in behavior that puts the student, other students or staff at imminent risk of serious bodily injury as a result of the student’s behavior. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

2. This functional behavioral assessment and a behavior support plan must be completed **within 45 school days of parent consent.**
3. For 504 students who already have a behavior support plan, the plan must be reviewed and, if necessary, revised within the 45 day timeline.
4. Staff involved in the incident must be allowed to provide meaningful input into development of the FBA/BSP.

Discrimination

Section 504 prohibits disability-based discrimination. Discrimination may potentially result from actions or a failure to act. Here are some examples of circumstances that could be considered discrimination:

- Not providing transportation to a student with asthma who lives six blocks from a school but cannot walk to school due to the asthma;
- Refusing to provide OT, PT or speech therapy consultation for a Section 504 student who needs it for educational purposes solely because the student is not IDEA eligible;
- Excluding all students with epilepsy from a school sports team;
- Only providing summer school or after school care for non-disabled students;
- Requiring the parent of a student with a mobility impairment to provide transportation to extracurricular activities when transportation is provided to non-disabled students;
- Not providing alternative transportation to a student who acts out on the bus as a result of the student's disability;
- Providing a shortened school day for students in a special class because of transportation scheduling problems;
- Segregating students with disabilities in basements, portable classrooms or separate wings;
- Not providing an interpreter for a parent with a hearing impairment for school initiated activities;
- Expelling a student with a disability for misconduct that is a manifestation of the student's disability;
- Not fully investigating and resolving complaints of disability harassment;
- Excluding a student with a disability from a field trip or other school function on the basis of disability;
- Not fully implementing a student's 504 plan.

Dyslexia

Students with dyslexia may or may not have a disability under Section 504. The dyslexia must substantially limit a major life activity, such as reading or learning, for the student to be eligible. "Substantial limitation" is in comparison to an average student in the general population. **A student with dyslexia is substantially limited in the major life activity of reading if the student's reading skills are significantly impaired as measured by a reading rate and/or decoding skills that are substantially below grade level peers (e.g. below the 16 percentile).**

See [Dyslexia Q & A](#) for more information and examples.

Enforcement

Each recipient of federal funds, including Portland Public Schools, has a responsibility to ensure the provisions of Section 504 and the ADA are implemented in the recipient's district. Every 504 coordinator, building principal, school administrator and employee has a responsibility to understand and implement the protections of Section 504 with consistency and integrity. The Section 504 Program Coordinator for PPS has a responsibility to provide training and supports to assist the district in its implementation of this important federal law.

The U.S. Department of Education's Office for Civil Rights (OCR) is responsible for enforcing the provisions of Section 504 and the ADA as applied to publicly funded educational institutions. If an individual files a complaint against a school district, OCR will investigate the complaint under both Section 504 and the ADA. An aggrieved party may also file a court action.

Evaluation

A school district must evaluate a student under Section 504 if the team suspects that the student has a mental or physical impairment that substantially limits a major life activity.

A 504 evaluation requires the same type of protections as a special education evaluation. These rules are designed to ensure that the evaluation is unbiased and fair to the individual.

Evaluation Standards

Evaluation procedures must meet these criteria:

- Be validated for the specific purpose for which they are being used.
- Be tailored to assess educational need, not just IQ or another noneducational characteristic.
- Reflect aptitude or achievement, or whatever the test is supposed to measure, rather than the student's impaired sensory, manual or speaking skills, unless it is a test of those particular skills.

Parent refusal of consent to evaluate

If a parent refuses consent for a 504 evaluation, ask the parent to check the box on the consent form stating that "consent to evaluate is denied." If the parent refuses to indicate this on the form, write a statement in the student's file documenting the parent's refusal with your signature and date. Document all attempts you make to get parent consent. Give the parents a copy of the document stating they have refused evaluation, along with a copy of the Parent Rights statement. Please consult Special Education/504 Legal Counsel if you are in this situation.

If a parent refuses consent for a 504 evaluation that is necessary to determine whether the student has a disability under Section 504, the district cannot develop an appropriate 504 plan and the student would continue to be treated as a nondisabled student.

Exiting from a 504 Plan

A student should be exited from a 504 plan if: (a) the student no longer has a qualifying impairment; or (b) the student no longer needs accommodations to access the general education program or facilities. The decision should be made by a team after evaluation of current data and/or current medical statements. Provide documentation of decision on 504 Action Form. The school must give written notice to the parent that the student is being exited from a 504 plan, along with the copy of parent rights under Section 504.

A student may also be exited from a 504 plan if a parent/adult student revokes consent for the 504 plan. The school should also give written notice under this circumstance, but no 504 meeting is required.

The Section 504 Action Form, in the forms section, is used in all of these situations. The 504 Action Form, once completed should be submitted to Student Success and Health via the [504 Submission Portal](https://bit.ly/PPSSection504) (bit.ly/PPSSection504).

IEP vs. 504 Plan

Ideally, a student would be exited from a 504 plan if the student becomes eligible for special education services. In some instances, a separate 504 plan may be considered if the diagnosed condition is separate from the eligibility category under IDEA. (e.g. a student may maintain a 504 plan for diabetes management if they have an IEP for specific learning disability.) Please contact the district 504 coordinator for support in determining the best course of action in these circumstances.

