

# SECTION 504

OF THE REHABILITATION ACT OF 1973

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*Schools of Opportunity that  
Welcome, Love, and Inspire ALL Students*

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## PROCEDURAL MANUAL

PHOENIX UNION HIGH SCHOOL DISTRICT

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July 2022  
adapted from the previous Phoenix Union High School District  
Section 504 of the Rehabilitation Act of 1973 manual

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## Introduction

Section 504 of the Rehabilitation Act of 1973 (sometimes referred to as “504”) prohibits discrimination against students on the basis of their disability, though not only limited to a student’s identified disability. The purpose of this manual is to inform District employees and parents about Section 504 and the District’s procedures to comply with the requirements for Section 504. This manual reflects the District’s commitment to serving ALL children. The District expects employees to be knowledgeable about District procedures governing Section 504 activities, grievance procedures for resolving Section 504 complaints, and parent and student rights. If you have questions pertaining to Section 504, please contact the site based 504 Coordinator at your campus or the Exceptional Student Services department at Phoenix Union High School District.

Each campus has been set up with an email address so any questions one may have pertaining to Section 504 at the site level can go directly to the site-based coordinator. Email addresses are as follows:

<a href="mailto:Alhambra504Coordinator@puhsdaz.org">Alhambra504Coordinator@puhsdaz.org</a>	<a href="mailto:Franklin504Coordinator@puhsdaz.org">Franklin504Coordinator@puhsdaz.org</a>
<a href="mailto:BettyFairfax504Coordinator@puhsdaz.org">BettyFairfax504Coordinator@puhsdaz.org</a>	<a href="mailto:LindaAbril504Coordinator@puhsdaz.org">LindaAbril504Coordinator@puhsdaz.org</a>
<a href="mailto:BioScience504Coordinator@puhsdaz.org">BioScience504Coordinator@puhsdaz.org</a>	<a href="mailto:North504Coordinator@puhsdaz.org">North504Coordinator@puhsdaz.org</a>
<a href="mailto:Bostrom504Coordinator@puhsdaz.org">Bostrom504Coordinator@puhsdaz.org</a>	<a href="mailto:Maryvale504Coordinator@puhsdaz.org">Maryvale504Coordinator@puhsdaz.org</a>
<a href="mailto:Camelback504Coordinator@puhsdaz.org">Camelback504Coordinator@puhsdaz.org</a>	<a href="mailto:MetroTech504Coordinator@puhsdaz.org">MetroTech504Coordinator@puhsdaz.org</a>
<a href="mailto:CarlHayden504Coordinator@puhsdaz.org">CarlHayden504Coordinator@puhsdaz.org</a>	<a href="mailto:PhxCoding504Coordinator@puhsdaz.org">PhxCoding504Coordinator@puhsdaz.org</a>
<a href="mailto:Central504Coordinator@puhsdaz.org">Central504Coordinator@puhsdaz.org</a>	<a href="mailto:SouthMountain504Coordinator@puhsdaz.org">SouthMountain504Coordinator@puhsdaz.org</a>
<a href="mailto:CesarChavez504Coordinator@puhsdaz.org">CesarChavez504Coordinator@puhsdaz.org</a>	<a href="mailto:TrevorBrowne504Coordinator@puhsdaz.org">TrevorBrowne504Coordinator@puhsdaz.org</a>
<a href="mailto:Desiderata504Coordinator@puhsdaz.org">Desiderata504Coordinator@puhsdaz.org</a>	<a href="mailto:Wilson504Coordinator@puhsdaz.org">Wilson504Coordinator@puhsdaz.org</a>

### Statement of Non-Discrimination

The Phoenix Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District’s activities and programs. The Phoenix Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

#### **Title IX Coordinator**

Ms. Mary Lou Chavez, Talent Executive Director  
4502 N. Central Ave  
Phoenix, AZ 85012  
(602) 764-1539  
[mchavez1@phoenixunion.org](mailto:mchavez1@phoenixunion.org)

#### **Section 504 Coordinator**

Ms. Wendy Collison, ESS Director  
2526 West Osborn, Building 3  
Phoenix, AZ 85017  
(602) 764-1025  
[Collison@Phoenix Union.org](mailto:Collison@Phoenix Union.org)

For further information on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html> for the address and phone number of the office that serves Arizona, or call 1-800-421-3481.

## Introducción

La Sección 504 de la Ley de Rehabilitación de 1973 (a veces denominada “504”) prohíbe la discriminación contra los estudiantes en base a su discapacidad. El propósito de este manual es informar a los empleados y padres del Distrito sobre la Sección 504 y los procedimientos del Distrito para cumplir con los requisitos de la Sección 504. Este manual refleja el compromiso del Distrito de servir a TODOS los niños. El Distrito espera que los empleados conozcan los procedimientos del Distrito que rigen las actividades de la Sección 504, los procedimientos de quejas para resolver las quejas de la Sección 504 y los derechos de los padres y estudiantes. Si tiene preguntas relacionadas con la Sección 504, por favor comuníquese con el consejero del estudiante en su escuela o con el Departamento de Educación Especial del Distrito Escolar de Phoenix Union High School.

### **Aviso Contra la Discriminación**

Phoenix Union High School District no discrimina en base a la raza, el color, la religión, el origen nacional, el sexo, la discapacidad, la edad, orientación sexual, identidad de género, expresión de género o estatus migratorio para la admisión y acceso a sus programas, servicios, actividades, o en cualquier aspecto administrativo, y proporciona un acceso igualitario a los Boys Scouts y otros grupos de jóvenes designados. La falta del conocimiento del idioma inglés no deberá ser una barrera para la admisión o participación en cualquiera de las actividades o los programas del Distrito. Phoenix Union High School District tampoco discrimina en sus prácticas de empleo y contratación. Los siguientes empleados han sido designados para manejar las preguntas sobre las pólizas contra la discriminación:

#### **Title IX Coordinator**

Ms. Mary Lou Chavez, Talent Executive Director  
(602) 764-1539

#### **Section 504 Coordinator**

Ms. Wendy Collison, ESS Director  
(602) 764-1025

Para más información sobre el aviso contra la discriminación, visite <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> para la dirección y el número de teléfono de la oficina que da servicio a Arizona o llame al 1-800-421-3481.

## **Section 504 Background Information**

### **What is Section 504?**

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a federal statute that prohibits discrimination against persons on the basis of disability by institutions, such as Phoenix Union High School District, that receive Federal financial assistance. It states:

*No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*

Section 504’s purpose is, among other things, to assure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. Responsibilities of school districts under Section 504 include Child Find, Evaluation, Free Appropriate Public Education, Placement, and Procedural Safeguards. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, Phoenix Union High School District must provide a Free Appropriate Public Education, (FAPE), including accommodations as are necessary to ensure that the student has equal access to services, programs, and activities offered by our schools.

### **How does Section 504 differ from IDEA?**

A student who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA) is, in all cases, a qualified student with a disability under Section 504. The converse, however, is not true: a qualified student with a disability under Section 504 is not qualified in all cases to receive special education services and the protections of IDEA. In other words, some students with a disability may qualify for protections under Section 504 but do not qualify for special education services under IDEA.

If a student with a disability is receiving special education services – and any necessary related services – in accordance with IDEA, the District’s obligations to provide FAPE have been met, but the student is still entitled to the non-discrimination protection under Section 504. However, if a student is determined ineligible under IDEA, a Section 504 team may consider whether the student qualifies for the protections of Section 504.

<p>This manual will focus solely on Section 504. Any questions regarding IDEA should be directed to a school psychologist, Exceptional Student Services (ESS) Facilitator at each campus, and/ or the Exceptional Student Services Department.</p>	
<p><b>Key Differences between IDEA and Section 504</b></p>	
<p><b>Identification</b></p>	
<p><b>IDEA</b></p>	<p><b>Section 504</b></p>
<p>The student must have a disability that falls within one or more specific categories of qualifying conditions: autism, specific learning disability, speech or language impairment, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, deafness, intellectual disability, deaf blindness, multiple disabilities, orthopedic impairment, and other health impairments. The student’s disability must adversely affect educational performance, and as a result of the disability, the student requires special education and related services.</p>	<p>The student must have a physical or mental impairment that substantially limits a major life activity (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, et al.)</p>
<p><b>Evaluation</b></p>	
<p>Full comprehensive evaluation, including psychological evaluation. Decision by multi-disciplinary team, including parent.</p>	<p>Evaluation using documentation of relevant information from a variety of sources. Decision by a group of knowledgeable persons.</p>
<p>Written parent consent required.</p>	<p>OCR interprets Section 504 to require informed parental consent for the initial evaluation. Section 504 is silent on the form of consent but it is required.</p>
<p>Annual review of student’s IEP. Mandatory re-evaluation every three years.</p>	<p>“Periodic” re-evaluation required, but no prescribed time period.</p>

Independent evaluation at district expense if parents disagree with the District's evaluation.	No provision for independent evaluation at District expense.
<b>Dispute Resolution</b>	
District Complaint	District Grievance
State complaint	Not available
Federal complaint (Office for Civil Rights)	Federal complaint (Office for Civil Rights)
Due process hearing by state-appointed hearing officer within 45 days	Due process hearing by impartial District-appointed hearing officer

## Identifying Students for Section 504 Eligibility

### Americans with Disabilities Act, (ADA)

When Congress amended the Americans with Disabilities Act in 2008, the intent was to ensure a broad scope of protections under the ADA and to shift the analysis away from whether the individual had a disability to the district's obligation to ensure equal educational opportunities.

### What criteria are used to determine 504 eligibility?

For a student to qualify for Section 504 protection, the student must meet three criteria: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** Simply having a condition or disability does not automatically qualify a student for Section 504 protections. While there are no disabilities that are automatically eligible for Section 504 protections, the Office for Civil Rights ("OCR") of the U.S. Department of Education has issued guidance that indicates in "virtually every case," diabetes, epilepsy, bipolar disorder, or autism will likely result in eligibility under Section 504. *See Dear Colleague Letter*, 112 LRP 3621 (OCR 2012). It is important to understand that all three criteria must be met before the student is eligible for Section 504 protections. Additional detail on each of the three criteria follows.

#### **Mental or physical impairment**

This criterion includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Mental or psychological disorders are also covered. Section 504, in contrast to IDEA, does not limit eligibility to specific diseases or categories of medical conditions. Environmental, cultural, and economic disadvantages are not covered unless the student who has any of these characteristics also has a physical or mental impairment. Some examples of mental or physical impairments may include but not limited to are deafness, blindness, diabetes, cancer, epilepsy.

#### **Substantially limits**

Section 504 does not specifically define the term “substantially limits.” The basis for evaluating this criterion is the impact the impairment has on one or more of a student’s major life activities. A student’s impairment is a substantial limitation if the student’s “important life activities are restricted as to the conditions, manner, or duration under which they can be performed in comparison to most people.” *See* S. Rep. No. 101-116, at 23 (1989) and Congressional Record, (Sept. 16, 2008), p. S8842. Further, an impairment does not need to prevent or severely or significantly restrict a major life activity to be considered substantially limiting. 29 C.F.R. 1630.2(j)(1)(ii). School staff should note, in particular, that a student may have a disability and be eligible for Section 504 services even if his or her disability does not limit the major life activity of learning. Therefore, rather than considering only how an impairment affects a student’s ability to learn, school staff must also consider how the impairment affects any major life activity of the student and, if necessary, assess what is needed to ensure that students have an equal opportunity to participate in the school’s programs.

School staff should note that a student may have a disability and be eligible for Section 504 services, including modifications, even if the student earns good grades. This is because the student’s impairment may substantially limit a major life activity regardless of whether the student performs well academically, and the student may need special education or related aids and services because of this disability.

An individual does not fall within the definition as someone regarded as having a disability if the physical or mental impairment is transitory (that is, having an actual or expected duration of six months or less) and minor. A temporary impairment caused by an injury (for example, a broken leg) may be a covered disability under the ADA Amendments Act if it is sufficiently severe to substantially limit a major life activity. While Section 504 does not require a school to take specific action if a student has a physical or mental impairment that is transitory and minor, Section 504 also does not prohibit schools from going beyond what the law requires to assist a student. However, an impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when it is in an active phase.

As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, **must not** consider the ameliorating effects of any mitigating measures that the student is using. Congress has now specified that the ameliorative effects of mitigating measures must not be considered in determining if a person is an individual with a disability. Congress did not define the term “mitigating measures” but rather provided a non-exhaustive list of “mitigating measures.” The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthesis (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses must be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

### **Major life activities**

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating.

## **What is a school district’s Section 504 responsibilities under Child Find?**



Under Section 504, school districts must conduct an evaluation in a timely manner of any student who needs or is believed to need special education or related services because of a disability. When a school is aware of a student's disability or has reason to suspect a student has a disability, and the student needs or is believed to need special education or related services, it would be a violation of Section 504 if the school delays or denies the evaluation.

## **How is a Section 504 evaluation request made?**

Any Parent/Guardian, teacher, counselor, or other school staff member who believes that a student may have a qualifying disability may request a Section 504 evaluation. The referral should be made – but is not required to be made – using the Section 504 Referral form, found on *page 37* of this manual. Once complete, the form should be given to the site based 504 Coordinator.

## **What is the process for reviewing Section 504 eligibility?**

Upon receipt of the Section 504 Referral form, the site based 504 Coordinator must send to the parent(s)/guardian(s) the Parent Notice and Consent for Consideration of Section 504 Protections (*see page 40* of this manual), Parent Input form (*see page 42* of this manual), Student Input Form (*see page 44* of this manual) and Parent's Rights and Safeguards under Section 504 (*see page 46* of this manual). In addition, the site based 504 Coordinator must send the Teacher Input form to all of the student's teachers.

The Site based 504 Coordinator then schedules a Section 504 meeting to review the referral. The Site based 504 Coordinator completes the Parent and Student Invitation: Section 504 Meeting Invitation (*see page 50* of this manual) and provides this meeting notice to all invited participants.

The Section 504 Team must include persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. This team should include the parent/guardian of the student, teachers, counselors, other school staff members, and staff members of community agencies, if applicable and with the consent of the parent/guardian. The parent/guardian, as well as the student, should be included in this process whenever possible. A decision to not conduct a Section 504 evaluation will be extremely rare and most likely will be based on similar requests for the same disability area in one calendar year. The Site based 504 Coordinator may also contact the District 504 Coordinator to assist with this process.

During the meeting, the Site based 504 Coordinator will facilitate a review of existing data, using the Section 504 Initial and Periodic Re-evaluation form (*see page 51 of this manual*), to determine the nature of the student's disability and what, if any, additional data is needed. Information that might be considered includes (but is not limited to) teacher input form, parent input form, student input form, grades, attendance reports, behavior plans, cumulative file information, psychological evaluations, medical information, observations, and standardized testing information. This review of data will assist the Section 504 Team in determining if further assessments need to be conducted or if a decision on eligibility may be made. The team must ensure that information obtained from all sources is documented and carefully considered.

If the Section 504 team determines that additional data is necessary in the form of a psycho-educational evaluation that incorporates standardized testing before an eligibility determination can be made, the team should consider developing an assessment plan and obtaining parental consent for further, individualized assessment(s).

If the Section 504 team determines that there is sufficient data to make an eligibility determination, the team must complete the Section 504 Eligibility Determination (*see page 53 of this manual*), which asks the team a series of questions to determine if there is an impairment that substantially limits a major life activity. Once the team determines that the student is eligible for Section 504 protections, the team must consider whether the student requires a Section 504 Plan in order for his/her educational needs to be met as adequately as his/her peers without disabilities.

The Section 504 team may make the following determinations:

- The student is not eligible for Section 504 protections;
- The student is eligible for Section 504 protections and requires a Section 504 Plan;
- The student is eligible for Section 504 protections but does not require a Section 504 Plan because the impairment is in remission; note that a plan may be required as soon as the impairment is not in remission.
- The student is eligible for Section 504 protections but does not require a Section 504 Plan because the student's needs are being met due to mitigating measures; note that a plan may be required as soon as mitigating measures are not working or are no longer in place.
- The student is no longer eligible for Section 504 protections.

Following the eligibility determination, the Site based 504 Coordinator will provide the parent(s)/guardian(s) with a copy of the Eligibility Determination, which documents the decision made by the Section 504 team.

If the Section 504 team determines that the student is eligible and requires a Section 504 Plan, the team will create the Plan that addresses all areas of need and the appropriate accommodations, including possible modifications and services, etc. (*see page 56 of this manual*).

Following the meeting, the Site based 504 Coordinator will provide a copy of the Section 504 Student Accommodation Plan to all of the student's teachers and other individuals responsible for implementing the Section 504 Plan. This procedure should be followed when students' schedules change during the school year and at the beginning of each school year.

A Section 504 Team should review the Section 504 Student Plan whenever a student moves to another school or it appears that changes to the Plan are needed. The purpose of a review is to add, subtract, and/or modify student Plans as needed.

The site based 504 Coordinator is responsible for completing, compiling, and once finalized, uploading to our special education student management system titled e-IEP-PRO and distributing all of the forms, including a copy of the **signed** *Section 504 Referral, Parent and Student Invitation: Section 504 Meeting, Parent Consent for Section 504 Evaluation, Section 504 Eligibility Determination Report, Parent Notice and Consent for Consideration of Section 504 Protections and Section 504 Student Accommodation Plan*.

The site based 504 Coordinator creates a profile for the student in PRO, scans and uploads these documents to the student's file in PRO, sends a copy of the documents to the student's parent/guardian, and maintains a file for all original copies at their campus.

## **When is it not appropriate to offer a Section 504 Plan?**

Eligibility under Section 504 is always decided by evaluating and determining that all three criteria are met. The student must have a mental or physical impairment. That mental or physical impairment must be substantially limiting. The impairment must substantially limit one or more major life activities. If any of the three criteria are not met, the 504 Team should not create a formal Section 504 Plan for the student.

