

Hilliard City School District
504 GUIDELINES

I. PROCEDURES FOR NEW 504 INQUIRIES

Building Principals shall designate an individual in their buildings to serve as the “Building 504 Officer.”

- A. REFERRAL – Referrals may be made by parents, teachers, or other knowledgeable professionals. Referrals may be made at any time during the school year.

- B. ASSESSMENT – The Building Level team will collect and review all relevant information on the student (i.e. medical reports, list of medications, grade cards/progress reports, school history, disciplinary actions, etc.) to assist in documenting whether or not the child:
 - 1. Has, has had a record of, or is regarded as having a mental or physical impairment; and
 - 2. That the mental or physical impairment substantially limits one or more major life activities

Team will review existing pertinent information and determine whether additional assessments are needed. If individual evaluation is needed, written parental consent (504-4) shall be obtained and a copy of Prior Written Notice (504-1) and of Procedural Safeguards (IGBA-E) shall be sent. Evaluation is then performed. This evaluation should include consideration of any behaviors or academic factors that interfere with the otherwise qualified student’s regular participation in the educational program and/or activities.

Reevaluations are conducted of grades 3, 6, and 9 to ensure that eligibility and accommodation planning is based on information that accurately defines the student’s disability and reflects the student’s current strengths and needs. At grades 3, 6, and 9 appropriate school staff should ensure a current medical evaluation is obtained. Parents will be sent Prior Written Notice (504-1) and a copy of Procedural Safeguards. (IGBA-E)

- C. ELIGIBILITY DETERMINATION - Following completion of the assessment/evaluation, the Building 504 Officer will schedule a meeting to review the information and to determine eligibility. The 504 Eligibility Determination form (504-5) should be completed.

Individuals involved in this meeting may include the following: Parents; Principal; Guidance Counselor; Teachers; School Psychologist; School Nurse; and/or Coordinator or Director of Pupil Services.

Information to be considered by the team may include individual or group achievement tests; student work samples; observations; behavior checklists; teacher rating scales; teacher information; school records; medical information

parent information; etc.

Factors which should be considered by the team in determining whether a student's physical or mental impairment substantially limits one or more major life activities are as follows:

1. Has the student demonstrated a consistent need for substantially more time to complete homework assignments than required by students without disabilities?
2. Has the student demonstrated a consistent need for substantially more time to complete in-school assignments than required by students without disabilities?
3. Is modified testing consistently necessary for the student to be able to demonstrate knowledge?
4. Does the student exhibit frequent behaviors, such as drowsiness, impulsivity, inattentiveness, or aggressiveness, associated with an identified physical or mental impairment or medication taken to address the condition and do these behaviors significantly interfere with school performance?
5. Does the student exhibit significant difficulty with planning, organization and execution of school-related activities and assignments?
6. Is the student chronically absent or tardy for reasons related to a diagnosed physical or mental impairment and are such absences or tardies interfering with his/her school performance?
7. Has the student experienced a steady decline in academic performance for which there is no known cause other than the diagnosed physical or mental impairment?
8. Has the student experienced a steady increase in disciplinary interventions for which there is no known cause other than the diagnosed condition?
9. After intervention strategies have been implemented in regular education, does the student still exhibit significant learning difficulties?

Please note: Generally, multiple factors will be necessary to demonstrate substantial limitation.

Possible outcomes of the meeting:

1. Student determined to be eligible and a 504 Plan is needed.
2. Student determined to be eligible but no 504 Plan is needed.
3. Student determined to be ineligible but needs some interventions that can be developed by the building Intervention Assistance Team (IAT).
4. Student determined to be ineligible and has no need for special school/classroom interventions. Student will be served appropriately in the regular education program without specific interventions. The record of the District's proceedings should reflect the identification of the student as not disabled under Section 504, and state the basis for the decision that no special accommodations are presently needed.

5. The team determines that it needs to collect additional information prior to making an eligibility determination.
- D. 504 Plan – If a 504 Plan is determined to be appropriate, the team will develop and complete the 504 Plan (504-6). Aside from the description of the student’s disability and the accommodations needed, the Plan should also specify how the accommodations will be provided and by whom. The 504 Plan should include parent/team signatures. The original should be sent to the building Pupil Services’ Coordinator for signature **as soon as possible**. A copy of the Plan should be placed in the blue intervention file within the student’s cumulative folder and another copy should be sent/given to the parent. If the parent is not present at the meeting, the parent signature must be obtained prior to implementation of the initial 504 Plan.
1. Upon completion of the 504 Plan, in subsequent years, the Building 504 Officer needs to follow Procedures for Existing 504 Plans – (See Section II, below).
 2. If the parents challenge the actions of the District regarding identification, evaluation or placement of their child, they have the right to request a due process hearing before an impartial hearing officer to resolve the dispute. See Procedural Safeguards, Policy IGBA-E.

II. PROCEDURES FOR EXISTING SECTION 504 PLANS

- A. Beginning of each school year (August - October).
1. Building 504 Officer checks with the District’s Director of Pupil Services for a list of students in his/her building who have had 504 Plans in the past.
 2. The Building 504 Officer is responsible for obtaining a copy of previous school year’s 504 Plan.
 3. The Building 504 Officer should then notify the student’s parents that there is a need to meet to review the 504 Plan and to determine whether it is still necessary/appropriate for the new school year.
 4. The Building 504 Officer will set up a meeting to design a 504 Plan for the student for the new school year. Individuals involved in the meeting may include the following: Parents; Principal; Guidance; Teachers; School Psychologist; School Nurse, and/or Director/Coordinator of Pupil Services. The team should decide whether to: (1) continue this plan; (2) discontinue the plan; or (3) write a new plan.
 5. If a new 504 Plan is designed, a copy of the Plan needs to be forwarded

to the building Pupil Services' Coordinator, by October 30th of each school year and a copy of the Plan placed in the blue intervention folder within the student's cumulative folder.

- B. During the school year.
1. The 504 Plan can be reviewed by the team at any time if concerns develop as to the appropriateness of the modifications/accommodations being used with the student. This review can be initiated by staff or parents.
 2. If the parents challenge the actions of the District regarding identification, evaluation or placement of their child, they have the right to request a due process hearing before an impartial hearing officer to resolve the dispute. See Procedural Safeguards, Policy IGBA-E.