A student exited from an IEP may be eligible for a 504 plan if student's disability requires accommodations in the general education setting, but the student no longer requires specially designed instruction.

Health Protocol vs. 504 Plan

Does every student with an individual health protocol need a 504 plan? No. A 504 plan is required for students who have a mental or physical impairment that "substantially limits" a major life activity and who, on that basis, need accommodations in the educational environment or during school functions to access their education.

Some students may have individual health protocols for conditions that are not substantially limiting, such as allergies or asthma that are minor in intensity/impact. These students would not meet the "substantially limiting" criteria.

Some students may have health protocols that require standard procedures that are not “individualized”, such as implementation of standard medication administration protocols or standard first aid or standard epi-pen procedures. Implementation of these standard procedures would not be considered individual accommodations that would indicate the need for a 504 plan.

Home Instruction

A student with disabilities under Section 504 must be educated with nondisabled students “to the maximum extent appropriate” to the needs of the disabled student. A student should only be removed from a regular education setting if the education of that student in a regular education setting with supplementary aids and services cannot be achieved satisfactorily.

A 504 team may determine that a student with disabilities needs home instruction for medical reasons to access education. Home instruction is usually a short-term placement. **The District 504 Coordinator must be consulted before the 504 meeting if home instruction is under consideration, and may attend the meeting. Home instruction should only be used in very limited circumstances when the student’s disability prevents him/her from attending school.** In most situations, the attending school 504 Case Coordinator continues as Case Manager for the student and the attending school teachers continue to provide instructional materials for the student while home instruction is implemented. In most cases, the 504 case manager will need to arrange for a teacher from the attending school to provide the home instruction. Please consult with the District 504 Coordinator as soon as possible in this situation.

Students on home instruction continued to be enrolled in their school, and are cross-enrolled to home instruction. Teachers from the building who are working as home instructors for a student turn in their home instruction hours to the school secretary for two purposes: (1) so hours of instruction can be recorded; and (2) so the secretary can be sure the teacher is properly compensated for the additional hours worked. (When a teacher who is not on school staff is providing the home instruction, please confirm with Student Success and Health who will be entering the hours of instruction and the hours worked information.) Secretaries are asked to send a PPS Student Attendance Log for each student served to SIS support (sis@pps.net) at the end of each pay period (the 15th of each month).

IEP Refusal/Revocation and Request for 504 Plan

Sometimes a parent may revoke consent (or refuse consent) for special education services (IEP) and request a 504 plan instead. On a case-by-case basis, the team may consider whether the student is eligible for a Section 504 plan. This means that the team would review all the information and determine whether the student meets 504 eligibility criteria. If yes, the team would then determine whether the student needs a plan of accommodations to access their education. If so, a 504 plan is written for the student. If the student is unsuccessful with the 504 plan, the 504 team should meet to review the plan. The team may decide that the student’s IEP IS the only way a student’s needs may be met at school, and the 504 team may offer the IEP as the means of compliance with Section 504. Please consult Special Education/504 Legal Counsel if you are in this situation.

Private School Students

School districts are not responsible for writing 504 plans for private school students. Only private schools that receive federal funds are covered by Section 504. Each private school that receives federal funds is considered a “recipient” and has its own responsibility for compliance under Section 504. Parents of private school children who want 504 services should contact the private school.

Resolving Conflicts

At a 504 meeting, parents and staff discuss and try to come to consensus on the 504 eligibility and 504 plan for a student. If, after good faith discussion, there is a disagreement, the district makes the final decision about a student’s eligibility, need for a 504 Student Accommodation Plan, and accommodations to be provided. In difficult situations, team could decide to get more information and hold a second meeting. The 504 coordinator or case manager should contact the district’s 504 Coordinator for guidance in these circumstances. The district 504 program Coordinator may assist the team by facilitating team meetings.

Parents may file a complaint with the district, which may be appealed to the Oregon Department of Education (ODE). Parents may also request a due process hearing with ODE, or file a complaint with the US Department of Education’s Office for Civil Rights.

Student Records (Section 504)

Section 504 records are maintained in each student’s electronic cum file which can be accessed via Docuware. These records must be maintained for five years from the creation of the document.

Section 504 case managers must also send a copy of all current 504 records to Student Success and Health via the [504 Submission Portal](https://bit.ly/PPSSection504) (bit.ly/PPSSection504). Student Success and Health will add or remove the 504 flag in Synergy that alerts staff that the student has a 504 plan.

Temporary Medical Conditions

A temporary medical condition is an illness or injury that is expected to last more than 2 weeks but not more than six months. For students with temporary medical conditions, a request may be made to Student Services for additional supports (see forms). In addition, the Student Services Medical Statement or Health Assessment Statement included in this manual must be submitted for a temporary medical condition (unless the information on that form is readily available through existing information).