Keep in mind that while a Section 504 Plan might not be appropriate, an informal intervention plan may be appropriate. In the event that the Section 504 Team determines that the student is not eligible to receive a Section 504 Plan, the Site based 504 Coordinator is responsible for notifying the parent by completing and mailing, emailing, or delivering in person the Section 504 Eligibility Determination form found on page 53 of this manual.

Here are some common mistakes relating to the Section 504 evaluation process:

- A parent and/or doctor present the school with a disability diagnosis, and a 504 Plan is written without first determining if the disability causes substantial limitation of a major life activity.
- A student is placed on a Section 504 Plan solely to satisfy a highly competitive parent who wants specific accommodations to help his or her child receive higher grades or test scores on standardized tests, such as the SAT.
- A student fails to qualify for special education services under IDEA, and a Section 504 Plan is automatically written without first qualifying him or her based upon Section 504 criteria.
- A school district requires apparent to go get medical documents but does not offer to assist or pay for additional expenses to do so.

## **Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?**

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. The Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making eligibility decisions.

## **Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?**

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation to a major life activity. For example, a student who has a physical or mental impairment would not be considered eligible under Section 504 if the impairment does not in any way limit a major life activity or only results in some minor limitation in that regard.

## **How should a school district handle an outside evaluation? Does all data brought to a Section 504 team need to be considered and given equal weight?**

The results of an outside evaluation provided by a parent will be one of a variety of sources to consider. The Section 504 team must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and carefully considered by knowledgeable committee members. The weight to be given to the various types of information considered will be determined by the Section 504 team.

### **Who in the evaluation process makes the ultimate decision regarding a student's eligibility for services under Section 504?**

The Section 504 regulatory provision at 34 C.F.R.104.35(c)(3) provides that a student's eligibility for Section 504 must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

### **Once a student is identified as eligible for services under Section 504, is there an annual review or triennial evaluation requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the Section 504 Plan in place indefinitely after a student has been identified?**

Section 504 requires a "periodic" re-evaluation of the student. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

### **How should the school district view a temporary impairment?**

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

In the Amendment Act, Congress clarified that an individual is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with actual or expected duration of 6 months or less. However, impairments that are episodic or in remission are considered disabilities if they substantially limit a major life activity when active.

## **Design and Implementation of a Section 504 Plan**

### **Where will accommodations be provided for students and what are some examples of possible accommodations?**

Section 504 requires that a student with a disability be educated with students without disabilities to the maximum extent appropriate for the student. As with IDEA, this is considered educating the student in the least restrictive environment. Implementation of most Section 504 plans occurs within the general education classroom.

Accommodations are generally those minor adjustments to things like seating arrangement, lesson presentation, assignments, and other facets of the learning experience that provide the student with equal access to learning opportunities. An example could be moving the student to a position in the room that best supports his or her ability to attend to schoolwork. Accommodations might involve the use of special visual aids, large print, or using video recordings. Allowing a student additional time to complete a specific kind of task is also an accommodation. Countless accommodations exist that can support a student's equal access to educational opportunities. It is the job of the Section 504 Team to identify the accommodations that will provide the student with educational access. The district requires Section 504 Teams to review the Arizona Department of Education *Test Administration Guidelines* to ensure there is an alignment within the Section 504 Student Accommodation Plan with allowable accommodations during State mandated testing and other testing circumstances. The Reference Tool for Allowable Testing Accommodations, found in this manual on page 58, is intended to assist Section 504 Teams in their discussions and decisions.

## **How are Section 504 accommodations and related services documented?**

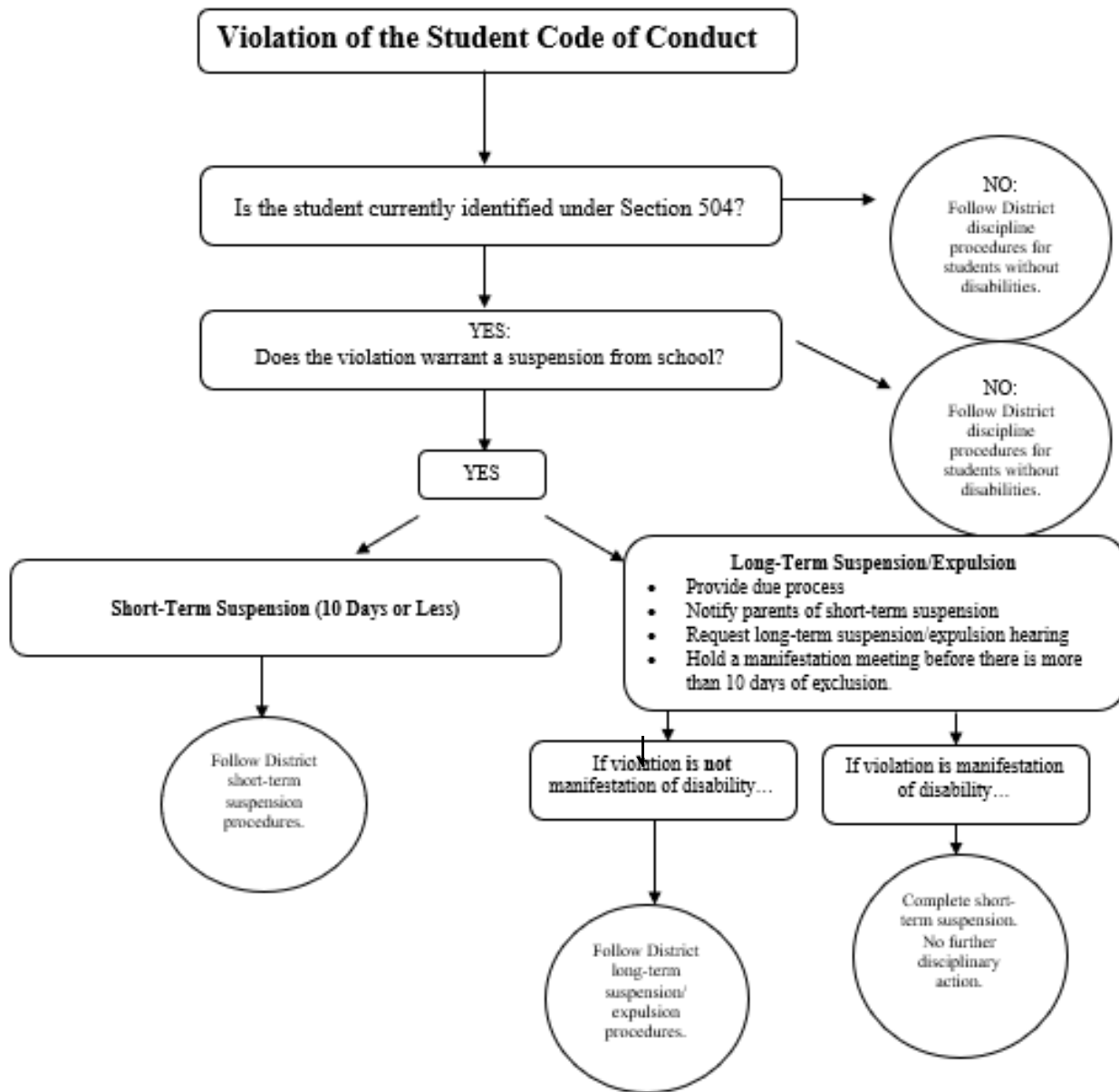
If the Section 504 Team determines that a student has a qualifying disability, the team's second responsibility is to identify the student's needs and services and/or accommodations the student will receive. Documentation of the Plan's details should be completed on the Section 504 Student Accommodation Plan form (*see page 56 of this manual*). The Plan sets forth the accommodations that a student needs in order to have equal access to the learning process, or to other programs, activities, and services. The team will also need to determine if the student should take standardized tests under routine conditions without accommodations or if the student should take it with accommodations. If the team determines that the student should NOT take standardized tests under routine conditions, then the team will need to write the testing accommodations listed on the **Reference Tool for Allowable Testing Accommodations** that are consistent with the instructional accommodations used in the student's educational program. The original copies of the Section 504 Student Accommodation Plan will be kept by the Site based 504 Coordinator as necessary and also uploaded to eIEP PRO.

## **Disciplining a Student Who is Eligible Under Section 504**

### **What is the discipline process for a student who is eligible under Section 504?**

Students are eligible under Section 504 are subject to the same disciplinary action as students without disabilities, provided that the student's behavior is not a manifestation of his or her qualifying disability. A Section 504 Team must conduct a manifestation determination whenever a student with a disability is subject to exclusion from the educational program (such as out-of-school suspension) for 10 or more consecutive school days, or if multiple short-term suspensions result in a significant change in placement (i.e., removal from the educational program for more than 10 cumulative school days in a given school year). If the Section 504 Team concludes that the behavior is a manifestation of the student's qualifying disability, the discipline process must end and the Section 504 Team should review the Section 504 Plan

to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any student without a disability would receive for the same violation.



### **Must a school make a manifestation determination when considering the disciplinary exclusion of a student with a Section 504 Plan?**

Yes. Similar to suspension or expulsion of a student having a disability under IDEA, it is necessary to conduct a manifestation determination for a student who is eligible under Section 504 when:

- The disciplinary exclusion will be for more than 10 consecutive school days. Like IDEA, a

disciplinary exclusion of more than 10 consecutive school days constitutes a significant change in placement and requires schools to determine if the cause of the behavior is the disability identified in the student's 504 Plan.

- A series of discipline exclusions that total more than 10 school days may also trigger the manifestation determination requirement of Section 504. If cumulative disciplinary exclusions for a student on a Section 504 Plan total more than 10 school days, it must be determined if a significant placement change has occurred. This is done on a case-by-case basis. If a group of short suspensions creates a pattern of disciplinary exclusion, then this constitutes a change in placement and the school must conduct a manifestation determination meeting before further disciplinary exclusions occur. OCR has identified some of the key factors in determining patterns of exclusion: the length of each suspension, the proximity of one suspension to another, the nature of the behavior, and the total amount of time the student is excluded from school.

### **Who makes the manifestation determination for a student on a Section 504 Plan and what information is included in this process?**

The manifestation determination should be made by a Section 504 Team that consists of persons who have knowledge of the student and the meaning of the information that will be reviewed. When possible, the members of the Section 504 Team should be the same members who designed the student's Section 504 Plan. School officials responsible for school disciplinary procedures, such as the school principal or assistant superintendent, cannot make the determination. However, such administrators may present pertinent student information to the Section 504 Team and participate in the decision-making process.

The Section 504 Team must have available information that competent professionals would require when making a manifestation determination. Such information might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, and staff observations. The information should be current enough to afford an understanding of the behavior that is the subject of the manifestation determination.

The manifestation determination should begin with the Section 504 Team deciding if the conduct in question was the direct result of the district's failure to implement the Section 504 Plan. If so, the school should not take any further disciplinary action. The Section 504 Team should review and update the Section 504 Plan, if appropriate.

If the student's Section 504 Plan had been properly implemented, the Section 504 Team will next consider if the behavior is the result of the student's disability. This inquiry is resolved by considering the relationship between the student's disability and his or her behavior. The team must decide whether the conduct in question was: (1) Caused by, or had a direct and substantial relationship to, the student's disability; or (2) A direct result of the district's failure to implement the student's Section 504 plan.

If the Section 504 Team answers in the affirmative, then the behavior is a manifestation of the student's disability and no change in placement can be taken past the 10 school days.

If the Section 504 Team determines that the behavior is not a manifestation of the disability, the district may impose whatever disciplinary change in placement it would impose under the same circumstances if a student without a disability was the offender. **The district has no legal obligation to continue to**

**provide educational services to a student with a Section 504 plan during the period of a long-term suspension or expulsion.**

The 504 Team must conclude its work by completing a Section 504 Manifestation Determination Review form (*see page 81 of this manual*).

### **Are current users of alcohol excluded from protection under Section 504?**

No. Section 504's definition of a student with a disability does not exclude users of alcohol. However, Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

The statute (Section 705) says “For purposes of subchapter V, the term “individual with a disability” does not include an individual who is currently engaging in the illegal use of drugs, **when a covered entity acts on the basis of such use.**”

## **504 Procedural Safeguards and Parent/Student Rights**

### **Must schools secure parental consent before conducting an evaluation meeting?**

Schools must include parents in the evaluation process and provide a written meeting notice prior to the evaluation meeting using the Parent and Student Invitation: Section 504 Meeting. Although Section 504 does not require obtaining parental consent prior to conducting a Section 504 evaluation, OCR has issued several opinions indicating that districts must receive consent. The District should use the Section 504 Eligibility Form which contains a section allowing for acquiring parent consent for collecting additional data and for placement, if the student is eligible, on a Section 504 Student Accommodation Plan.

### **Are schools required to provide parents with a list of parent/student rights under Section 504 before conducting an initial student review?**

Yes. The District is required to establish and implement Procedural Safeguards that include:

- Notice to the parent explaining any evaluation or placement decisions.
- An opportunity for parents to review relevant records.
- An impartial hearing with opportunity for participation by the student’s Parent/Guardian with representation by counsel.
- An appeal procedure to review the hearing decision.

These Procedural Safeguards have been addressed by creating Section 504 evaluation procedures and a set of forms that guide the evaluation team through the eligibility determination and placement process.



The *Parent's Rights and Safeguards under Section 504* (see page 46) must be included with the *Parent Notice and Consent for Consideration for Section 504* (see page 40) form given to the parent/guardian prior to the 504 evaluation meeting. Likewise, the *Parent's Rights and Safeguards under Section 504* must be provided to the parent(s)/guardian(s) upon the eligibility determination made by the Section 504 team.

## **Working to Address Concerns and Complaints**

### **Section 504 Grievance Procedure**

When a student, parent, or community member has a complaint or grievance against the District based on Section 504, the District will follow the policies and procedures set forth in Governing Board Policy JB, *Equal Educational Opportunities* and Governing Board Regulation JB-R, *Equal Educational Opportunities*. The Governing Board added policy AC which outlines for a student, a parent, or community member how to file a complaint directly with the site based 504 Coordinator or District 504/ADA Coordinator.

The Governing Board Policy JII-EA, *Student Concerns, Complaints and Grievances Complaint Form*, is the form that would be filled out by the student, parent or community member who wishes to file a complaint or grievance.

The *Student Concerns, Complaints and Grievances Complaint Form* may be accessed in the e-IEP Pro system to provide to a person if he/she feels discrimination has occurred against a student because of a disability, an example of which may be found on page 84 of this manual.

Our Governing Board specifically addresses discrimination on the basis of disability (Nondiscrimination/Anti-Harassment/Equal Educational Opportunity) in Governing Board Policy JB, and Regulation JB-R clearly prohibiting discrimination and harassment, outlining forms of harassment, examples of harassment that may create a hostile environment and information on how to file a complaint for someone who feels he or she have been subject to discrimination or harassment due to a disability.

### **Due Process Procedures**

Parents or the District may initiate a due process hearing on a matter related to: 1) eligibility and related procedures; 2) Procedural Safeguards; 3) provision of a free and appropriate public education to the student; or 4) placement of the student. If a parent or adult student files a Section 504 due process complaint, the District will follow the policies and procedures set forth in Governing Board Policy IHBA, *Special Instructional Programs and Accommodations for Disabled Students*, and Governing Board Regulation IHBA-R, *Special Instructional Programs and Accommodations for Disabled Students*.

# Phoenix Union High School District 504 Forms

## [Section 504 Acceptance Checklist](#) [21](#)

**Purpose:** Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.

- [How to Create a New Student Record in eIEP Pro](#) [23](#)
- [Section 504 Acceptance Letter](#) [24](#)
- **Purpose:** Informs the parent/guardian that the student's previous Section 504 Student Accommodation Plan has been received and reviewed by the student's teachers and counselor so that accommodations and services will be provided while the student gets adjusted to the new school setting with the expectation that the Team will convene within a month, if necessary, to review and/or revise the Section 504 Student Accommodation Plan.
- [504 Team Member Confirmation Receipt of Plan](#) [26](#)
- [eIEP Pro General Education Teacher Access to Student Information Portal](#) [27](#)
- [Parent Rights and Safeguards under Section 504 \(English and Spanish\)](#) [29](#)
- **Purpose:** Informs the parent(s) of rights under Section 504. This form must be provided with the *Parent Consent: Section 504 Evaluation and Parent Notice: Section 504 Eligibility or Non-Eligibility Determination*.
- [Adding Signature Pages and Supporting Documents in eIEP Pro](#) [31](#)

## [Section 504 Initial Evaluation/Placement Checklist](#) [35](#)

**Purpose:** Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.

- [Section 504 Referral](#) [37](#)  
**Purpose:** Requests that a student be evaluated to determine if the student has a qualifying disability.
- [How to Create a New Student Record in eIEP Pro](#) [38](#)
- [Parent Notice and Consent For Consideration of Section 504 Protections](#) [40](#)
- **Purpose:** Informs the parent(s) of rights under Section 504. This form must be provided with the *Parent Consent: Section 504 Evaluation and Parent Notice: Section 504 Eligibility or Non-Eligibility Determination*.
- [Section 504 Parent Input Form](#) [42](#)  
**Purpose:** Provides information from Section 504 Team members on strengths and concerns noted to assist the Team in reviewing relevant data.
- [Section 504 Student Input Form](#) [44](#)  
**Purpose:** Provides information from Section 504 Team members on strengths and concerns noted to assist the Team in reviewing relevant data.
- [Parent Rights and Safeguards under Section 504 \(English and Spanish\)](#) [46](#)
- **Purpose:** Informs the parent(s) of rights under Section 504. This form must be provided with the *Parent Consent: Section 504 Evaluation and Parent Notice: Section 504 Eligibility or Non-Eligibility Determination*.
- [Medication Certification for Other Health Impairment](#) [48](#)
- [Section 504 Teacher Input Form](#) [49](#)  
**Purpose:** Provides information from Section 504 Team members on strengths and concerns noted to assist the Team in reviewing relevant data.
- [504 Parent Invitation](#) [50](#)  
**Purpose:** Invites parent(s) and the student to a Section 504 meeting.
- [504 Initial Evaluation and Periodic Re-Evaluation](#) [51](#)  
**Purpose:** Outlines areas to be evaluated and obtains written consent from parent(s) to administer tests or other evaluation materials to the student.