Examples of temporary medical condition	Examples that are NOT temporary medical condition
<ul style="list-style-type: none"> • Broken bones • Recovery from surgery • Extended illnesses such as mono 	<ul style="list-style-type: none"> • Colds, flu, Strep throat etc. • Strains & sprains • Anxiety and other mental health conditions

For temporary medical conditions, who determines what accommodations are needed? A school team, including school nurse, in consultation with outside medical provider (with parent consent).

What happens if temporary medical condition lasts longer than expected? Temporary supports will not be provided beyond six months. Students should be referred for 504 or special education consideration at any point the team suspects that the student has a chronic condition that is likely to require accommodations, supports or services for an extended period of time.

What is the expectation for students who are out of school for illnesses or injuries that are not considered temporary medical conditions? The expectation is that schools will make homework available for pick up by the family and that teachers will help the student with catch up once the student returns to school.

Transfer Students

When a student moves into PPS with a 504 plan from another school district, that 504 plan is considered to be in effect and must be implemented until the new school meets to review and, if appropriate, revise the plan. The expectation is that this meeting will happen within the first four weeks of the student’s attendance in PPS. (Best practice would be to include a review of the 504 plan in the enrollment process.)

The team may use the Section 504 Action Form to:

- a. Adopt the out of district 504 plan (“Continuation of 504 plan”);
- b. Modify the out of district 504 plan (“Revision of 504 plan”) or
- c. Discontinue the out of district 504 plan (“Termination of 504 plan”).

See Section 504 Action Form & Directions for more detailed information.

Transportation

Section 504 requires transportation be provided for students with a disability who need special transportation to access their education for disability-related reasons.

To be eligible for special transportation, the student’s disability must limit the student’s ability to get to/from school with regular transportation or an existing bus stop. The student’s 504 plan must indicate that the student needs special transportation to access his or her education. The 504 team should consider short-term impairments on a case-by-case basis to determine whether the condition substantially limits a major life activity.

PROCEDURE FOR PROCESSING SECTION 504 TRANSPORTATION REQUESTS:

1. Based on parent or staff member request, 504 team determines if special transportation is necessary. School nurse gathers information for team regarding any medically related transportation needs. (School nurse will get written parent consent from the parent before contacting any medical provider of the student.) Building administrator will participate as part of 504 team when a 504 transportation decision is made.

2. Principal submits a TD-6 General Education Transportation Request which includes information that the 504 Case Manager can provide, such as anticipated duration for transportation and physical considerations. This request form must be accompanied by a copy of the Section 504 plan that includes transportation, and the medical/health statement from medical provider indicating need for transportation.

Questions may be directed to the Transportation Office at 503-916-6901.



Section 504 Notice of Parent/Student Rights

Please Keep This Explanation for Future Reference

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed about decisions relating to your child, and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- 1. Have your child take part in, and receive benefits for public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the provision of regular education or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met.
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students;
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
10. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;
11. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
13. 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. Hearing requests must be made to the State Superintendent of Public Instruction, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203, under OAR 581-015-2390 -2395;
14. File a local complaint following the PPS complaint procedures, which may be appealed to the Oregon Department of Education.

Your child's 504 case manager is: _____
Name/phone number/email

Please inform your child's case manager if there are any changes to your child's condition, or if you have concerns about your child's progress or safety at school.

The Section 504 Coordinator for your child's school is: _____
Name/phone number/email

Copy given to parents on: _____ by _____
dd/mm/yy signature/position

C: student's cumulative folder, parents



Section 504 of the Rehabilitation Act Of 1973 Parent/Student Rights in Identification, Evaluation and Placement

Purpose

- The purpose of this form is to provide parents and adult students with notice of their procedural safeguards under Section 504.
- This form should be provided to parents of “504 only” students upon initial disability determination under Section 504. If the team finds that the student has a disability under Section 504, the rights statement should be given to the parents periodically, typically at least once a year in conjunction with review of the 504 Student Accommodation Plan.

Directions

1. Write in the name and phone number of the Section 504 case manager for the student. This would be the parent’s first point of contact for matters related to the student’s Section 504 plan.
2. Write in the name and phone number of the Building Section 504 coordinator for the school the student attends (may be the same as the 504 case manager).
3. Provide a copy to the parent and keep a copy in the student’s cum folder.



Medical Statement or Health Assessment Statement

Please return to: Click here to enter text.	Date of Assessment: Click here to enter text.
Click here to enter text.	Child's Name: Click here to enter text.
Click here to enter text.	Birthdate: Click here to enter text.

To the physician or health practitioner: This medical statement will be used to assist in determining eligibility for educational support due to a temporary medical, Section 504 disability accommodations or other disability-related supports for the student. Please attach documentation as needed. Consent for release of information is enclosed.