- [504 Eligibility Determination](#) 53  
**Purpose:** Organizes and documents the steps that the Section 504 Team must follow to determine whether a student is eligible under Section 504 and informs parent(s) of the student’s Section 504 eligibility or non-eligibility.
- [504 Student Accommodation Plan](#) 56  
**Purpose:** Organizes and documents the Section 504 Student Accommodation Plan created by the Section 504 Team if the Team determines that the student is entitled to the protections of Section 504 and is eligible for a Section 504 Student Accommodation Plan.
- [AzM2 & AIMS Science Accommodations for Students with Disabilities](#) 58  
**Purpose:** Provides a list of ADE-approved accommodations that the Section 504 Team may use to select appropriate testing accommodations for the student.
- [eIEP Pro General Education Teacher Access to Student Information Portal](#) 59
- [Adding Signature Pages and Supporting Documents in eIEP Pro](#) 60

## [Section 504 Review/Re-Evaluation/Placement Checklist](#) 64

**Purpose:** Assists the Site based 504 Coordinator in organizing and documenting the steps necessary to meet the legal requirements for the Section 504 evaluation and eligibility determination process.

- [eIEP Pro General Education Teacher Access to Student Information Portal](#) 66
- [504 Parent Invitation](#) 67  
**Purpose:** Invites parent(s) and the student to a Section 504 meeting.
- [Parent Rights and Safeguards under Section 504 \(English and Spanish\)](#) 68  
**Purpose:** Informs the parent(s) of rights under Section 504. This form must be provided with the *Parent Consent: Section 504 Evaluation* **and** *Parent Notice: Section 504 Eligibility or Non-Eligibility Determination*.
- [Section 504 Teacher Input Form](#) 70  
**Purpose:** Provides information from Section 504 Team members on strengths and concerns noted to assist the Team in reviewing relevant data.
- [504 Initial Evaluation and Periodic Re-Evaluation](#) 71  
**Purpose:** Outlines areas to be evaluated and obtains written consent from parent(s) to administer tests or other evaluation materials to the student.
- [504 Eligibility Determination](#) 73  
**Purpose:** Organizes and documents the steps that the Section 504 Team must follow to determine whether a student is eligible under Section 504 and informs parent(s) of the student’s Section 504 eligibility or non-eligibility.
- [504 Student Accommodation Plan](#) 76  
**Purpose:** Organizes and documents the Section 504 Student Accommodation Plan created by the Section 504 Team if the Team determines that the student is entitled to the protections of Section 504 and is eligible for a Section 504 Student Accommodation Plan.
- [AzM2 & AIMS Science Accommodations for Students with Disabilities](#) 58  
**Purpose:** Provides a list of ADE-approved accommodations that the Section 504 Team may use to select appropriate testing accommodations for the student.
- [Adding Signature Pages and Supporting Documents in eIEP Pro](#) 78

## [504 Manifestation Determination](#) 81

**Purpose:** Organizes and documents the steps that the Section 504 Team must follow to determine the relationship between the student’s disability and misconduct if the student’s educational placement may be changed for disciplinary reasons.

## [504 Summary or Performance](#) 81

**Purpose:** Provides a summary of the student’s current performance, needed accommodations and recommendation for accommodations in post-secondary education or work to assist the student in a smooth transition after graduation from high school.

**Revocation of Consent for Section 504 Services and Accommodations** **83**

**Student Concerns, Complaints, and Grievances – Board Policy Form** **85**

**Purpose:** Provides a form a parent/guardian can use to submit a complaint to the Coordinator of District 504 Coordinator alleging that a student’s rights under Section 504 have been violated.

**eIEP Pro Password and Beginning of the Year Staff Directions** **88**

**Site Based 504 Coordinator or Designee Beginning of the Year Directions** **90**

**Section 504 Student Identification – Synergy TeacherVUE and Core** **92**

# PHOENIX UNION HIGH SCHOOL DISTRICT

## Section 504 Acceptance Checklist

**For students entering the school with a current Section 504 Student Accommodation Plan. This includes incoming Freshmen, students transferring from another school in PUHSD or another district or charter enrolling for the first time in PUHSD.**

Student Name: \_\_\_\_\_

Student #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

1. For students entering the District with current Section 504 Student Accommodation Plans: Upon entering the District, the site based 504 Coordinator:

- Creates a profile for the student in eIEP Pro, or confirms that a profile exists in eIEP Pro, as soon as possible \_\_\_\_\_ (Date)
- Scans and uploads the student's current 504 Plan into eIEP Pro. \_\_\_\_\_ (Date)
- Directs teachers to verify receipt of Section 504 Student Accommodation Plan on eIEP Pro portal.
- Sends home to parent/guardian: \_\_\_\_\_ (Date)
  - Section 504 Acceptance Letter;
  - Copy of signed 504 Team Member Confirmation Receipt of Plan; and
  - Parent's Rights and Safeguards under Section 504.

(This is to confirm receipt of a 504 Plan. The Section 504 Acceptance Letter states that within a month the 504 Team will meet to review the 504 Plan, if necessary. At that time, the counselor would proceed to #3 on the Section 504 Review/Re-Evaluation/Placement Checklist.)

**Reminder:** A minimum of one annual review meeting is required for every student on a 504 Plan; therefore, if the student has not yet had an annual review during the current school year, a meeting will need to be scheduled.

2. The Site based 504 Coordinator contacts the Registrar's office to update the Synergy screen if update is needed and student is: \_\_\_\_\_ (Date)

- Eligible for Section 504 Student Accommodation Plan.
- Eligible but no plan required due to remission or mitigating measures.
- Eligible but parent refuses/revokes consent for services.
- No longer eligible for a 504 plan.

3. The Site based 504 Coordinator maintains all original 504 paperwork. The counselor scans and uploads all documents with signatures into eIEP pro. This checklist should be included as a coversheet for that paperwork. \_\_\_\_\_ (Date)

4. The Site based 504 Coordinator maintains a 504 file for that student. \_\_\_\_\_ (Date)

5. The Registrar also ensures that the Section 504 Student Accommodation Plan is sent to the new location if the student changes schools. \_\_\_\_\_ (Date)

6. The Site based 504 Coordinator completes the Section 504 Summary of Performance when the student is in the final semester of his/her senior year and preparing to graduate. A copy of the Summary of Performance is provided to the student. The final record is finalized and any records requiring signatures are scanned and uploaded in to eIEP pro.

---

(Date)

## How to Create a New Student Record in eIEP Pro

Before you create a new student record in eIEP Pro, you must first search for an existing student record.

Search by:

Student's state ID,	Student's last name,	Student's first name	Date of birth
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If you cannot find an existing student record, you will need to create a new student record in eIEP Pro.

Sign on to eIEP Pro and Click on the Student Profile button

Student Profile

Click on the + button between the Save and Print button

Save + Print

1. Complete the Student name (Full name - Last name, first name)
2. For the student ID you need to use the student's state ID
3. From the drop down, choose the school.
4. Click the "Add New Student" button to add the new student record.

**Student Name:** Last Name, First Name (do not use all CAPS) : Last, First

**Student ID:** 12345678

**Group Code:** 260 - South Mountain High School

Add New Student

Once you have added the new student record, you will be directed to the Student Profile page for the student you have just added. On the Student Profile page, please complete:

5. Student ID (PUHSD Perm ID)
  - a. Use the State ID if the PUSHHD Perm ID has not been issued yet. Once the student has been issued a PUHSD Perm ID, please go back to this page and change the Student ID to reflect the PUHSD Perm ID.
6. State ID – Required to transfer records
7. Student Date of Birth

Save + Print Student Name: Training, 504 X

Profile Info | SR-1 | SR-2 | Paperwork Tracking

Preschool | Attendance Data | Notification | History

Group Code: 255 Student ID/State ID: 504 1/  
Date Last Updated: 11/20/2017 10:20:42 AM Group/User Last Updated: ALL / amasey

**STUDENT PROFILES**

**Student Information** (How can I inactivate this student record?)

Name: Training, 504 SPED Inactive: ☐

Nickname:

Group Code: North High School Student ID | State ID: 504 1 |

**General Information**

Date of Birth:

8. Click on the SR-1 Tab



The screenshot shows the top section of a student profile page. At the top, there are buttons for 'Save', a plus sign, and 'Print'. Below these, the text 'Student Name: Training, 504' is displayed. A navigation bar contains several tabs: 'Profile Info', 'SR-1', 'Network Tracking', 'Preschool', 'Attendance Data', 'Notification', and 'History'. A yellow arrow labeled '8' points to the 'SR-1' tab, which is currently selected.

9. From the drop down menu, make sure the Group Code and the Attending School both show the same school for enrollment.



The screenshot shows the 'Student Information' section of the profile page. It includes a 'Save' button and the student's name 'Training, 504'. Below this, there are tabs for 'Profile Info', 'SR-1', and 'Attendance Data'. A red banner displays 'Group Code: 255' and 'Date Last Updated: 11/20/2017 10:20:42 AM'. The 'STUDENT' title is prominently displayed. The 'Student Information' section contains several fields: 'Group Code' (a dropdown menu showing '255 - North High School'), 'Student Name' (labeled 'Training, 504'), 'Last Name' (an empty text box), 'Middle Name' (an empty text box), and 'Attending School' (a dropdown menu showing 'North High School'). Two yellow arrows, both labeled '9', point to the dropdown arrows of the 'Group Code' and 'Attending School' fields respectively.

eIEP Pro will sync demographic information from Synergy during the night.

If the new student is moving into our district from another district using eIEP Pro, you may request the student's records transferred from the other district to PUHSD.

To request eIEP Pro student records be transferred from another school district, you will need to provide the following information to Erika Rodriguez at 602-764-1007 - [erodriguez1@phoenixunion.org](mailto:erodriguez1@phoenixunion.org)

- Student's full name
- Student's State ID – Must have a State ID listed on the Profile page.
- Student's PUHSD ID (if available)
- Date of birth
- Name of the other district

Once you have requested the transfer of records, please do not change either the State ID or the Perm ID on the Student Profile page until the request of records has been approved.



**PHOENIX UNION HIGH SCHOOL DISTRICT**  
**Section 504 Acceptance Letter**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

To The Parent/Guardian of: \_\_\_\_\_ (Student Name)

I have received a copy of your child's current Section 504 Student Accommodation Plan, developed by your child's prior school. As part of our efforts to help support your child in our school, I have reviewed the Plan and discussed the instructional and testing accommodations with all of your child's teachers as outlined in the Plan received. They have received a copy of the Plan and confirmed their understanding of the Plan and their related responsibilities. A copy of the signed 504 Confidential Plan (Teacher Confirmation) is enclosed for your records.

We would like the opportunity to see how your child performs in our school before reconvening the 504 Team, so that we have current classroom observations, performance data and input to share with you regarding any revisions to the Plan we feel are necessary. We will contact you within the next month to schedule a time to meet with you, if necessary. If a meeting is needed, we will work with you to arrange a mutually convenient time to meet as well as send you a written notice of the meeting as we value your participation in the discussion and decision making process. If you have any questions or if you would like your child's Section 504 Team to meet sooner than we are proposing, please contact me.

Section 504 provides you with specific rights concerning your child. These rights are summarized on the "Parent's Rights and Safeguards under Section 504" document enclosed with this letter.

\_\_\_\_\_  
Site based 504 Coordinator

\_\_\_\_\_  
Telephone Number

**Enclosures:** Confidential 504 Plan (Teacher confirmation)

Parent's Rights and Safeguards under Section 504

**Phoenix Union High School District  
504 Team Member Confirmation Receipt of Plan**

School \_\_\_\_\_ Site based 504 Coordinator:  
\_\_\_\_\_

Student Name: \_\_\_\_\_ Student DOB: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_  
\_\_\_\_\_

Please sign below to confirm that you have discussed with the counselor the eligibility of the following student \_\_\_\_\_, to have a 504 Accommodation Plan, that you have read the Plan, that you understand the instructional and testing accommodations allowed, received a copy of the Plan for your records, and you understand your responsibility related to the Plan.

1. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

4. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

5. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

6. Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

7. Other: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

8. Other: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE: Each time a class and/or teacher changes within a semester and/or school year, the Site based 504 Coordinator will complete a new form to document Teacher Confirmation with new personnel working with the student. Please scan and upload in to e IEP Pro after all personnel have signed off having received and understood the student's 504 plan.**

## **eIEP Pro General Education Teacher Access to Student: IEP Information Sheets, Behavior Intervention Plan and Section 504 Accommodation Plans**

This access will allow general education teachers the ability to review confidential information regarding a student's Individual Education Plan (IEP) Information Sheets, Behavior Intervention Plan or 504 Plan.

To access the student's IEP Information Sheet, Behavior Intervention Plan or 504 Accommodation Plan, go to:

<http://www.e-ieppro.com/phxhs/siportal/>

**Step 1:** Staff members login to the web address and entering your district email address and click on Step 2. You will immediately be sent an Access Code to the district email address you have entered.

**Step 2:** Check your district email to receive the Access Code (this Access Code will remain the same and can be re-sent by clicking on Re-send Access Code). Enter Access Code and click on Enter.

The screenshot shows the 'Student Information Portal' header. Below it, 'Step 1 >>' is followed by the instruction 'To enter the portal, please enter your email address below:'. There is a text input field with the label 'Email:' and the text 'genedteacher@mail.com' inside. At the bottom is a large green button with the text 'STEP 2 >>'.

The screenshot shows the 'Student Information Portal' header. Below it, 'Step 2 >>' is followed by the instruction 'To enter the portal, please enter the access code that was sent to your email address:'. There is a text input field with the label 'Access Code:'. Below the input field is a large green button with the text 'ENTER'. At the bottom is a blue link that says 'Re-send Access Code'.

If you have a student associated to your district email address, you will see a screen displaying the following information. Clicking on the date link for the document will access a Read-Only view.

Student Name / ID	School	Case Manager	IEP Info Sheet	BIP	504 Accom. Plan
Student, Training xyz30101	ABC	Kline, Jeff	✓ 02/17/2016	✓ 07/13/2015	✓ 09/16/2015

If you have a student in your class and the student is not showing up on your list, please contact your ESS office for IEPs and Behavior Intervention Plans or your Counseling office for Section 504 Accommodation Plans.

# Parent's Rights and Safeguards under Section 504

## As a parent, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you of your rights under federal law.
3. Provide parent consent for an evaluation of your child and receive notice with respect to identification, evaluation, or eligibility determination of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
7. Have transportation provided to an out of District school 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. Provide your child with an equal opportunity to participate in nonacademic and extracurricular activities offered by the District through the provision of reasonable accommodations.
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. Receive a response from the 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 District refuses this request, 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 regarding your child's identification, evaluation, and educational program placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.
14. File a complaint with the District when you believe your child's rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting it to your school Principal or to: PUHSD Section 504 Coordinator, located at: 4502 North Central Ave., Phoenix, AZ 85012
15. The Office for Civil Rights of the U.S. Department of Education also enforces the requirements of Section 504. The address of the regional office that includes Arizona is: Office for Civil Rights, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582.

## **DERECHOS Y GARANTÍAS DE LOS PADRES DE CONFORMIDAD CON EL ARTÍCULO 504**

### **Como padre, usted tiene el derecho a:**

1. Que su hijo tome parte y reciba beneficios de los programas de educación pública sin discriminación por motivos de discapacidad.
2. Haga que el Distrito le informará de sus derechos bajo la ley federal.
3. Proveer consentimiento de los padres para una evaluación de su hijo y recibir una notificación con respecto a la identificación, evaluación o determinación de la elegibilidad de su hijo.
4. Que su hijo reciba una educación pública gratuita y apropiada. Esto incluye el derecho a ser educado con estudiantes sin discapacidades en la medida máxima apropiada. También incluye el derecho a que el Distrito haga arreglos razonables para permitir a su hijo la misma oportunidad de participar en la escuela y las actividades relacionadas con la escuela.
5. Haga que su hijo sea educado en instalaciones y reciba servicios comparables a aquellos alumnos previstos y sin discapacidades.
6. Tener la elegibilidad y las decisiones educativas de colocación realizados en base a una variedad de fuentes de información, y por personas que conocen al estudiante, los datos de la evaluación, y las opciones de colocación.
7. Tener el transporte proporcionado a un ajuste de colocación en una escuela del distrito sin mayor costo para usted que se incurriría si el estudiante se colocaron en un programa operado por el Distrito.
8. Proporcione a su hijo con la misma oportunidad de participar en actividades no académicas y extracurriculares ofrecidas por el Distrito a través de la provisión de adaptaciones razonables.
9. Examinar todos los registros relevantes relacionados con las decisiones relacionadas con la identificación, evaluación, programa educativo y colocación de su hijo.
10. Obtener copias de los registros educativos a un costo razonable a menos que el costo le negarle el acceso a los registros.
11. Recibir una respuesta del Distrito a las solicitudes razonables de explicaciones e interpretaciones de los registros de su hijo.
12. Solicitud de enmienda de los registros educativos de su hijo si hay causa razonable para creer que son inexactas, engañosas, o en violación de los derechos de privacidad de su hijo. Si el distrito niega la solicitud, deberá notificarle en un plazo razonable y le aconsejará sobre el derecho a una audiencia.
13. Solicitar una audiencia imparcial de debido proceso en relación con las decisiones relativas a la identificación de su hijo, evaluación y colocación educativa. Usted y su hijo pueden tomar parte en la audiencia y tener un abogado que lo represente en su propio costo.
14. Presente una queja ante el Distrito cuando crees derechos de su hijo han sido violados. Una queja puede ser presentada al completar el Formulario de Queja de la Sección 504 y presentarlo al director de su escuela oa: 4502 North Central Ave. Phoenix, AZ 85012
15. La Oficina de Derechos Civiles del Departamento de Educación de Estados Unidos también hace cumplir los requisitos de la Sección 504 y el Título II. La dirección de la oficina regional que incluye a Arizona es: Oficina de Derechos Civiles, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582, teléfono: 303-844-5695.

## Adding Signature Pages and Supporting Documents in eIEP Pro

The Supporting Documentation section in eIEP Pro, allows the storage of documents within the eIEP Pro system for quick reference. In the past, documents such as; 504s from districts not using the eIEP Pro system, outside agency reports, and other documents were uploaded into eIEP Pro system. Now that PUHSD has been approved to store records electronically, it is important to upload signature pages and other supporting documents into eIEP Pro. Please follow the guidance listed below.

First you will need to scan the document to be loaded into the student's file, to your computer.

Once you have scanned the document, you will need to name the scanned document following these naming conventions:

- Note: No spaces; use the underscore\_ to separate words, characters or dates in the file name.
- a) Start with the district or agency name. For example: PUHSD, Tolleson, Phoenix\_El., outside agency name...
  - If the document originates from PUHSD, you will list the campus after PUHSD.

AL = Alhambra	CB = Camelback	DE = Desiderata	MV = Maryvale
BF = Betty Fairfax	CC = Cesar Chavez	FR = Franklin	NO = North
BI = BioScience	CE = Central	LA = Linda Abril	PC = Phoenix Coding
BO = Bostrom	CH = Carl Hayden	ME = Metro Tech	SM = South Mountain
TB = Trevor Browne	WC = Wilson College Prep		

- b) Name of the document. For example: IEP signature pages, IEP supporting documents, MET, Initial, BIP, etc....
- c) List the date of the document (not the date you are uploading the document).
- In the example below, the document to be loaded was named:  
PUHSD\_CB\_504\_Signature\_pages\_6\_30\_2017

Now that you have scanned and named the file to be loaded into the "Supporting Documents", you will need to follow these directions.

1. From the main menu screen for the student, select "Supporting Documentation".

Phoenix Union High School District Welcome: amassey | My Account

[Student Profile](#)
[Meeting Notices](#)
[Prior Written Notices](#)
[Evaluation MET](#)
[IEP Designer](#)
[Reporting](#)

Active Student: Ima Compliant Group Code: 220

Student Search:  Enter Student Name -OR-  Enter Student ID

<a href="#">Student Profile</a>	<a href="#">Evaluation/MET</a> 2
<a href="#">Conference Summaries</a> 1	<a href="#">IEP Designer</a> 5
<a href="#">Referrals</a> 0	<a href="#">Reference Area</a>
<a href="#">Meeting Notices</a> 1	<a href="#">Miscellaneous Forms</a> 6
<a href="#">Prior Written Notices</a> 4	<a href="#">Reporting</a>
<a href="#">Supporting Documentation</a> 0	<a href="#">Session Tracking</a>
<a href="#">Section 504</a>	

Version 16.0 (July 2016)

2. Select "Add New Supporting Documentation File"

Phoenix Union High School District Welcome: amassey | My Account

[Student Profile](#)
[Meeting Notices](#)
[Prior Written Notices](#)
[Evaluation MET](#)
[IEP Designer](#)
[Reporting](#)

Ima Compliant Has No Existing Supporting Documentation

[Add New Supporting Documentation File](#)

3. Select the "Add file" button

**e-IEP PRO SUPPORTING DOCUMENT UPLOAD**

Student Name: Ima Compliant Student ID: 020370  
 Upload Date: 06/13/2017 Group Code: 220

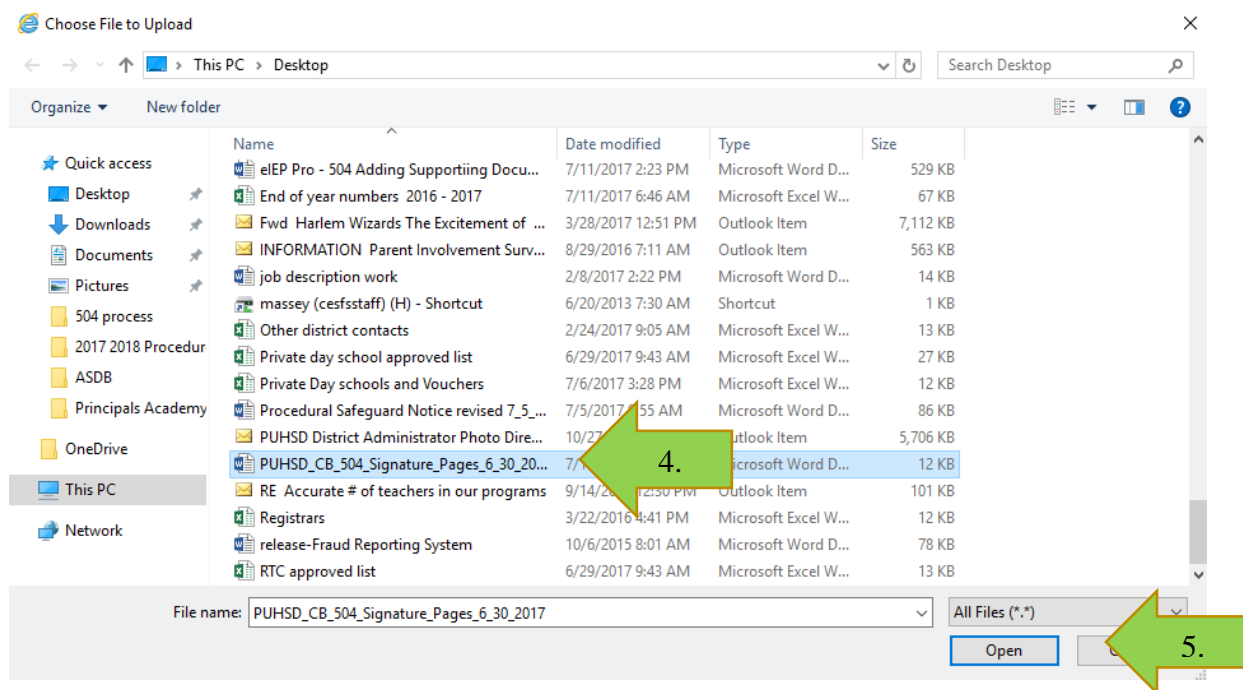
Select File:

File Description:  Notes:

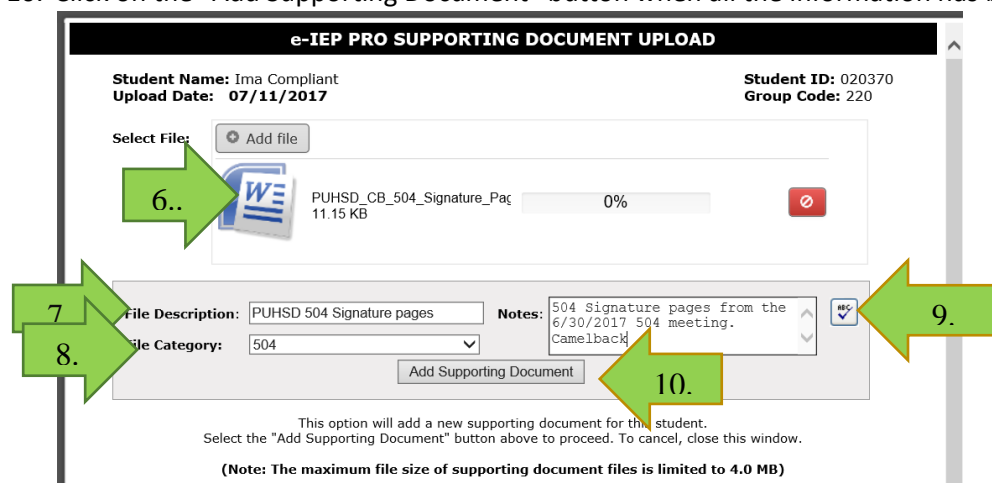
File Category:  N/A

4. Find the file in your computer and select the file to download.
5. click "Open"





6. The file will appear in the Select File box.
7. Add the information into the File Description.
8. Choose the File Category.
9. Add any notes
10. Click on the “Add Supporting Document” button when all the information has been completed.



From this page you will need to select the “Access” and “Transfer” status of the file.

Phoenix Union High School District

Welcome: amassey | My Account

Student Profile Meeting Notices Prior Written Notices Evaluation MET IEP Designer Reporting

**SUPPORTING DOCUMENTATION**

Ima Compliant - 020370

Order Files Below By: Upload Date | Description (Sort Order Set To: \*\*Upload Date\*\*)

Delete	Upload Date	File Name	Description (Created By)	Category	Notes	File Size	Access	Transfer	Lock
+ Add New Supporting Documentation File									
	6/13/2017	PUHSD IEP Signature pages 6_30_2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			
	6/13/2017	PUHSD IEP Signature pages 6_30_2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			

Update Lock All Documents

11. Access allows the permission for who can view this file. It is the default graphic seen below. By clicking on the graphic, you can choose the file to only be viewed by a person with Administrator rights .
12. Transfer allows the document to be transferred to other districts when the eIEP Pro student record is transferred to requesting districts upon the student's transfer from our district. The "Transfer" default is set to not allow this document to transfer. By clicking on the Transfer graphic, you can choose to allow the file to transfer with eIEP Pro to another district .
  - Items appropriate to transfer are:
  - Scanned IEPs and METs from other districts
  - Outside evaluations
  - Signature pages for IEPs and METs
  - Related service items helpful to another district.
  - Finally.... LOCK the document.

**PHOENIX UNION HIGH SCHOOL DISTRICT**  
**Section 504 Initial Evaluation/Placement Checklist**

Student Name: \_\_\_\_\_

Student #: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

1. The Site based 504 Coordinator initiates or receives a Section 504 Evaluation Referral. \_\_\_\_\_  
(Date)
2. The Lead Site based 504 Coordinator or Designee creates a profile for the student in eIEP Pro as soon as possible. \_\_\_\_\_  
(Date)
3. The Site based 504 Coordinator sends home: \_\_\_\_\_  
(Date)
  - Parent Notice and Consent for Consideration for Section 504 Protections
  - Parent Input Form
  - Student Input Form
  - Parent's Rights and Safeguards under Section 504
  - 504 Medical Certification Form (It is preferable to obtain this form from parents/guardians, but it is not required to be submitted by parent/guardian. Documentation of a medical or educational disability is required as part of 504 eligibility determination.)
4. The Site based 504 Coordinator sends Teacher Input Form to all teachers. \_\_\_\_\_  
(Date)
5. The Site based 504 Coordinator sends 504 Parent Invitation to parent/guardian. \_\_\_\_\_  
(Date)
6. The Site based 504 Coordinator collects and reviews sources of data to assist with the Section 504 Evaluation meeting and guides discussion using and completing Section 504 Initial Evaluation and Periodic Re-Evaluation form and Section 504 Assessment Plan (if needed). \_\_\_\_\_  
(Date)
7. Members of the Section 504 Team review data and complete the Section 504 Eligibility Determination Report form, gaining parent consent for placement if student is eligible. \_\_\_\_\_  
(Date)
8. The Section 504 Team develops a Section 504 Student Accommodation Plan, if determined necessary by the Section 504 Team. \_\_\_\_\_  
(Date)
9. The Counselor will mark the Section 504 Student Accommodation Plan as "Most Recent" and Lock the Accommodation Plan in eIEP Pro when completed. \_\_\_\_\_  
(Date)
10. The Site based 504 Coordinator contacts the Registrar's office to update the Synergy screen if student is: \_\_\_\_\_  
(Date)
  - Eligible for Section 504 Student Accommodation Plan.
  - Eligible but no plan required due to remission or mitigating measures.
  - Eligible but parent refuses/revokes consent for services

11. The Site based 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to all members of the Section 504 Team. \_\_\_\_\_  
(Date)

The Site based 504 Coordinator will provides the eIEP Pro General Education Teacher Access to Student Section 504 Accommodation Plans to the Student's General Education Teachers.

(The Site based 504 Coordinator directs any new teachers and/or long-term substitutes to verify receipt of Section 504 Student Accommodation Plan on eIEP Pro portal.)

12. The Site based 504 Coordinator provides a copy of the final Section 504 Student Accommodation Plan , including any documents signed by parent, to parent/guardian. \_\_\_\_\_  
(Date)

13. Upon completion of the 504 plan in eIEP Pro, the Site based 504 Coordinator scans all signature pages, uploads to eIEP Pro, and provides copies of the Plan to teachers. This checklist should be included as a coversheet for that paperwork. \_\_\_\_\_  
(Date)

14. The Site based 504 Coordinator maintains a 504 file for that student. \_\_\_\_\_  
(Date)

15. The Registrar also ensures that the Section 504 Student Accommodation Plan is sent to the new location if the student changes schools. \_\_\_\_\_  
(Date)

## Section 504 Referral

Interpreter Needed for Parent or Student

Yes ☐ No ☐

### Demographic Information:

Date of Referral for 504 Considerations \_\_\_\_\_ Referred by \_\_\_\_\_

Student \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_ Student ID# \_\_\_\_\_

Counselor \_\_\_\_\_ School \_\_\_\_\_

Parent Name \_\_\_\_\_ Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Language of student's home \_\_\_\_\_ Language of Instruction \_\_\_\_\_

Date Vision Screening \_\_\_\_\_ Pass Fail Date Hearing Screening \_\_\_\_\_ Pass Fail

### Reason for Referral:

(Please check all areas of concern)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Reading Comprehension   | <input type="checkbox"/> Fine Motor Skills    | <input type="checkbox"/> Study Skills          |
| <input type="checkbox"/> Reading Decoding        | <input type="checkbox"/> Gross Motor Skills   | <input type="checkbox"/> Organizational skills |
| <input type="checkbox"/> Written Expression      | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Medical concerns      |
| <input type="checkbox"/> Behavioral Difficulties | <input type="checkbox"/> Speech/Language      | <input type="checkbox"/> Attendance            |
| <input type="checkbox"/> Attention Span          | <input type="checkbox"/> Vision               | <input type="checkbox"/> Other (list) _____    |
| <input type="checkbox"/> Math Calculation        | <input type="checkbox"/> Hearing              |  |
| <input type="checkbox"/> Math Application        | <input type="checkbox"/> Test anxiety         |  |

### Previous supports and services:

(Please check all that apply)

- ☐ Previous SIT process ☐ Previous 504 Plan ☐ Previous IEP ☐ Previous services for ELL  
☐ Previous Educational Service Plan (Gifted/Talented) ☐ Previous Individual Health Care Plan

### FOR DISTRICT USE ONLY:

Upon receipt of the referral, the Site based 504 Coordinator will obtain from the parent/guardian, teachers and other necessary members of the Section 504 Team data that includes, but is not necessarily limited to:

- ☐ Parent Input Form ☐ Teacher Input Form ☐ Medical Records ☐ Grade reports ☐

Other \_\_\_\_\_

- ☐ Attendance records ☐ Discipline records ☐ Prior testing and standardized scores ☐ Student Input Form

The above data is being collected to be used at the Section 504 Initial Evaluation for Eligibility Considerations Meeting. The Site based 504 Coordinator will send home the Parent Notice for Consideration of Section 504 Protections upon receipt of the Section 504 Referral and will schedule a meeting with the Section 504 Team.

Signature of Counselor \_\_\_\_\_ Date Section 504 Meeting Set \_\_\_\_\_

☐ In writing ☐ By phone ☐ In person



## How to Create a New Student Record in eIEP Pro

Before you create a new student record in eIEP Pro, you must first search for an existing student record. Search by:

Student's state ID,	Student's last name,	Student's first name	Date of birth
---------------------	----------------------	----------------------	---------------

If you cannot find an existing student record, you will need to create a new student record in eIEP Pro.

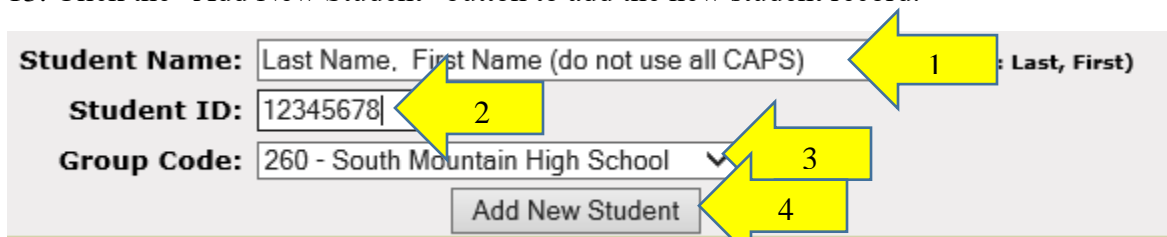
Sign on to eIEP Pro and Click on the Student Profile button

 Student Profile

Click on the + button between the Save and Print button

Save + Print

10. Complete the Student name (Full name - Last name, first name)
11. For the student ID you need to use the student's state ID
12. From the drop down, choose the school.
13. Click the "Add New Student" button to add the new student record.