<p>1. Does the student have a physical or mental impairment? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what is the student's diagnosis and how long is the condition expected to last? Click here to enter text.</p>
<p>2. Describe the student's current prognosis and the nature and extent of possible change in the student's condition? Click here to enter text.</p>
<p>3. What are the anticipated effects of the student's impairment on the student's ability to access, participate in, or benefit from school/educational experience? Click here to enter text.</p>
<p>4. Does the student have any restrictions on physical activity due to the medical condition? What is the estimated length of time these restrictions will be needed? Click here to enter text.</p>
<p>5. What medically necessary accommodations are needed, if any, for the student to access education due to the medical condition? What is the estimated length of time these restrictions will be needed? Click here to enter text.</p>
<p>6. Does the student have any other special health/medical issues of which the School District should be aware which could affect the student in the school setting? Click here to enter text.</p>
<p>7. Is the student currently on any medication of which the School District should be aware? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list medication(s), dosage, and frequency. Click here to enter text.</p>
<p>Additional comments to assist in educational planning for student: Click here to enter text.</p>

Print Name/Title: Click here to enter text.	Phone: Click here to enter text.
Click here to enter text.	Address: Click here to enter text.
Signature: Click here to enter text.	Email: Click here to enter text.



Section 504 Meeting Notice

Date

TO:

FROM:

This letter is to advise you of a 504 meeting for (student name).

The purpose of this meeting is to (check one):

- Review evaluation results and consider 504 eligibility
- Review 504 plan
- Other: _____

Meeting is scheduled for

Date:

Time:

Location:

Your attendance at this meeting is important. If you cannot attend, you may request to have the meeting rescheduled.

Enclosed are Section 504 Parent/Student Rights in Identification, Evaluation and Placement.

Sincerely,

Section 504 Coordinator/Phone number

Enclosure

C: Student Cumulative File

Section 504 Meeting Notice

Purpose

This is an optional form that may be used to inform parents of the date, time and location of Section 504 meetings. Alternatively, notice may be given by phone or email. If this form is used, the building 504 coordinator or case manager should talk to the parent first, in person or on the phone, and use the form as written confirmation. Keep a parent contact log documenting date, time and summary of phone calls, and print out email for file if the email is used to inform parent of meeting date, time and location.

Directions

1. Enter date, parents' names and name of 504 coordinator or 504 case manager sending the notice.
2. Enter student's name.
3. Indicate the purpose of the meeting by checking the appropriate box or boxes. If "Other", write in the purpose of the meeting.
4. Enter the date, time and location for the meeting. Include a copy of the Section 504 Parent Rights in Identification, Evaluation and Placement.
5. Sign, indicate your position and provide your phone number.
6. Give parents a copy of the notice and keep a copy of the meeting notice in the student's cumulative file.



Notice and Consent to Evaluate under Section 504

Date:

To:

From:

PRIOR NOTICE/PARENT CONSENT TO EVALUATE UNDER SECTION 504

This letter is to provide you notice that the district proposes to evaluate [Student name] _____ and determine if he/she is eligible for services under Section 504 of the Rehabilitation Act of 1973.

The Team has concluded that the following assessments are necessary to determine if your child has a disability under Section 504 and needs a 504 Student Accommodation Plan: (list)

Your written consent is necessary because this is an: _____ Initial Evaluation _____ Individual Intelligence Test _____ Personality Testing (including behavior checklists).

You will be invited to participate in a meeting to review the evaluation results and to determine if your child is eligible for a plan under Section 504.

PARENT CONSENT

I understand that the granting of consent for evaluation is voluntary.

Indicate with X: _____ Consent to evaluate is given. _____ Consent to evaluate is denied.

_____/_____/_____/_____
Parent/Guardian Signature Date Work Phone Home Phone

If you have questions, please contact _____ (504 Case Manager). Thank you for working with the district to provide appropriate services for your child.

Enclosure: Section 504 Notice of Parent/Student Rights in Identification, Evaluation and Placement
C: Student Cumulative File



Notice and Consent to Evaluation under Section 504

Purpose

This form is used to document notice of an evaluation under Section 504 and parent consent or refusal. This form is typically because the 504 team needs more information and:

1. No special education evaluation is conducted because the student does not have a suspected disability under the IDEA; or
2. The student was found not eligible under the IDEA.

Directions

A. Demographics:

1. Enter date of notice to parents.
2. Address to parents, guardian or person in parental relationship to the student (person with whom the person resides if other than the parent).
3. Enter name of person completing notice (504 coordinator or other person).
4. Enter student's name

B. Parent Consent

1. List assessment procedures to be given.
2. Explain to parents that consent is voluntary. Ask parents if they have any questions about the assessment procedures. Ask parents to check whether they are giving consent or denying consent.
3. Ask parents to sign, date and provide phone numbers.
4. Write in 504 case manager or building 504 coordinator, as appropriate as contact person, with phone number.
5. Enclose copy of Section 504 Notice of Parent/Student Rights and give copy of signed document to the parents.
6. Keep copy in the student's cumulative file.