**Student Name:** Last Name, First Name (do not use all CAPS) : Last, First

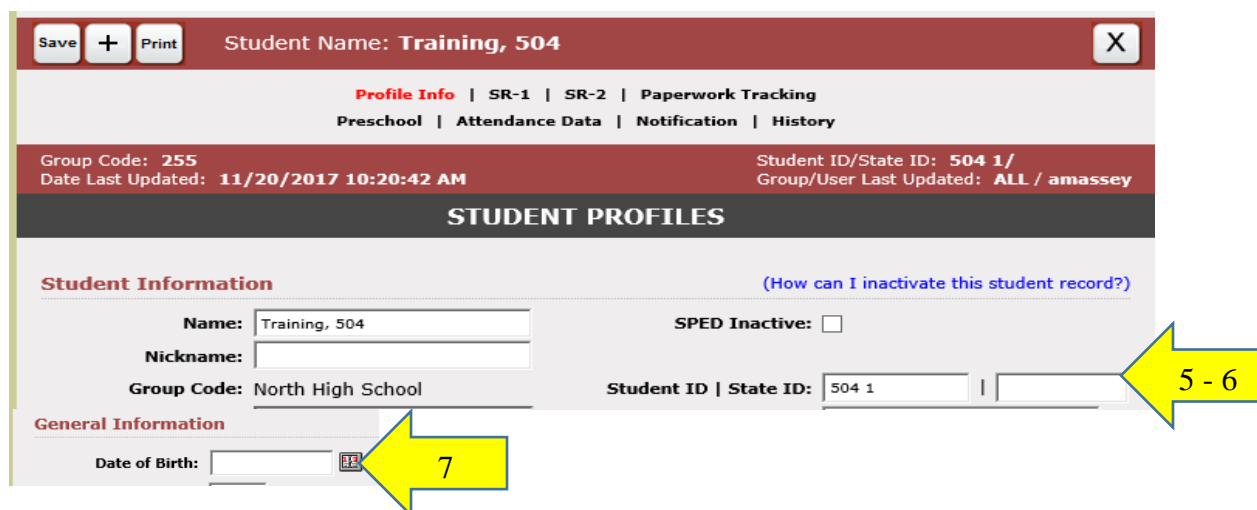
**Student ID:** 12345678

**Group Code:** 260 - South Mountain High School

Add New Student

Once you have added the new student record, you will be directed to the Student Profile page for the student you have just added. On the Student Profile page, please complete:

14. Student ID (PUHSD Perm ID)
  - a. Use the State ID if the PUSHD Perm ID has not been issued yet. Once the student has been issued a PUHSD Perm ID, please go back to this page and change the Student ID to reflect the PUHSD Perm ID.
15. State ID – Required to transfer records
16. Student Date of Birth



Save + Print Student Name: Training, 504 X

Profile Info | SR-1 | SR-2 | Paperwork Tracking  
Preschool | Attendance Data | Notification | History

Group Code: 255 Student ID/State ID: 504 1/  
Date Last Updated: 11/20/2017 10:20:42 AM Group/User Last Updated: ALL / amasey

**STUDENT PROFILES**

**Student Information** (How can I inactivate this student record?)

Name: Training, 504 SPED Inactive: ☐

Nickname:

Group Code: North High School Student ID | State ID: 504 1 |

**General Information**

Date of Birth:

17. Click on the SR-1 Tab



18. From the drop down menu, make sure the Group Code and the Attending School both show the same school for enrollment.



eIEP Pro will sync demographic information from Synergy during the night.

If the new student is moving into our district from another district using eIEP Pro, you may request the student's records transferred from the other district to PUHSD.

To request eIEP Pro student records be transferred from another school district, you will need to provide the following information to Erika Rodriguez at 602-764-1007 -

[erodriguez1@phoenixunion.org](mailto:erodriguez1@phoenixunion.org)

- Student's full name
- Student's State ID – Must have a State ID listed on the Profile page.
- Student's PUHSD ID (if available)
- Date of birth
- Name of the other district

Once you have requested the transfer of records, please do not change either the State ID or the Perm ID on the Student Profile page until the request of records has been approved.



Phoenix Union High School District

Student Name:  
School:

**PARENT NOTICE AND CONSENT  
FOR CONSIDERATION OF  
SECTION 504 PROTECTIONS**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date: 6/26/2018

To The Parent/Guardian of:

I have received a Section 504 Evaluation Referral regarding your child. As part of our efforts to improve your child's access to his or her education, we would like to meet as a Team to determine if your child may qualify for the protections under Section 504 of the Rehabilitation Act. For a student to qualify for Section 504 protection, the student must meet three criteria: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** Major life activities include, but are not limited to, breathing, concentrating, walking and/or learning. If a student has an impairment that **substantially limits** a major life activity, the impairment is a qualifying disability if it creates **a significant barrier** to the student's ability to access the same opportunities afforded to students without disabilities in the school setting.

In order to determine if your child qualifies, the District would like to conduct an evaluation regarding your child. Members of the Section 504 team will collect and review information. You, along with your child's teacher(s) and the school's guidance counselor, school psychologist, and other staff members may be involved in observations, assessments and other data collection activities.

Evaluations for consideration of Section 504 protections may simply consist of the Team reviewing existing records. Records could include school records, anecdotal evidence, observations, prior testing, grades, standardized test scores, medical records, discipline records and other data, in order to determine if your child qualifies for accommodations, services or supports in the classroom and/or to access the educational environment.

**PARENT CONSENT / PERMISSION TO REVIEW DATA AS PART OF SECTION 504 INITIAL ELIGIBILITY DETERMINATION**

**I understand that my consent is voluntary and may be revoked at any time. I also understand that if I do not provide consent for the District to review existing data, the District will not have sufficient information to make a determination of eligibility of Section 504 protections for my child. I understand that the action of gaining my consent to review existing data of my child is being proposed and:**

- ☐ **I give my consent for the District to review existing data and make an eligibility determination for Section 504 protections.**
- ☐ **I do not give my consent for the District to review existing data and make an eligibility determination for Section 504 protections.**

\_\_\_\_\_  
Signature of parent or legal guardian or adult student

\_\_\_\_\_  
Date

I have included a Section 504 Parent Input Form, as well as a Student Input Form, to help us obtain information about your child. Your input and observations of your child, as well as his/her own insights into learning styles and

needs, are valuable to us. Having this information will help the Team in completing its evaluation. Please return the form to the Site based 504 Coordinator at your earliest convenience.

Section 504 provides you with specific rights which are designed to keep you fully informed concerning decisions about your child. These rights are summarized on the "Parent's Rights and Safeguards under Section 504" document enclosed with this letter. If you have any questions or concerns, please do not hesitate to contact me. We look forward to meeting and working with you.

---

**School Assistant Principal**

---

**Telephone Number**

**Enclosures:** Parent's Rights and Safeguards under Section 504  
Section 504 Parent Input Form  
Section 504 Student Input Form

## Phoenix Union High School District Section 504 Parent Input Form

Student Name:	Date of Request:
Site based 504 Coordinator:	Site based 504 Coordinator Phone Number:

The information requested will help assist the Section 504 Team in better understanding your child. Your input is valuable as we work to support him/her. If you wish to share information outside of what is requested on this form, please feel free to attach additional information to this form when returning to me. If you have questions or concerns, contact the above named counselor.

### 1. Medical History:

Past or present medical concerns: ☐ No ☐ Yes If yes, please describe:

Is your child taking any medications? ☐ No ☐ Yes If yes, please describe:

Is your child under the care of a physician and/or psychologist? ☐ No ☐ Yes If yes, please describe:

Has a Release of Information form been completed? ☐ No ☐ Yes

If not, would you be willing to allow the district to speak with your child's physician? ☐ No ☐ Yes

Please share any other information you feel would help the District support your child:

### 2. Family History: Past or present family issues (divorce, moves, births, deaths, etc.)

### 3. Social History: How does your child interact with peers? Siblings? Adults?

### 4. Educational History:

Was your child retained? ☐ No ☐ Yes If yes, what grade?

Has your child been previously evaluated? ☐ No ☐ Yes If yes, when and what areas were evaluated?

If yes, are copies of the evaluation available? ☐ No ☐ Yes

Was your child previously eligible for special education and related services? ☐ No ☐ Yes If yes, please describe:

Was your child previously eligible for a Section 504 Plan? ☐ No ☐ Yes If yes, please describe:

Does your child have difficulty with specific academic subjects? ☐ No ☐ Yes If yes, which subjects are the most difficult?

How would you describe your child's study habits?

Does your child complete their homework? ☐ No ☐ Yes

Has your child been tutored? ☐ No ☐ Yes If yes, please describe when and what subjects:

Has your child attended summer school? ☐ No ☐ Yes If yes, please describe when and what subjects:

Is your child academically motivated? ☐ No ☐ Yes

Please share any other information you feel is relevant about your child's academic performance:

What are the **main concerns** you have about your child, if any?

## Phoenix Union High School District Section 504 Student Input Form

**Note to Counselors:** The purpose of this form is to give the students an opportunity to actively participate in the process and share information that may impact the team's decisions. The intention is for the counselor to interview the student prior to the 504 meeting and ask follow up questions as needed.

Student Name:	Date of Request:
Site based 504 Coordinator:	Site based 504 Coordinator Phone Number:

Please take few minutes to complete the form below to assist in making the best recommendations possible for your academic progress. We appreciate your time.

1. Please describe how you are doing in school. What are your strengths? With what areas do you have difficulty?

2. Have you asked for extra assistance in class? If so, what kind of help have you asked for? Has this been helpful? (e.g., extended time, restating instructions, secluded location to work, etc.)

3. Have you received extra assistance before or after school or during lunch (if offered)? If so, has this been helpful?

4. Do you complete your classwork? If not, what prevents you from doing this?

5. Do you complete your homework? If not, what prevents you from doing this?

6. What are some of your strengths when you take tests? What are some areas you struggle in when taking tests?

7. Do you participate in class discussions? If not, what prevents you from doing this?

8. What do you think your teachers can do to help you be more successful in school?

9. What do you think you can do to help you be more successful in school?

10. Is there anything else that you want to share as part of this process?

## Parent's Rights and Safeguards under Section 504

### As a parent, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you of your rights under federal law.
3. Provide parent consent for an evaluation of your child and receive notice with respect to identification, evaluation, or eligibility determination of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
7. Have transportation provided to an out of District school 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. Provide your child with an equal opportunity to participate in nonacademic and extracurricular activities offered by the District through the provision of reasonable accommodations.
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. Receive a response from the 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 District refuses this request, 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 regarding your child's identification, evaluation, and educational program placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.
14. File a complaint with the District when you believe your child's rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting it to your school Principal or to: PUHSD Section 504 Coordinator, located at: 4502 North Central Ave, Phoenix, AZ 85012
15. The Office for Civil Rights of the U.S. Department of Education also enforces the requirements of Section 504. The address of the regional office that includes Arizona is: Office for Civil Rights, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582.

## DERECHOS Y GARANTÍAS DE LOS PADRES DE CONFORMIDAD CON EL ARTÍCULO 504



### **Como padre, usted tiene el derecho a:**

1. Que su hijo tome parte y reciba beneficios de los programas de educación pública sin discriminación por motivos de discapacidad.
2. Haga que el Distrito le informará de sus derechos bajo la ley federal.
3. Proveer consentimiento de los padres para una evaluación de su hijo y recibir una notificación con respecto a la identificación, evaluación o determinación de la elegibilidad de su hijo.
4. Que su hijo reciba una educación pública gratuita y apropiada. Esto incluye el derecho a ser educado con estudiantes sin discapacidades en la medida máxima apropiada. También incluye el derecho a que el Distrito haga arreglos razonables para permitir a su hijo la misma oportunidad de participar en la escuela y las actividades relacionadas con la escuela.
5. Haga que su hijo sea educado en instalaciones y reciba servicios comparables a aquellos alumnos previstos y sin discapacidades.
6. Tener la elegibilidad y las decisiones educativas de colocación realizados en base a una variedad de fuentes de información, y por personas que conocen al estudiante, los datos de la evaluación, y las opciones de colocación.
7. Tener el transporte proporcionado a un ajuste de colocación en una escuela del distrito sin mayor costo para usted que se incurriría si el estudiante se colocaron en un programa operado por el Distrito.
8. Proporcione a su hijo con la misma oportunidad de participar en actividades no académicas y extracurriculares ofrecidas por el Distrito a través de la provisión de adaptaciones razonables.
9. Examinar todos los registros relevantes relacionados con las decisiones relacionadas con la identificación, evaluación, programa educativo y colocación de su hijo.
10. Obtener copias de los registros educativos a un costo razonable a menos que el costo le negarle el acceso a los registros.
11. Recibir una respuesta del Distrito a las solicitudes razonables de explicaciones e interpretaciones de los registros de su hijo.
12. Solicitud de enmienda de los registros educativos de su hijo si hay causa razonable para creer que son inexactas, engañosas, o en violación de los derechos de privacidad de su hijo. Si el distrito niega la solicitud, deberá notificarle en un plazo razonable y le aconsejará sobre el derecho a una audiencia.
13. Solicitar una audiencia imparcial de debido proceso en relación con las decisiones relativas a la identificación de su hijo, evaluación y colocación educativa. Usted y su hijo pueden tomar parte en la audiencia y tener un abogado que lo represente en su propio costo.
14. Presente una queja ante el Distrito cuando crees derechos de su hijo han sido violados. Una queja puede ser presentada al completar el Formulario de Queja de la Sección 504 y presentarlo al director de su escuela oa: 4502 North Central Ave, Phoenix, AZ 85012
15. La Oficina de Derechos Civiles del Departamento de Educación de Estados Unidos también hace cumplir los requisitos de la Sección 504 y el Título II. La dirección de la oficina regional que incluye a Arizona es: Oficina de Derechos Civiles, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582, teléfono: 303-844-5695.



**PHOENIX UNION HIGH SCHOOL DISTRICT  
4502 NORTH CENTRAL AVENUE  
PHOENIX, AZ 85012  
(602) 764-1100**

**MEDICAL CERTIFICATION FOR OTHER HEALTH IMPAIRMENT**

<b>Name of Student</b>	<b>Birthdate</b>	<b>Student Number</b>
<b>School</b>	<b>Grade</b>	
<b>Name of Parent(s)/Guardian(s)</b>		<b>Telephone Number</b>
<b>Street Address</b>		<b>City, State, Zip Code</b>

**Definition:** *Other health impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child's educational performance

<b>Please specifically define the severity of the condition of the student as it relates to the educational program that would require specially designed instruction.</b>
a. Current diagnosis (student must suffer from a chronic or acute health condition):
b. Describe the limited alertness to the educational environment due to limited strength, vitality, or alertness or heightened alertness to the surrounding environment:
c. Describe how the student's educational performance is adversely affected by the disability:
d. What is the disability's effect on the student's educational performance:

A doctor's statement alone does not establish the basis for an ADD/ADHD student's OHI eligibility. A multidisciplinary team in the school district must independently determine that the student needs special education and related services due to the impairment. The information provided in this form will assist the team in the evaluation process.

In order for a student to receive special education or related services verification of a physical disability/orthopedic impairment by a doctor of medicine or doctor of osteopathy is required.

I certify that this student has a medical condition that significantly limits his/her function.

Physician's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Physician's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_

## Phoenix Union High School District Section 504 Teacher Input Form

Student Name:	Date of Request:
Site based 504 Coordinator:	Date Due:
Teacher:	Class Subject/Current Grade:

Thank you for your dedication and commitment to supporting all students. Your input is essential to identifying the needs of the above-named student and planning for the student's success.

Instructional Rating -- Rate the above named student's performance in relation to other students of the same age. 1 = Below Average 2 = Average 3 = Above Average N = Not observed									
	1	2	3	N		1	2	3	N
Reading					Following oral directions				
Math skills					Following written directions				
Written expression					Organizational skills				
Spelling					Time management skills				
Class work					Interaction with staff				
Homework					Test Performance				

Behavioral Rating -- Rate the student's behavior in relation to other students of the same age. 1 = Hardly Ever 2 = Sometimes 3 = Frequently 4 = Almost Always N = Not observed												
	1	2	3	4	N		1	2	3	4	N	
Takes turns, waits						Sits without fidgeting or appearing restless						
Remains seated						Adapts to new situations without getting upset						
Completes time on task						Has a happy, even disposition						
Stays on task, easily redirected						Brings materials to class						
Makes and keeps friends						Accepts responsibility for actions						
Works cooperatively w/others						Other:						

What things related to your curriculum and/or instruction does the student do well in?
Where within your curriculum and/or instruction does the student struggle?
What accommodations have you tried and what were the results?

Phoenix Union High School District

Student Name:  
School:

**504 PARENT INVITATION**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date:

Dear :

You are invited to attend a meeting to discuss your child regarding Section 504. The purpose of this meeting is to:

- ☐ Conduct an Initial Section 504 Evaluation
- ☐ Conduct a Section 504 Reevaluation
- ☐ Determine Section 504 Eligibility
- ☐ Develop and/or Revise a Section 504 Accommodation Plan
- ☐ Conduct a Manifestation Determination Review

You are encouraged to attend this meeting. The meeting will be held at:

Date:

Time:

Location:

The school staff members listed below have been involved in the evaluation of your child. Each will attend the meeting or be represented by someone who is knowledgeable about your child and the information that will be reviewed in the eligibility meeting. If you have any questions, please contact me at .

Team Leader:

Phone:

Signature

Date

**504 Team Members**

**Role**

**Name**

Parent/Guardian/Surrogate

Counselor

General Education Teacher

General Education Teacher

General Education Teacher

General Education Teacher

Student

Phoenix Union High School District

Phoenix Union High School District

Student Name:  
School:

**504 PARENT INVITATION**

Student ID: 2018  
DOB:

Student Name:  
School:

**504 INITIAL EVALUATION AND  
PERIODIC RE-EVALUATION**

Student ID: 2018  
DOB:

Student Name:

DOB:  
Age:

Student ID: 2018

504 Coordinator:

School:

Parent Name:

Phone (H):

Phone (W):

Address:

Date: 06/26/2018



Periodic Re-evaluation



Initial Evaluation (referred by: )

**Section 504 Team Membership**

Name	Position/Title	Consulted and/or Attended	
	*Student	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Parent/Guardian/Surrogate	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Nurse	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Teacher of Hearing Impaired	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Counselor	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Occupational Therapist/Assistant	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Physical Therapist	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	School Psychologist	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Teacher of Vision Impaired	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended

**The 504 Team reviewed and carefully considered data gathered from a variety of sources.**

- |  |                                  |
|--|----------------------------------|
| • Parent Input                                     | • Teacher Input                  |
| • Student Input                                    | • Work Samples                   |
| • Grades   | • Discipline                     |
| • Attendance                                       | • Behavior / adaptive measures   |
| • Medical evaluations/diagnoses/physical condition | • Aptitude and Achievement Tests |

Phoenix Union High School District

Student Name:  
School:

504 PARENT INVITATION

Student ID: 2018  
DOB:

- Nurse records/school health care plans
- Other tests
- Previous 504 or IEP
- Mitigating measures
- Previous data from RTI
- Outside evaluations:
- Other:

The District needs your written consent (permission) before it can administer tests or other evaluation materials to your child. With your consent, the following areas will be assessed and tests or other evaluation materials will be administered.