Meeting Date _____

Section 504 Eligibility Determination Report

STUDENT NAME: _____ BIRTHDATE: _____

PPS ID# _____ ATTENDING SCHOOL: _____ Grade: _____

Meeting Participants (list or sign)	Area of Knowledge Relative to this Meeting		
	Student	Evaluation Data	Accommodations/ Placement options
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EDUCATIONAL HISTORY AND PRESENT EDUCATIONAL PLACEMENT STATUS:

SOURCES OF EVALUATION INFORMATION (include date and descriptor):

RESULTS OF ASSESSMENTS:

PRESENT LEARNING AND EDUCATION PERFORMANCE DESCRIPTION:

1. Current Classes and Grades:

2. School Attendance:

3. Other relevant information:

Section 504 Eligibility Determination Report -Team Determinations

1. Does the student have a physical or mental impairment under Section 504? ___ Yes ___ No

If yes, describe: _____

If no, explain: _____

2. Does the student's impairment substantially limit one or more major life activities? (*do not consider impact of medication, etc.*) If yes, check appropriate box(es) below:

Physical	Cognitive/Learning/ Communication	Multiple/Activities of Daily Living	Bodily Functions
<input type="checkbox"/> Bending <input type="checkbox"/> Hearing <input type="checkbox"/> Lifting <input type="checkbox"/> Seeing <input type="checkbox"/> Standing <input type="checkbox"/> Walking <input type="checkbox"/> _____	<input type="checkbox"/> Communicating <input type="checkbox"/> Concentrating <input type="checkbox"/> Learning <input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Thinking <input type="checkbox"/> _____	<input type="checkbox"/> Caring for oneself <input type="checkbox"/> Eating <input type="checkbox"/> Performing manual tasks <input type="checkbox"/> Sleeping <input type="checkbox"/> Working <input type="checkbox"/> _____	<input type="checkbox"/> Bowel and bladder functioning <input type="checkbox"/> Breathing/ respiratory system <input type="checkbox"/> Circulatory system <input type="checkbox"/> Digestive system <input type="checkbox"/> Endocrine system <input type="checkbox"/> Immune system <input type="checkbox"/> Neurological and brain functioning <input type="checkbox"/> Normal cell growth <input type="checkbox"/> Reproductive system <input type="checkbox"/> _____

If yes, describe how each selected activity is substantially limited:

3. Does the student need accommodations, services or supports to access the benefits of public education at a level similar to the average student? (*consider medications, etc.*)

<input type="checkbox"/> Yes	<i>If yes, complete 504 Student Accommodation Plan</i>
<input type="checkbox"/> No	<i>If no, explain:</i>

This two-page document constitutes the District's notice to parents regarding the child's eligibility or non-eligibility under Section 504.

 Building/Program Section 504 Coordinator /Date

C: Parent
 Student Cumulative File

Section 504 Eligibility Determination Report

Directions

- A. Enter Meeting Date.
- B. Demographics (may be completed before the meeting):
 1. Enter student name, date of birth, PPS ID#, attending school, and current grade assignment.
- C. Meeting Participants
 1. Have team members sign or list participants.
 2. For each participant indicate all areas of knowledge relative to this meeting: Knowledge of the student, of the evaluation data, and knowledge about accommodations/placement options.
 3. The team needs to include membership that represents each area of knowledge. Each participant may have one or more area of knowledge relative to this student.
 4. When a parent is participating, the parent may identify the areas of knowledge the parent believes he or she brings to the meeting.
- D. Educational history and present educational placement status (may be completed before the meeting)
 1. Summarize schools attended and any significant events related to the current disability determination.
 1. Include information about any previous 504 or IDEA/special education eligibility (and duration).
 2. Include current educational placement and what prompted 504 consideration at this time
- E. Sources of Evaluation information (include date and descriptor)
 1. List all sources of information considered (may be completed before meeting, but add any additional sources provided at the meeting).

Example:
"Mid-term report 10/09, Letter from student's doctor 8/15/09, Teacher, counselor, parent, and student reports at meeting, Child Behavior Checklist (parent, student, 3 teachers), 9/28/09, Physician's statement 9/15/09"
- F. Results of Assessments:
 1. Summarize relevant results. (May be completed before the meeting.)

Example: "Child Behavior Checklist showed elevated scores with distractibility across all raters consistent with physician statement and doctor's diagnosis of ADHD. Student reports not currently taking medication. Mid-term grades adversely affected by late and missing assignments."
- G. Present learning and education performance description: (may be completed before the meeting)
 1. Current classes and grades: list or attach (if attached, write in "see attached")
 2. School attendance: summarize
 3. Other relevant information: Add as appropriate. May be left blank or write in "N/A"
- H. Team determinations
 1. Does student have a physical or mental impairment under Section 504?
 - a. Check "yes" or "no". A DSM diagnosis or medical diagnosis will be considered an impairment under Section 504. See Evaluation Guidelines.
 - b. "If yes, describe." **Examples:**
 - Type I Diabetes