Areas to be evaluated	Description of tests and other materials	Name of evaluator, if known
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PARENT CONSENT / PERMISSION TO ADMINISTER TESTS AND OTHER EVALUATION MATERIALS AS PART OF SECTION 504 INITIAL EVALUATION OR PERIODIC RE-EVALUATION

I understand that my consent is voluntary and may be revoked at any time during the administration of this evaluation. I also understand that if I do not give consent for the District to administer the evaluation, the District will not have a comprehensive analysis to make a determination of consideration of Section 504 protections for my child. I understand that the action of gaining my consent to evaluate my child is being proposed and:

- ☐ I give my consent for the District to administer these tests or other evaluation materials described above to my child as a part of the evaluation process.
- ☐ I do not give my consent for the District to administer these tests or other evaluation materials described above to my child as a part of the evaluation process.

Signature of parent or legal guardian or adult student

Date

Signature of 504 Coordinator

Date

If I have consented to the evaluation, I understand that the Team will reconvene after the above testing is completed to review the results of the additional data and make a determination of Section 504 eligibility. The team is scheduled to reconvene on: . A Section 504 Meeting Notice will be sent home prior to the meeting. The 504 Coordinator will retain original and provide the parent/guardian a copy.

Student Name:

DOB:  
Age:

Student ID: 2018

**504 Coordinator:**

**School:**

**Parent Name:**

**Phone (H):**

**Phone (W):**

**Date:** 6/26/2018

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## Results of 504 Evaluation

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### Section 504 Eligibility Determination

As directed by Congress in the ADAAA, the Section 504 Team understands that a definition of disability "shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act."

**1. Does the student have a physical or mental impairment?**

**Eligibility Question #1**

This is an educational determination only, and not a medical diagnosis for purposes of treatment. Impairments that are episodic, in remission, or mitigated should be listed.

Yes - No

**If the Team answered "Yes" to Question 1, identify the impairment(s) here.**

.

**2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)?**

**Eligibility Question #2**

For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability is present or active.

Yes - No

**3. Does the physical or mental impairment *substantially limit* a major life activity?**

**Eligibility Question #3**

The team needs to determine if the student is substantially limited in performing major life activity as compared to "most students" of the same grade or age.

Yes - No

**If Eligibility Question #3 is answered "no," explain why the student is not substantially limited and describe what measures are used by/for the student along with the impact of such measures:**

.

### Section 504 Plan and Placement

**4. Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?**

**Plan and Placement Question**

Yes - No

### Analyzing the Results of the Section 504 Team

1. If all four questions are answered "Yes," the student is eligible for both the nondiscrimination and Free Appropriate Public Education (FAPE) protections of Section 504, entitling the student to have a Section 504 Student Accommodation Plan.
2. If only the first three questions are "Yes," the student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic re-evaluations.

However, the Section 504 Team will not develop a Section 504 Student Accommodation Plan at this time because the student's needs are currently being met as adequately as with his/her non-disabled peers. Should this change, the 504 Team may reconvene and develop a Section 504 Student Accommodation Plan accordingly.

3. If any of the first three answers is "No," the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Student Accommodation Plan.

### **Section 504 Team Decision**

The Section 504 Team's analysis of the eligibility criteria as applied to the evaluation data indicates at this time:

#### **Not Section 504 Eligible**



#### **Eligible + Plan**



The student is eligible under Section 504 and will receive a Section 504 Student Accommodation Plan that governs the provisions of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504.

#### **Eligible + No Plan (Remission)**



The student is eligible under Section 504 and but does not currently require a Section 504 Student Accommodation Plan because the physical or mental impairment is in remission. Therefore, there is currently not a need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly.

#### **Eligible + No Plan (Mitigating Measures)**



The student is eligible under Section 504 but will not require a Section 504 Student Accommodation Plan because the student's needs are met adequately as his/her nondisabled peers due to the positive effects of the mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly. This would occur due to the mitigating measures not being provided nor implemented by the school.

#### **Dismissal from Section 504**



The student is no longer eligible under Section 504 and is exited from the program. The student will now receive general education without Section 504 services. The student will receive the nondiscrimination procedures of Section 504 as a student with a record of an impairment, together with the procedural safeguards, but will not receive manifestation determination or periodic re-evaluation.

#### **IDEA Eligible & Section 504 Dismissal**



The student has been determined to be eligible for special education and related services by a MET team. Consequently, the student will no longer receive services under a Section 504 Student Accommodation Plan. The student will receive FAPE through the student's IEP, together with the nondiscrimination protections and procedural safeguards of Section 504.

#### **Other:**



**Parent Consent for Section 504 Services**

I have been involved in the eligibility determination of my child for needing a Section 504 Student Accommodation Plan. I understand my rights, offer and responsibility of working with the Team to develop a Section 504 Student Accommodation Plan that will assist my child in receiving supports, services and accommodations necessary for his/her educational needs to be met as adequately as those of non-disabled peers.

\_\_\_\_\_ I consent to my child's receipt of services, as set forth in a Section 504 Student Accommodation Plan.

\_\_\_\_\_ I refuse consent to my child's receipt of services under a Section 504 Student Accommodation Plan. I understand that the school's offer of a Section 504 Student Accommodation Plan remains open to me as long as my child remains eligible for services under Section 504, and that I may provide my consent for my child to receive services by contacting at to schedule a Section 504 Team Meeting.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

**Section 504 Team Members:**

**Name**

**Title**

**Date**

\*Student

Parent/Guardian/Surrogate

Counselor

General Education Teacher

General Education Teacher

General Education Teacher

Nurse



Phoenix Union High School District

Student Name:  
School:

**504 Student Accommodation  
Plan**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date: 6/26/2018

Date 504 Plan Initiated:

Date 504 Plan should be reviewed:

Qualifying Disability: Disability

**Summary of Evaluation Data/Results:**

**Classroom Accommodations:**

Area(s) of Need

Accommodation(s)

Person Responsible

Describe location of services and the reason(s) necessary, or any other relevant information:

**Participation of Eligible 504 Student in the State Assessment/Civics Standardized Testing:**

*State Assessment Testing:*

- ☐ The student should take the State Assessment under routine conditions, without any accommodations.
- ☐ The student should NOT take the State Assessment under routine conditions and is eligible for the following Standard Accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

*State Civics Testing:*

- ☐ The student should take the Civics test under routine conditions, without any accommodations.
- ☐ The student should NOT take the Civics test under routine conditions and is eligible for the following accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

**Comments/Notes:**

**504 Student Accommodation Participants**

Phoenix Union High School District

Student Name:  
School:

**504 Student Accommodation  
Plan**

Student ID: 2018  
DOB:

**X** \_\_\_\_\_  
(Parent/Guardian/Surrogate)

**X** \_\_\_\_\_  
(Counselor)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(Student)

### *Accommodations for Students with Disabilities*

If a student with a disability requires an accommodation not listed, *contact ADE for guidance. All identified accommodations for assessment must be used routinely during instruction throughout the school year.*

<b>Test Session(s)</b>	<b>Accommodation</b>	<b>Additional Information</b>
Mathematics	<b>Abacus</b> – Students may use an abacus without restrictions for any Math test or a talking calculator for students taking Part 1 of the 7 <sup>th</sup> or 8 <sup>th</sup> grade Math test or any part of the 10 <sup>th</sup> grade Math test.	
Science ELA Part 1, 2 Mathematics	<b>Adult Transcription</b> – A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response while an adult enters this in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	<u>May not</u> be used for the Writing portion of ELA.
ELA Part 1, 2	<b>ASL and Closed Captioning</b> – Available for the listening items on the Reading portion of the computer-based ELA test.	
All Test Sessions	<b>Braille Test Booklet</b> – Provide a paper Braille test booklet.  Also requires Adult Transcription into the Data Entry Interface (DEI).	Braille tests must be ordered and approved through the test interface.
All Test Sessions	<b>Large Print Test Booklet</b> <b>CBT</b> – Students may either increase default zoom settings (up to 3x) or use Zoom Text when the student participates in CBT or provide a PBT Large Print test booklet. A PBT Large Print test booklet requires Adult Transcription into the Data Entry Interface (DEI).  <b>PBT</b> – Provide a Large Print test booklet. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).	Large Print tests must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.
All Test Sessions	<b>Paper Test Booklet CBT</b> – Provide a regular-sized paper test booklet for a student at a school administering the CBT. This accommodation may only be used for students who are unable, due to the disability, to access instructional and testing material on a computer during the school year and must be documented in the IEP or 504 Plan. If a paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).	Regular-sized paper tests for CBT schools must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.

All Test Sessions	<b>Rest/Breaks</b> – Individual students may take short breaks during testing sessions to rest. PBT - Test Administrator must collect paper test booklet document CBT - Test must be in "Pause" status	
Science Writing Mathematics	<b>Sign Test Content</b> – Any student who requires signing of content during daily instruction may have any of the content of Writing, Mathematics, and Science signed.	Signing the content of the Reading portion of the ELA test is prohibited.
All Test Sessions	<b>Simplified Directions</b> – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.	No test content or directions embedded within the test may be simplified.
Writing	<b>Technology Use for Paper-Based Testing</b> – Use of a tablet, laptop, or workstation for the writing response and/or open response items is permitted for PBT students with an IEP or 504 Plan. Grammar check, spell check, encyclopedia, word predictive functions, and internet access must be turned off. <ul style="list-style-type: none"> <li>○ The student must type the response.</li> <li>○ An adult must transfer the student's response exactly as written into the PBT test booklet.</li> <li>○ Any print copy must be shredded. Any electronic copy must be deleted.</li> </ul>	<b>Speech-to-Text is not permitted.</b>

If a student with an IEP/504 plan requires an accommodation not listed, *contact ADE for guidance.*

## **eIEP Pro General Education Teacher Access to Student: IEP Information Sheets, Behavior Intervention Plan and Section 504 Accommodation Plans**

This access will allow general education teachers the ability to review confidential information regarding a student's Individual Education Plan (IEP) Information Sheets, Behavior Intervention Plan or 504 Plan.

To access the student's IEP Information Sheet, Behavior Intervention Plan or 504 Accommodation Plan, go to:

<http://www.e-ieppro.com/phxhs/siportal/>

**Step 1:** Staff members login to the web address and entering your district email address and click on Step 2. You will immediately be sent an Access Code to the district email address you have entered.

**Step 2:** Check your district email to receive the Access Code (this Access Code will remain the same and can be re-sent by clicking on Re-send Access Code). Enter Access Code and click on Enter.

The screenshot shows the 'Student Information Portal' Step 1 login screen. It has a title 'Student Information Portal' and a sub-header 'Step 1 >>'. Below this, it says 'To enter the portal, please enter your email address below:'. There is a text input field with the label 'Email:' and the text 'gencdteacher@mail.com'. At the bottom, there is a large green button with the text 'STEP 2 >>'.

The screenshot shows the 'Student Information Portal' Step 2 access code screen. It has a title 'Student Information Portal' and a sub-header 'Step 2 >>'. Below this, it says 'To enter the portal, please enter the access code that was sent to your email address:'. There is a text input field with the label 'Access Code:'. At the bottom, there is a large green button with the text 'ENTER' and a blue link 'Re-send Access Code' below it.

If you have a student associated to your district email address, you will see a screen displaying the following information. Clicking on the date link for the document will access a Read-Only view.

Student Name / ID	School	Case Manager	IEP Info Sheet	BIP	504 Accom. Plan
Student, Training xyz30101	ABC	Kline, Jeff	✓ 02/17/2016	✓ 07/13/2015	✓ 09/16/2015

If you have a student in your class and the student is not showing up on your list, please contact your ESS office for IEPs and Behavior Intervention Plans or your Counseling office for Section 504 Accommodation Plans.

## Adding Signature Pages and Supporting Documents in eIEP Pro

The Supporting Documentation section in eIEP Pro, allows the storage of documents within the eIEP Pro system for quick reference. In the past, documents such as; 504s from districts not using the eIEP Pro system, outside agency reports, and other documents were uploaded into eIEP Pro system. Now that PUHSD has been approved to store records electronically, it is important to upload signature pages and other supporting documents into eIEP Pro. Please follow the guidance listed below.

First you will need to scan the document to be loaded into the student's file, to your computer.

Once you have scanned the document, you will need to name the scanned document following these naming conventions:

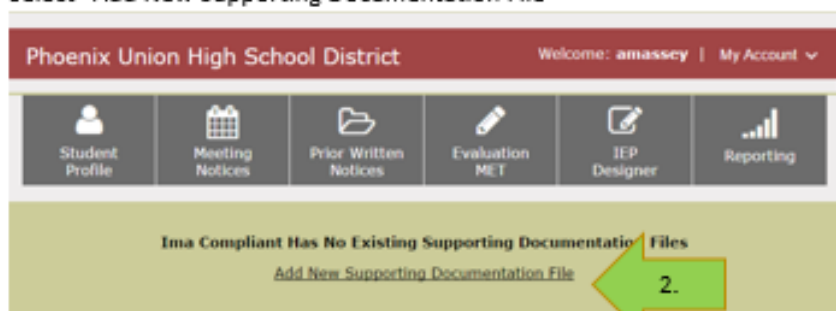
- Note: No spaces; use the underscore\_ to separate words, characters or dates in the file name.
  - a) Start with the district or agency name. For example: PUHSD, Tolleson, Phoenix\_EI., outside agency name...
    - o If the document originates from PUHSD, you will list the campus after PUHSD.
- |                    |                          |                  |                     |
|--------------------|--------------------------|------------------|---------------------|
| AL = Alhambra      | CB = Camelback           | DE = Desiderata  | MV = Maryvale       |
| BF = Betty Fairfax | CC = Cesar Chavez        | FR = Franklin    | NO = North          |
| BI = BioScience    | CE = Central             | LA = Linda Abril | PC = Phoenix Coding |
| BO = Bostrom       | CH = Carl Hayden         | ME = Metro Tech  | SM = South Mountain |
| TB = Trevor Browne | WC = Wilson College Prep |                  |                     |
- b) Name of the document. For example: IEP signature pages, IEP supporting documents, MET, Initial, BIP, etc....
  - c) List the date of the document (not the date you are uploading the document).
  - In the example below, the document to be loaded was named: PUHSD\_CB\_504\_Signature\_pages\_6\_30\_2017

Now that you have scanned and named the file to be loaded into the "Supporting Documents", you will need to follow these directions.

1. From the main menu screen for the student, select "Supporting Documentation".

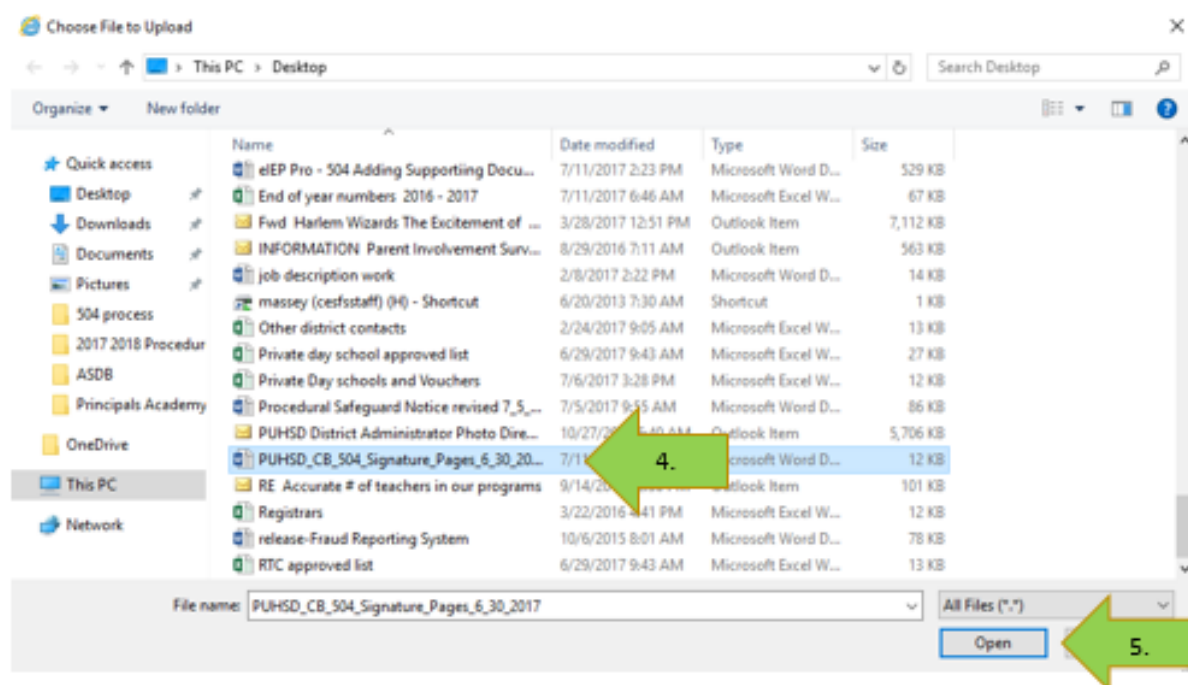


2. Select "Add New Supporting Documentation File"



3. Select the "Add file" button

4. Find the file in your computer and select the file to download.
5. click "Open"



6. The file will appear in the Select File box.
7. Add the information into the File Description.
8. Choose the File Category.
9. Add any notes
10. Click on the "Add Supporting Document" button when all the information has been completed.

**e-IEP PRO SUPPORTING DOCUMENT UPLOAD**

Student Name: Ima Compliant      Student ID: 020370  
 Upload Date: 07/11/2017      Group Code: 220

Select File:

6..  PUHSD\_CB\_504\_Signature\_Pag 11.15 KB 0% 

7. File Description: PUHSD 504 Signature pages      Notes: 504 Signature pages from the 6/30/2017 504 meeting. Camelback

8. File Category: 504 

10.

9.