- *Attention deficit disorder(AD/HD)*
 - *Seizure disorder*
- c. "If no, explain." **Examples:**
- *"Student has elevated behaviors related to aggression and externalization but these behaviors are not indicative of a disability."*
 - *"Student's low academic performance may be related to relatively low cognitive scores (within average range) but there is no indication of a disability."*
 - *"Student's low grades are a result of poor attendance; no indication that attendance problems are related to a disability."*
2. Does the student's impairment substantially limit one or more major life activities?
- a. A substantial limitation means that the person is restricted as to the conditions, manner or duration in performing the major life activity as compared to an average student.
 - b. For the purposes of determining whether a student's impairment substantially limits a major life activity, do not consider mitigating circumstances (such as medication or assistive devices) except regular eyeglasses or contact lenses.
 - c. If yes, check appropriate box and describe how the activity is substantially limited.
Examples:
 - *"Tim's ADHD results in limited concentration resulting in poor homework completion."* [Do not consider impact of medication, if any.]
 - *"Rebecca's diabetes requires frequent blood sugar checks."* [Do not consider impact of medication, self- monitoring, or other supports that may currently be in place.]
 - *"Juan's seizure disorder results in intermittent concentration and interruptions in learning."* [Do not consider impact of medication, if any, implants, or other mechanisms in place for seizure control.]
 - *"Susana's hearing impairment results in an inability to hear a speaker when there is background noise."*[Do not consider use of hearing aids, interpreters, preferential seating, etc.]
3. Does the student need accommodations, services or supports to access the benefits of public education at a level similar to the average student?
- a. In looking at need for accommodations, the team considers how the student actually presents at school. The team may consider mitigating circumstances such as medication, hearing aids, wheelchairs and other assistive devices in determining what accommodations, if any, are needed, for the student to access the benefits of public education at a level similar to the average student in the general population. See examples under Accommodation Plan in A-Z Guide for "yes" and "no" situations.
 - b. If yes, check "yes" and complete a 504 Student Accommodation Plan.
 - c. If no, check "no" and explain.
- I. Records management
1. If student is not eligible (or is eligible but does not need a 504 plan of accommodation), give parents a copy of the Eligibility Statement and Notice of Parent/Student Rights and put a copy of both in the student's cum file.
 2. If student is eligible and needs a 504 plan of accommodation, proceed to the Section 504 Student Accommodation Plan.



Meeting Date: _____

Section 504 Student Accommodation Plan

STUDENT NAME _____ BD _____

PPS ID# _____ ATTENDING SCHOOL _____ GRADE _____

Anticipated Review Date: _____ (mm/yy) Date of initial 504 eligibility: _____ (mm/yy)

Meeting Participants (list or sign)	Area of Knowledge Relative to this Meeting		
	Student	Evaluation Data	Accommodations/ Placement options
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Describe the effects of the student’s disability on the student’s access to education or in the educational setting:
2. List the accommodations, services or supports necessary to address the impairment/disability in the educational setting:

3. Describe the educational placement:

Option	Check option selected	Explain
Regular school/general curriculum with accommodations as listed		
Other (Describe):		

PARENT CONSENT (for initial 504 plans): I agree to implementation of this 504 Student Accommodation Plan.

Parent signature/Date

This document serves as notice to parents of accommodation plan.

C: Parent & Student Cumulative File

Section 504 Student Accommodation Plan

Purpose

The purpose of this form is to document: the accommodations, services and supports to be provided for the student; that the decision was made by a knowledgeable team; and, for initial plans, that the parents gave written consent for implementation of the plan.

Directions

1. Enter meeting date.
2. Complete demographic information
3. Enter anticipated review date (within one year or earlier if necessary).
4. Enter names or signatures for team participants. Only identify participants actually present at the meeting. Check all areas of knowledge for each participant. Add more lines as needed.
5. "1. Describe the effects of the student's disability on the student's access to education or in the educational setting:." Be specific. Each statement should be based on assessment findings.

Examples:

- *"Student's AD/HD results in difficulty completing multi-step projects and in note-taking during lectures."*
 - *"Due to hearing impairment, student cannot hear teacher or other students without preferential seating and amplification."*
 - *"Student cannot access educational environment without supports for diabetes management in school."*
6. "2. List the accommodations, services or supports necessary to address the impairment./disability in the educational setting." Be specific about the necessary accommodations. Add more lines as needed.

Examples:

- Specific – Provide 50% more time on math assignments without penalty.
 - Non-specific – Student needs more time on assignments.
 - Specific – Provide assistance with getting a lunch tray in the cafeteria, and transferring in the bathroom.
 - Non-specific – student needs physical assistance at school
7. "3. Describe the educational placement." The educational placement should be in the least restrictive (most typical) setting where the student can access his or her education given the student's individual needs. A student should be removed from a regular educational environment only "when it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily." This does not mean that all aids, services and supports must be provided in the regular classroom.
 8. "Parent Consent" – OCR has interpreted Section 504 to require parent consent for initial provision of services under Section 504.
 9. Review
 - If at the annual review the team continues the same accommodations, the team may add date of review, participants, and note "continue as is." (See 504 Action Form and directions.)
 10. Records Management.
 - Give parents a copy of all documents.
 - Upload a copy of all 504 documents into student's cum file.

- Send a copy of all 504 plans, including updated plans, to Student Success and Health via the [504 Submission Portal](https://bit.ly/PPSSection504) (bit.ly/PPSSection504).



Meeting Date: _____

504 Manifestation Determination Form

Student's Name: _____ Date of Birth: _____

Grade: _____ School: _____

Meeting Participants (list or sign)	Area of Knowledge Relative to this Meeting		
	Student	Evaluation Data	Accommodations/ Placement options
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Manifestation Review

1. Behavior subject to disciplinary action:
2. Student's disability (504):
3. Consideration of all relevant student information, including: Check appropriate boxes
<input type="checkbox"/> Evaluation and diagnostic results <input type="checkbox"/> Relevant information provided by the parent
<input type="checkbox"/> Observations of the student <input type="checkbox"/> Current 504 plan and placement
<input type="checkbox"/> All relevant information in the student's file <input type="checkbox"/> Other:

Manifestation Determination

For each statement answer "Yes" or "No" and explain.	Check the appropriate box
1. The conduct in question was the direct result of the district's failure to implement the student's 504 plan. Explain:	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The conduct in question was caused by or had a direct and substantial relationship to the student's disability(ies). Explain	<input type="checkbox"/> Yes <input type="checkbox"/> No

<input type="checkbox"/> Yes	The conduct/behavior is a manifestation of the student's disability. Check "yes" if at least one answer to the above questions is Yes.
<input type="checkbox"/> No	The conduct/behavior is not a manifestation of the student's disability. Check "no" if both answers to the above questions are No.

Signature/Title: _____ Date: ____/____/____

Telephone: _____

504 Manifestation Determination Form

Purpose

“504 only” students have similar protections in the discipline context as students with disabilities under the IDEA. The purpose of this form is to document the manifestation determination meeting and decision for “504 only” students.

This form must be used if the school is proposing disciplinary action that would be considered a change in placement. A change in placement includes:

- Disciplinary removals of more than ten consecutive days (an expulsion or other long-term removal); or
- A series of disciplinary removals that adds up to more than ten days and is a “pattern” of removals based on the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student has been suspended.

A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.

Directions

1. Enter Meeting Date.
2. Enter demographic information.
3. Enter names or signatures of meeting participants and indicate all areas of knowledge for each participant relative to this student.
3. Manifestation review:
 1. “Behavior subject to disciplinary action”: Briefly describe the behavior that prompted the proposed disciplinary action.
 2. “Student’s disability (504): Enter the student’s mental or physical impairment (e.g. AD/HD, diabetes, etc.)
 3. “Consideration of all relevant student information”: Check all appropriate boxes. Team must consider multiple sources of information.
4. Manifestation determination
 6. Answer the two questions listed on the form.
 7. If the answer to at least one of the questions is “yes”, the behavior is considered to be a manifestation of the student’s disability, and the district may not take the proposed disciplinary action.
 8. If the answer to both questions is “not”, the behavior NOT a manifestation of the student’s disability, and the district may take the proposed disciplinary action, as long as the action is not more harsh than what would be imposed on a nondisabled student in the same situation.
 9. Sign form, list title, add date and telephone number.
 10. Give parents a copy of the form and put copy in student’s cumulative file.



Section 504 Action Form

Student Name: _____ Meeting Date: _____
 Date of Birth: _____ Grade: _____ School: _____

Meeting Participants (list or sign)	Area of Knowledge Relative to this Meeting		
	Student	Evaluation Data	Accommodations/ Placement Options
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Section 504 Team has met and reviewed the progress of this student. Based the team’s information, the following action taken is:

- Continuation of 504 plan: Accommodations remain the same
- Termination of the 504 Plan: No longer needed
- Other: _____

Reason for action: _____

- Termination of 504 Plan: Parent revocation of consent for 504 plan. (No meeting required.)
 I do not agree to implementation of this 504 Student Accommodation Plan. I understand that denial of consent is voluntary. By revoking consent, I understand my child will not receive the accommodations on the 504 plan.

_____/_____/_____
 Parent/Guardian Signature Date Phone

Attached or enclosed:
 Accommodation Plan (continuation or revision)(if applicable)
 Parent/Student Rights

C: Student Cumulative File, Parents

Section 504 Action Form

Directions

Demographics (may be completed before the meeting)

1. Enter student name, meeting date, date of birth, current grade assignment, and school.

Meeting Participants

1. List meeting participants and area(s) of knowledge relevant to this meeting.

Continuation: Accommodations remain the same

1. Mark this box if there will be no changes to the current 504 accommodation plan.
2. Write “*continued as is*”, date, and list team members at the bottom of current accommodation plan to indicate continuation of plan
3. Provide copies of all documents to parents along with 504 Parent/Student Rights.
4. Place copy of all documents in student’s cum file.
5. Advise teachers/others of plan as needed.
6. Email 504 plan with notation to studentservices@pps.net.

Revision: Accommodations have been updated

1. Mark this box if there are changes to the current 504 accommodation plan.
2. Revise the accommodation plan as needed.
 - d. Minor changes may be noted on previous plan. At the bottom of the plan, write “*changes to plan noted above*”, date, and list team members.
 - e. More comprehensive changes should be written as a new plan.
2. Provide copies of all documents to parents along with 504 Parent/Student Rights.
4. Place copy of all documents in student’s cum file.
5. Advise teachers/others of plan as needed.
6. Email 504 plan as updated to studentservices@pps.net.

Termination of 504 Plan –No longer needed.