This option will add a new supporting document for this student.  
 Select the "Add Supporting Document" button above to proceed. To cancel, close this window.

(Note: The maximum file size of supporting document files is limited to 4.0 MB)

From this page you will need to select the "Access" and "Transfer" status of the file.







Phoenix Union High School District      Welcome: amassey | My Account ▾

Student Profile   Meeting Notices   Prior Written Notices   Evaluation MET   IEP Designer   Reporting





**SUPPORTING DOCUMENTATION**

Ima Compliant - 020370

Order Files Below By: Upload Date | Description (Sort Order Set To: \*\*Up

Delete	Upload Date	File Name	Description (Created By)	Category	Notes	File Size	Access	Transfer	Lock
	6/13/2017	PUHSD IEP Signature pages 6_30_2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			LOCKED
	6/13/2017	PUHSD IEP Signature pages 6_30_2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			LOCKED

[+ Add New Supporting Documentation File](#)

11. Access allows the permission for who can view this file. It is the default graphic seen below. By clicking on the Access  graphic, you can choose the file to only be viewed by a person with Administrator rights .
  12. Transfer allows the document to be transferred to other districts when the eIEP Pro student record is transferred to requesting districts upon the student's transfer from our district. The "Transfer" default is set to not allow this document to transfer. By clicking on the Transfer  graphic, you can choose to allow the file to transfer with eIEP Pro to another district .
- Items appropriate to transfer are:
  - Scanned IEPs and METs from other districts
  - Outside evaluations
  - Signature pages for IEPs and METs
  - Related service items helpful to another district.
  - Finally..... LOCK the document.



**PHOENIX UNION HIGH SCHOOL DISTRICT**  
**Section 504 Review/Re-Evaluation/Placement Checklist**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

1. At the beginning of the school year, the Site based 504 Coordinator: \_\_\_\_\_  
(Date)
  - Sends a copy of the student's current Section 504 Plan to the teachers
  - Confirms that there is a profile for the student in eIEP Pro
  - Directs teachers to verify receipt of the Section 504 Student Accommodation Plan on eIEP Pro Student Information Portal.
2. The Site based 504 Coordinator sends home \_\_\_\_\_  
(Date)
  - 504 Parent Invitation to parent/guardian.
  - Parent's Rights and Safeguards under Section 504
3. The Site based 504 Coordinator sends Teacher Input Form to all teachers. \_\_\_\_\_  
(Date)
4. At the meeting, the 504 Team: \_\_\_\_\_  
(Date)
  - Uses Section 504 Initial Evaluation and Periodic Re-Evaluation form to review existing data. (This form captures the conference notes for the Section 504 Review, including documenting parent input and student input.)
  - Reviews the Section 504 Student Accommodation Plan and revises as needed.

If the team determines that no additional data is needed, proceed to #7 on this checklist.
5. For the Re-evaluation process: \_\_\_\_\_  
(Date)
  - If the team determines that additional data is needed to reestablish eligibility or to inform the Section 504 Student Accommodation Plan, an assessment plan is developed using the Section 504 Assessment Plan, with a meeting date set to reconvene to review additional data, if necessary. At the new meeting, complete the Section 504 Eligibility Determination Report form.
  - If, as a result of the review, the team determines there is a change in eligibility, the team completes the Section 504 Eligibility Determination Report form.
6. The Site based 504 Coordinator contacts the Registrar's office to update the Synergy screen if update is needed and student is: \_\_\_\_\_  
(Date)
  - Eligible for Section 504 Student Accommodation Plan.
  - Eligible but no plan required due to remission or mitigating measures.
  - Eligible but parent refuses/revokes consent for services.
  - No longer eligible for a 504 plan.

7. The Site based 504 Coordinator provides a copy of the Section 504 Student Accommodation Plan to all members of the 504 Team. \_\_\_\_\_  
(Date)
- The Site based 504 Coordinator will provides the eIEP Pro General Education Teacher Access to Student Section 504 Accommodation Plans to the Student's General Education Teachers.
- (The Site based 504 Coordinator directs any new teachers and/or long-term substitutes to verify receipt of Section 504 Student Accommodation Plan on eIEP Pro portal.)
8. The Site based 504 Coordinator provides a copy of the final Section 504 Student Accommodation Plan to parent/guardian along with copies of any signatures pages parent signed and meeting notice(s). \_\_\_\_\_  
(Date)
9. Upon completion of the 504 plan in eIEP Pro, the Site based 504 Coordinator scans all signature pages, uploads to eIEP Pro, and provides copies of the Plan to teachers. This checklist should be included as a coversheet for that paperwork. \_\_\_\_\_  
(Date)
10. The Site based 504 Coordinator maintains a 504 file for that student. \_\_\_\_\_  
(Date)
11. The Registrar also ensures that the Section 504 Student Accommodation Plan is sent to the new location if the student changes schools. \_\_\_\_\_  
(Date)
12. The Site based 504 Coordinator completes the Section 504 Summary of Performance when the student is in the final semester of his/her senior year and preparing to graduate. A copy of the Summary of Performance is provided to the student. The final record is finalized and any records requiring signatures are scanned and uploaded in to eIEP pro. \_\_\_\_\_  
(Date)

## **eIEP Pro General Education Teacher Access to Student: IEP Information Sheets, Behavior Intervention Plan and Section 504 Accommodation Plans**

This access will allow general education teachers the ability to review confidential information regarding a student's Individual Education Plan (IEP) Information Sheets, Behavior Intervention Plan or 504 Plan.

To access the student's IEP Information Sheet, Behavior Intervention Plan or 504 Accommodation Plan, go to:

<http://www.e-ieppro.com/phxhs/siportal/>

**Step 1:** Staff members login to the web address and entering your district email address and click on Step 2. You will immediately be sent an Access Code to the district email address you have entered.

**Step 2:** Check your district email to receive the Access Code (this Access Code will remain the same and can be re-sent by clicking on Re-send Access Code). Enter Access Code and click on Enter.

The screenshot shows the 'Student Information Portal' interface for Step 1. It prompts the user to enter their email address. An example email 'gencdteacher@mail.com' is entered in the text field. Below the field is a large green button labeled 'STEP 2 >>'.

The screenshot shows the 'Student Information Portal' interface for Step 2. It prompts the user to enter the access code received via email. A text field for 'Access Code:' is provided. Below it is a large green button labeled 'ENTER'. At the bottom, there is a blue link that says 'Re-send Access Code'.

If you have a student associated to your district email address, you will see a screen displaying the following information. Clicking on the date link for the document will access a Read-Only view.

Student Name / ID	School	Case Manager	IEP Info Sheet	BIP	504 Accom. Plan
Student, Training xyz30101	ABC	Kline, Jeff	✓ 02/17/2016	✓ 07/13/2015	✓ 09/16/2015

If you have a student in your class and the student is not showing up on your list, please contact your ESS office for IEPs and Behavior Intervention Plans or your Counseling office for Section 504 Accommodation Plans.

Phoenix Union High School District

Student Name:  
School:

**504 PARENT INVITATION**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date:

Dear :

You are invited to attend a meeting to discuss your child regarding Section 504. The purpose of this meeting is to:

- ☐ Conduct an Initial Section 504 Evaluation
- ☐ Conduct a Section 504 Reevaluation
- ☐ Determine Section 504 Eligibility
- ☐ Develop and/or Revise a Section 504 Accommodation Plan
- ☐ Conduct a Manifestation Determination Review

You are encouraged to attend this meeting. The meeting will be held at:

Date:

Time:

Location:

The school staff members listed below have been involved in the evaluation of your child. Each will attend the meeting or be represented by someone who is knowledgeable about your child and the information that will be reviewed in the eligibility meeting. If you have any questions, please contact me at .

Team Leader:

Phone:

Signature

Date

**504 Team Members**

**Role**

**Name**

Parent/Guardian/Surrogate  
Counselor  
General Education Teacher  
General Education Teacher  
General Education Teacher  
General Education Teacher  
Student

# Parent's Rights and Safeguards under Section 504

## As a parent, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you of your rights under federal law.
3. Provide parent consent for an evaluation of your child and receive notice with respect to identification, evaluation, or eligibility determination of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
7. Have transportation provided to an out of District school 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. Provide your child with an equal opportunity to participate in nonacademic and extracurricular activities offered by the District through the provision of reasonable accommodations.
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. Receive a response from the 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 District refuses this request, 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 regarding your child's identification, evaluation, and educational program placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.
14. File a complaint with the District when you believe your child's rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting it to your school Principal or to: PUHSD Section 504 Coordinator, located at: 4502 North Central, Phoenix, AZ 85012
15. The Office for Civil Rights of the U.S. Department of Education also enforces the requirements of Section 504. The address of the regional office that includes Arizona is: Office for Civil Rights, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582.

## **DERECHOS Y GARANTÍAS DE LOS PADRES DE CONFORMIDAD CON EL ARTÍCULO 504**

### **Como padre, usted tiene el derecho a:**

1. Que su hijo tome parte y reciba beneficios de los programas de educación pública sin discriminación por motivos de discapacidad.
2. Haga que el Distrito le informará de sus derechos bajo la ley federal.
3. Proveer consentimiento de los padres para una evaluación de su hijo y recibir una notificación con respecto a la identificación, evaluación o determinación de la elegibilidad de su hijo.
4. Que su hijo reciba una educación pública gratuita y apropiada. Esto incluye el derecho a ser educado con estudiantes sin discapacidades en la medida máxima apropiada. También incluye el derecho a que el Distrito haga arreglos razonables para permitir a su hijo la misma oportunidad de participar en la escuela y las actividades relacionadas con la escuela.
5. Haga que su hijo sea educado en instalaciones y reciba servicios comparables a aquellos alumnos previstos y sin discapacidades.
6. Tener la elegibilidad y las decisiones educativas de colocación realizados en base a una variedad de fuentes de información, y por personas que conocen al estudiante, los datos de la evaluación, y las opciones de colocación.
7. Tener el transporte proporcionado a un ajuste de colocación en una escuela del distrito sin mayor costo para usted que se incurriría si el estudiante se colocaron en un programa operado por el Distrito.
8. Proporcione a su hijo con la misma oportunidad de participar en actividades no académicas y extracurriculares ofrecidas por el Distrito a través de la provisión de adaptaciones razonables.
9. Examinar todos los registros relevantes relacionados con las decisiones relacionadas con la identificación, evaluación, programa educativo y colocación de su hijo.
10. Obtener copias de los registros educativos a un costo razonable a menos que el costo le negarle el acceso a los registros.
11. Recibir una respuesta del Distrito a las solicitudes razonables de explicaciones e interpretaciones de los registros de su hijo.
12. Solicitud de enmienda de los registros educativos de su hijo si hay causa razonable para creer que son inexactas, engañosas, o en violación de los derechos de privacidad de su hijo. Si el distrito niega la solicitud, deberá notificarle en un plazo razonable y le aconsejará sobre el derecho a una audiencia.
13. Solicitar una audiencia imparcial de debido proceso en relación con las decisiones relativas a la identificación de su hijo, evaluación y colocación educativa. Usted y su hijo pueden tomar parte en la audiencia y tener un abogado que lo represente en su propio costo.
14. Presente una queja ante el Distrito cuando crees derechos de su hijo han sido violados. Una queja puede ser presentada al completar el Formulario de Queja de la Sección 504 y presentarlo al director de su escuela oa: 4502 North Central , Phoenix, AZ 85012
15. La Oficina de Derechos Civiles del Departamento de Educación de Estados Unidos también hace cumplir los requisitos de la Sección 504 y el Título II. La dirección de la oficina regional que incluye a Arizona es: Oficina de Derechos Civiles, 1244 Speer Blvd. Suite 300, Denver, CO 80204-3582, teléfono: 303-844-5695.

## Phoenix Union High School District Section 504 Teacher Input Form

Student Name:	Date of Request:
Site based 504 Coordinator:	Date Due:
Teacher:	Class Subject/Current Grade:

Thank you for your dedication and commitment to supporting all students. Your input is essential to identifying the needs of the above-named student and planning for the student's success.

Instructional Rating -- Rate the above named student's performance in relation to other students of the same age. 1 = Below Average 2 = Average 3 = Above Average N = Not observed									
	1	2	3	N		1	2	3	N
Reading					Following oral directions				
Math skills					Following written directions				
Written expression					Organizational skills				
Spelling					Time management skills				
Class work					Interaction with staff				
Homework					Test Performance				

Behavioral Rating -- Rate the student's behavior in relation to other students of the same age. 1 = Hardly Ever 2 = Sometimes 3 = Frequently 4 = Almost Always N = Not observed												
	1	2	3	4	N		1	2	3	4	N	
Takes turns, waits						Sits without fidgeting or appearing restless						
Remains seated						Adapts to new situations without getting upset						
Completes time on task						Has a happy, even disposition						
Stays on task, easily redirected						Brings materials to class						
Makes and keeps friends						Accepts responsibility for actions						
Works cooperatively w/others						Other:						

<b>What things related to your curriculum and/or instruction does the student do well in?</b>
<b>Where within your curriculum and/or instruction does the student struggle?</b>
<b>What accommodations have you tried and what were the results?</b>

**Phoenix Union High School District**

**Student Name:**  
**School:**

**504 INITIAL EVALUATION AND  
PERIODIC RE-EVALUATION**

**Student ID:** 2018  
**DOB:**

**Student Name:**

**DOB:**  
**Age:**

**Student ID:** 2018

**504 Coordinator:**

**School:**

**Parent Name:**

**Phone (H):**

**Phone (W):**

**Address:**

**Date:** 06/26/2018



**Periodic Re-evaluation**



**Initial Evaluation (referred by: )**

**Section 504 Team Membership**

<b>Name</b>	<b>Position/Title</b>	<b>Consulted and/or Attended</b>	
	*Student	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Parent/Guardian/Surrogate	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	General Education Teacher	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Nurse	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Teacher of Hearing Impaired	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Counselor	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Occupational Therapist/Assistant	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Physical Therapist	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	School Psychologist	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended
	Teacher of Vision Impaired	<input type="checkbox"/> Consulted	<input type="checkbox"/> Attended

**The 504 Team reviewed and carefully considered data gathered from a variety of sources.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Parent Input</li> <li>• Student Input</li> <li>• Grades</li> <li>• Attendance</li> <li>• Medical evaluations/diagnoses/physical condition</li> <li>• Nurse records/school health care plans</li> <li>• Other tests</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Input</li> <li>• Work Samples</li> <li>• Discipline</li> <li>• Behavior / adaptive measures</li> <li>• Aptitude and Achievement Tests</li> <li>• Previous data from RTI</li> <li>• Outside evaluations:</li> </ul> |
|--|---|



Phoenix Union High School District

Student Name:  
School:

**504 INITIAL EVALUATION AND  
PERIODIC RE-EVALUATION**

Student ID: 2018  
DOB:

- Previous 504 or IEP
- Mitigating measures
- Other:

**The District needs your written consent (permission) before it can administer tests or other evaluation materials to your child. With your consent, the following areas will be assessed and tests or other evaluation materials will be administered.**

Areas to be evaluated	Description of tests and other materials	Name of evaluator, if known
-----------------------	--	-----------------------------

**PARENT CONSENT / PERMISSION TO ADMINISTER TESTS AND OTHER EVALUATION MATERIALS AS PART OF SECTION 504 INITIAL EVALUATION OR PERIODIC RE-EVALUATION**

**I understand that my consent is voluntary and may be revoked at any time during the administration of this evaluation. I also understand that if I do not give consent for the District to administer the evaluation, the District will not have a comprehensive analysis to make a determination of consideration of Section 504 protections for my child. I understand that the action of gaining my consent to evaluate my child is being proposed and:**

- ☐ I give my consent for the District to administer these tests or other evaluation materials described above to my child as a part of the evaluation process.
- ☐ I do not give my consent for the District to administer these tests or other evaluation materials described above to my child as a part of the evaluation process.

\_\_\_\_\_  
**Signature of parent or legal guardian or adult student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of 504 Coordinator**

\_\_\_\_\_  
**Date**

If I have consented to the evaluation, I understand that the Team will reconvene after the above testing is completed to review the results of the additional data and make a determination of Section 504 eligibility. The team is scheduled to reconvene on: . A Section 504 Meeting Notice will be sent home prior to the meeting. The 504 Coordinator will retain original and provide the parent/guardian a copy.

Phoenix Union High School District

Student Name:  
School:

**504 Eligibility Determination**

Student ID: 2018  
DOB:

**Student Name:**

**DOB:**

**Student ID: 2018**

Phoenix Union High School District

Student Name:  
School:

**504 Eligibility Determination**

Student ID: 2018  
DOB:

**504 Coordinator:** Age:  
**Parent Name:** School:  
**Date:** 6/26/2018 Phone (H): Phone (W):

**Results of 504 Evaluation**

**Section 504 Eligibility Determination**

As directed by Congress in the ADAAA, the Section 504 Team understands that a definition of disability "shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act."

- 1. Does the student have a physical or mental impairment?** **Eligibility Question #1**  
This is an educational determination only, and not a medical diagnosis for purposes of treatment. Impairments that are episodic, in remission, or mitigated should be listed. Yes - No

**If the Team answered "Yes" to Question 1, identify the impairment(s) here.**

- 2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)?** **Eligibility Question #2**  
For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability is present or active. Yes - No

- 3. Does the physical or mental impairment *substantially limit* a major life activity?** **Eligibility Question #3**  
The team needs to determine if the student is substantially limited in performing major life activity as compared to "most students" of the same grade or age. Yes - No

**If Eligibility Question #3 is answered "no," explain why the student is not substantially limited and describe what measures are used by/for the student along with the impact of such measures:**

**Section 504 Plan and Placement**

- 4. Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?** **Plan and Placement Question**  
Yes - No

Student Name:  
School:

## 504 Eligibility Determination

Student ID: 2018  
DOB:

### Analyzing the Results of the Section 504 Team

16. If all four questions are answered "Yes," the student is eligible for both the nondiscrimination and Free Appropriate Public Education (FAPE) protections of Section 504, entitling the student to have a Section 504 Student Accommodation Plan.
17. If only the first three questions are "Yes," the student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic re-evaluations. However, the Section 504 Team will not develop a Section 504 Student Accommodation Plan at this time because the student's needs are currently being met as adequately as with his/her non-disabled peers. Should this change, the 504 Team may reconvene and develop a Section 504 Student Accommodation Plan accordingly.
18. If any of the first three answers is "No," the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Student Accommodation Plan.