1. Mark this box if team determines student no longer needs 504 plan.
2. Briefly explain why under “reason for action”. Examples:
 - *Student has fully recovered from surgery and no longer needs accommodations to access education*
 - *Student has started taking new medication and no longer needs accommodations to access education.*
 - *Student has moved to an IEP and accommodations have been incorporated into the IEP.*
 - *Student is self-monitoring and no longer needs accommodations to access education.*
3. Provide copy of 504 Action Form to parents along with 504 Parent/Student Rights.
4. Place copy of 504 Action Form in student’s cum file.
5. Advise teachers/others of action as needed.
6. Send termination notice to Student Success and Health via the [504 Submission Portal](#) (bit.ly/PPSSection504) to request that synergy flag be removed for student.

Other

1. Mark this box if there are other actions or changes to the student's 504 status.
2. Explain reason under "Reason for action".
3. Give parents a copy of all documents along with 504 Parent/Student Rights.
4. Place all documents in student's 504 file.
5. Advise teachers/others of action as needed.

Termination of 504 Plan – Parent Revocation of Consent

1. Mark this box if parents wish to revoke consent for the 504 plan. No meeting is required.
2. Ask parents to sign and date the statement. (Alternatively, if parents have written a separate statement, write "*see attached*" on the 504 Action Form and attach separate statement to action form.)
3. Give parents a copy of all documents along with 504 Parent/Student Rights.
4. Place all documents in student's 504 file.
5. Advise teachers/others of action as needed.
6. Email termination notice to studentservices@pps.net and request that synergy flag be removed for student.



Temporary Medical Condition Education Plan

Temporary Medical Condition Education Plan is only for students with temporary medical conditions (more than two weeks but likely to resolve within six months)– see reverse side for more information. Medical documentation required.

STUDENT NAME: _____ BIRTHDATE: _____

PPS ID#: _____ ATTENDING SCHOOL: _____ Grade: _____

Meeting Date: _____

MEETING PARTICIPANTS (name/position):

RELEVANT EDUCATIIONAL INFORMATION:

- 1. Current Classes and Grades:
- 2. School Attendance:
- 3. Other relevant information:

MEDICAL CONDITION

- 4. Does the student have a short-term medical condition? Yes No
 If yes, identify and attach medical statement:
 If no, explain:

- 5. How long is the medical condition expected to last?

6. STUDENT EDUCATION PLAN

PARENT CONSENT

I agree to implementation of this Temporary Medical Condition Education Plan.

Parent signature Date

C: Parent & Student Cumulative File
Student Success and Health

TEMPORARY MEDICAL CONDITION INFORMATION SHEET

What is a temporary medical condition? A temporary medical condition is an illness or injury that is expected to last more than 2 weeks but not more than six months.

Examples of temporary medical condition	Examples that are NOT temporary medical condition
<ul style="list-style-type: none">• Broken bones• Recovery from surgery• Extended illnesses such as mono	<ul style="list-style-type: none">• Colds, flu, Strep throat etc.• Strains & sprains• Anxiety and other mental health conditions

Who determines what accommodations are needed? A school team, including school nurse, in consultation with outside medical provider (with parent consent). Supports are coordinated through Student Services Department and must be approved in advance.

What happens if temporary medical condition lasts longer than expected? Temporary supports will not be provided beyond six months. Students should be referred for 504 or special education consideration at any point the team suspects that the student has a chronic condition that is likely to require accommodations, supports or services for an extended period of time.

What is the expectation for students who are out of school for illnesses or injuries that are not considered temporary medical conditions? The expectation is that schools will make homework available for pick up by the family and that teachers will help the student with catch up once the student returns to school. Submit to Student Success and Health via the [504 Submission Portal](https://bit.ly/PPSSection504) (bit.ly/PPSSection504)

PPS Home Instruction Log for _____ (Month)

School Year: _____ School: _____

Student Name		
Date	Hours of Instruction with student	Related non Instructional time (e.g. prep)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		

Instructions: 1) Home instructor completes this form and submits it to person responsible for payroll.

2) Payroll person sends form to IT Student Information Support (sis@pps.net) at the end of each pay period (the 15th of each month).

Note: Time can be documented in increments of 0.25 Hours

Resources

Accessibility – PPS

[ADA Assessments by school](#) (2009-does not reflect upgrades since then)

[Accommodations](#)

Provides examples of accommodations for specific disabilities, information on accessing assistive technology, and information on various mental health conditions.

Nutrition Services – PPS

[Allergy and Special Diet Information](#) – includes District Directive on Life Threatening Allergies, Quick Guide for Medical Substitutions, and form for requesting food substitutions

[Allergy and Carb Counts](#) – provides menu information with carbohydrate counts and major allergens (milk, eggs, tree nuts, peanuts, wheat/gluten, and soybeans).

Section 504 – PPS

[PPS 504 Information](#) - Includes links to state and federal regulations and other information, district 504 forms and manuals, 504 coordinators by school, and other resources.

[PPS 504 Resources](#) – Includes PPS 504 Manual, links to 504 forms (in English, Spanish, Vietnamese, Chinese, Russian, and Somali), and a Section 504 Guide for Parents and Teachers (same languages)

[Temporary Medical Conditions](#)

Student Success and Health – studentservices@pps.net or 503.916.5460