### Section 504 Team Decision

The Section 504 Team's analysis of the eligibility criteria as applied to the evaluation data indicates at this time:

#### Not Section 504 Eligible

☐

#### Eligible + Plan

☐

The student is eligible under Section 504 and will receive a Section 504 Student Accommodation Plan that governs the provisions of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504.

#### Eligible + No Plan (Remission)

☐

The student is eligible under Section 504 and but does not currently require a Section 504 Student Accommodation Plan because the physical or mental impairment is in remission. Therefore, there is currently not a need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly.

#### Eligible + No Plan (Mitigating Measures)

☐

The student is eligible under Section 504 but will not require a Section 504 Student Accommodation Plan because the student's needs are met adequately as his/her nondisabled peers due to the positive effects of the mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluations as well as the nondiscrimination protections of Section 504. Should a need for a Section 504 Student Accommodation Plan arise, the Section 504 Team will reconvene and develop an appropriate plan accordingly. This would occur due to the mitigating measures not being provided nor implemented by the school.

#### Dismissal from Section 504

☐

The student is no longer eligible under Section 504 and is exited from the program. The student will now receive general education without Section 504 services. The student will receive the

Phoenix Union High School District

Student Name:  
School:

504 Eligibility Determination

Student ID: 2018  
DOB:

nondiscrimination procedures of Section 504 as a student with a record of an impairment, together with the procedural safeguards, but will not receive manifestation determination or periodic re-evaluation.

IDEA Eligible & Section 504 Dismissal

☐

The student has been determined to be eligible for special education and related services by a MET team. Consequently, the student will no longer receive services under a Section 504 Student Accommodation Plan. The student will receive FAPE through the student's IEP, together with the nondiscrimination protections and procedural safeguards of Section 504.

Other:

☐

**Parent Consent for Section 504 Services**

I have been involved in the eligibility determination of my child for needing a Section 504 Student Accommodation Plan. I understand my rights, offer and responsibility of working with the Team to develop a Section 504 Student Accommodation Plan that will assist my child in receiving supports, services and accommodations necessary for his/her educational needs to be met as adequately as those of non-disabled peers.

\_\_\_\_\_ I consent to my child's receipt of services, as set forth in a Section 504 Student Accommodation Plan.

\_\_\_\_\_ I refuse consent to my child's receipt of services under a Section 504 Student Accommodation Plan. I understand that the school's offer of a Section 504 Student Accommodation Plan remains open to me as long as my child remains eligible for services under Section 504, and that I may provide my consent for my child to receive services by contacting at to schedule a Section 504 Team Meeting.

Parent/Guardian Signature

Date

Section 504 Team Members:

Name	Title	Date
	*Student	
	Parent/Guardian/Surrogate	
	Counselor	
	General Education Teacher	
	General Education Teacher	
	General Education Teacher	
	Nurse	

Phoenix Union High School District

Student Name:  
School:

**504 Student Accommodation  
Plan**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date: 6/26/2018

Date 504 Plan Initiated:

Date 504 Plan should be reviewed:

Qualifying Disability: Disability

**Summary of Evaluation Data/Results:**

**Classroom Accommodations:**

Area(s) of Need

Accommodation(s)

Person Responsible

**Describe location of services and the reason(s) necessary, or any other relevant information:**

**Participation of Eligible 504 Student in the State Assessment/Civics Standardized Testing:**

*State Assessment Testing:*

- ☐ The student should take the State Assessment under routine conditions, without any accommodations.
- ☐ The student should NOT take the State Assessment under routine conditions and is eligible for the following Standard Accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

*State Civics Testing:*

- ☐ The student should take the Civics test under routine conditions, without any accommodations.
- ☐ The student should NOT take the Civics test under routine conditions and is eligible for the following accommodations (as outlined by the Arizona Department of Education) that are consistent with the instructional accommodations used in the student's educational program.

**Comments/Notes:**

**504 Student Accommodation Participants**

Phoenix Union High School District

Student Name:  
School:

**504 Student Accommodation  
Plan**

Student ID: 2018  
DOB:

**X** \_\_\_\_\_  
(Parent/Guardian/Surrogate)

**X** \_\_\_\_\_  
(Counselor)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(General Education Teacher)

**X** \_\_\_\_\_  
(Student)

## Adding Signature Pages and Supporting Documents in eIEP Pro

The Supporting Documentation section in eIEP Pro, allows the storage of documents within the eIEP Pro system for quick reference. In the past, documents such as; 504s from districts not using the eIEP Pro system, outside agency reports, and other documents were uploaded into eIEP Pro system. Now that PUHSD has been approved to store records electronically, it is important to upload signature pages and other supporting documents into eIEP Pro. Please follow the guidance listed below.

First you will need to scan the document to be loaded into the student's file, to your computer.

Once you have scanned the document, you will need to name the scanned document following these naming conventions:

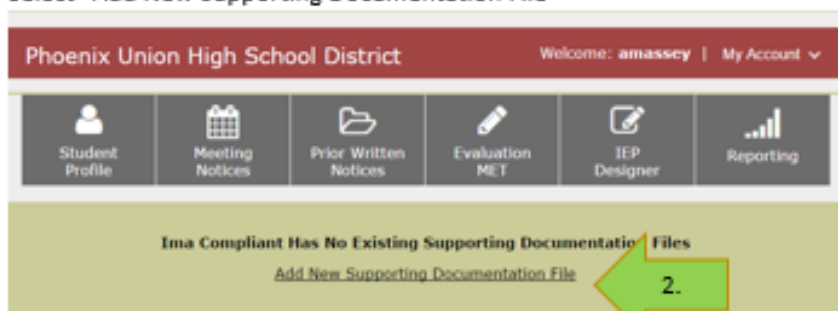
- Note: No spaces; use the underscore\_ to separate words, characters or dates in the file name.
  - a) Start with the district or agency name. For example: PUHSD, Tolleson, Phoenix\_EI., outside agency name...
    - o If the document originates from PUHSD, you will list the campus after PUHSD.
- |                    |                          |                  |                     |
|--------------------|--------------------------|------------------|---------------------|
| AL = Alhambra      | CB = Camelback           | DE = Desiderata  | MV = Maryvale       |
| BF = Betty Fairfax | CC = Cesar Chavez        | FR = Franklin    | NO = North          |
| BI = BioScience    | CE = Central             | LA = Linda Abril | PC = Phoenix Coding |
| BO = Bostrom       | CH = Carl Hayden         | ME = Metro Tech  | SM = South Mountain |
| TB = Trevor Browne | WC = Wilson College Prep |                  |                     |
- b) Name of the document. For example: IEP signature pages, IEP supporting documents, MET, Initial, BIP, etc....
  - c) List the date of the document (not the date you are uploading the document).
  - In the example below, the document to be loaded was named: PUHSD\_CB\_504\_Signature\_pages\_6\_30\_2017

Now that you have scanned and named the file to be loaded into the "Supporting Documents", you will need to follow these directions.

1. From the main menu screen for the student, select "Supporting Documentation".



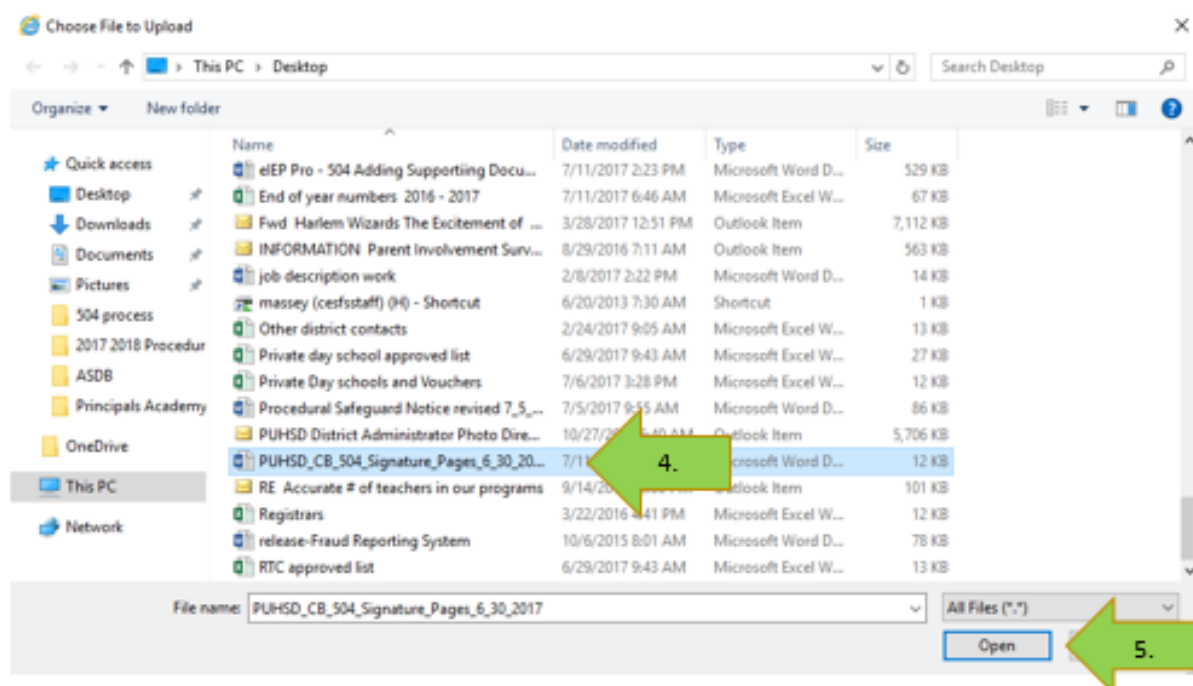
2. Select "Add New Supporting Documentation File"



3. Select the "Add file" button



4. Find the file in your computer and select the file to download.
5. click "Open"



6. The file will appear in the Select File box.
7. Add the information into the File Description.
8. Choose the File Category.
9. Add any notes
10. Click on the "Add Supporting Document" button when all the information has been completed.



**e-IEP PRO SUPPORTING DOCUMENT UPLOAD**

Student Name: Ima Compliant      Student ID: 020370  
 Upload Date: 07/11/2017      Group Code: 220

Select File: 

  PUHSD\_CB\_504\_Signature\_Pag 11.15 KB 0% 

 File Description: PUHSD 504 Signature pages  Notes: 504 Signature pages from the 6/30/2017 504 meeting. Camelback 

File Category: 504  

This option will add a new supporting document for this student.  
 Select the "Add Supporting Document" button above to proceed. To cancel, close this window.  
 (Note: The maximum file size of supporting document files is limited to 4.0 MB)

From this page you will need to select the "Access" and "Transfer" status of the file.







Phoenix Union High School District      Welcome: amassey | My Account ▾



Student Profile   Meeting Notices   Prior Written Notices   Evaluation MET   IEP Designer   Reporting

**SUPPORTING DOCUMENTATION**





Ima Compliant - 020370

Order Files Below By: Upload Date | Description (Sort Order Set To: \*\*Upload Date)

Delete	Upload Date	File Name	Description (Created By)	Category	Notes	File Size	Access	Transfer	Lock
+ Add New Supporting Documentation File									
	6/13/2017	PUHSD IEP Signature pages 6.30.2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			LOCKED
	6/13/2017	PUHSD IEP Signature pages 6.30.2017.docx	PUHSD IEP Signature pages... (amassey)	IEP		0.01 MB			LOCKED

Update   Lock All Documents

11. Access allows the permission for who can view this file. It is the default graphic seen below. By clicking on the Access  graphic, you can choose the file to only be viewed by a person with Administrator rights .
12. Transfer allows the document to be transferred to other districts when the eIEP Pro student record is transferred to requesting districts upon the student's transfer from our district. The "Transfer" default is set to not allow this document to transfer. By clicking on the Transfer  graphic, you can choose to allow the file to transfer with eIEP Pro to another district .
  - Items appropriate to transfer are:
  - Scanned IEPs and METs from other districts
  - Outside evaluations
  - Signature pages for IEPs and METs
  - Related service items helpful to another district.
  - Finally.... LOCK the document.

Phoenix Union High School District

Student Name:  
School:

**504 MANIFESTATION  
DETERMINATION**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Date: 6/26/2018

Date of Current 504 Plan:

Date of Manifestation Determination:

Describe the behavior or incident that is subject to disciplinary action:

What relevant evaluation and diagnostic information describes the student's disability?

What accommodations or services are indicated on the current 504 Plan?

The 504 Team has reviewed and considered all of the above information and determined:

**Yes/No** The conduct in question was caused by or had a direct and substantial relationship to the disability?

**Yes/No** The conduct in question was a direct result of the LEA's failure to implement the Section 504 accommodation plan?

Check the following statement that the 504 Team determines to be true:

The current behavior under consideration **IS** a manifestation of the student's disability.

The current behavior under consideration **IS NOT** a manifestation of the student's disability.

**504 Team Participants**

Role	Name
Parent/Guardian/Surrogate	
Counselor	
General Education Teacher	
General Education Teacher	
General Education Teacher	
General Education Teacher	
Student	

Phoenix Union High School District

Student Name:  
School:

**504 SUMMARY OF  
PERFORMANCE**

Student ID: 2018  
DOB:

Phoenix Union High School District

Student Name:  
School:

**504 MANIFESTATION  
DETERMINATION**

Student ID: 2018  
DOB:

Student Name:

Student ID: 2018

School:

Date of Birth:

Grade:

Form Date: 6/26/2018

Current 504 Accommodation Plan Developed:  
Graduation Date:

Data Sources:



504 Plan



Attendance



Teacher Input



Student Input



Discipline



Grades



Nurse Records



Other:

Present levels of performance:

Summary of accommodations necessary:

Recommendations for accommodations in post-secondary education and/or in the workplace:

Signature of School Assistant Principal

Date

Signature of Student

Date

Please submit a signed copy to the Student Services Coordinator

**Phoenix Union High School District**  
**Revocation of Consent for Section 504 Services and Accommodations**

School \_\_\_\_\_ Site based 504 Coordinator: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student DOB: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

-----  
Section 504's purpose is, among other things, to provide qualifying students with disabilities educational opportunities and benefits equal to those the District provides to students without disabilities. Responsibilities of school districts under Section 504 include Child Find, Evaluation, Free Appropriate Public Education (FAPE), Educational Placement, and Procedural Safeguards.

You are being provided with this form because on \_\_\_\_\_, 20\_\_\_\_, you informed the District that you want to revoke consent for the named Student to continue to receive Section 504 services and accommodations. To help ensure that you are making an informed decision, and prior to ceasing the provision of Section 504 services and accommodations, the District is providing you with the following important notice.

Based upon your decision to revoke consent for the continued provision of Section 504 services and accommodations:

1. The District will discontinue Section 504 services and accommodations effective \_\_\_\_\_, 20\_\_\_\_.
2. Upon the effective date of the revocation, the District will no longer implement the Section 504 Plan that was developed for the Student.
3. The Student will still be entitled to the nondiscrimination protections set forth in Section 504 and the Americans with Disabilities Act, but the District will no longer be required to provide the Student with a FAPE.
4. The Student will not be afforded the disciplinary protections provided by Section 504.
5. The District will not be required to amend the Student's education records to remove references to the Student's previous Section 504 eligibility, evaluation, FAPE or placement.
6. The Student will be required to participate in District grade-level general education curriculum and State and District-wide assessments without the accommodations and services set forth in the Section most recent Section 504 Plan.
7. Should you wish to have the District reevaluate the Student in the future for Section 504 eligibility and services, please submit your written request to the Student's site based 504 Coordinator.

Thank you. Please contact \_\_\_\_\_ if you have any questions regarding this form. Please return this form to \_\_\_\_\_.

**Phoenix Union High School District  
Revocation of Consent for Section 504 Services and Accommodations**

**By your signature below, you are acknowledging receipt of this form and the attached Section 504 Parent Procedural Safeguards Notice and confirming your decision to revoke Consent:**

\_\_\_\_\_  
Parent/guardian signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/guardian printed name

Date: \_\_\_\_\_

\_\_\_\_\_  
Eligible student signature (18 years or older)

Date: \_\_\_\_\_

**By your signature below, you are you are acknowledging receipt of this form and the attached Section 504 Parent Procedural Safeguards Notice and notifying the District that you have decided not to revoke your consent for the District to continue providing the Student with Section 504 services and accommodations.**

\_\_\_\_\_  
Parent/guardian signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/guardian printed name

Date: \_\_\_\_\_

\_\_\_\_\_  
Eligible student signature (18 years or older)

Date: \_\_\_\_\_

**STUDENT CONCERNS, COMPLAINTS,  
AND GRIEVANCES**  
**COMPLAINT FORM**

(To be filed with a school administrator or the administrator's immediate supervisor, or a school staff member who will forward this form to the school administrator or the administrator's immediate supervisor)

*Additional pages may be attached if more space is needed.*

**Please print:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Another phone where you can be reached \_\_\_\_\_

During the hours of \_\_\_\_\_

E-mail address \_\_\_\_\_

**I wish to complain against:**

Name of person, school (department), program, or activity \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Address \_\_\_\_\_

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. *Be sure to note all relevant dates, times, and places.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name

Address

Telephone Number

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### The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

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I certify that this information is correct to the best of my knowledge.

---

 Signature of Complainant

---

 Date Signed

---

 Administrator or professional staff member  
receiving initial complaint

---

 Date initial complaint received

*The investigator shall give one (1) copy to the complainant and retain one (1) copy for the file.*



## **eIEP Pro Password and Beginning of the Year Staff Directions**

### **Log in to eIEP Pro:**

Click on the link and complete the following information.

You will need to change your password once you have logged in.

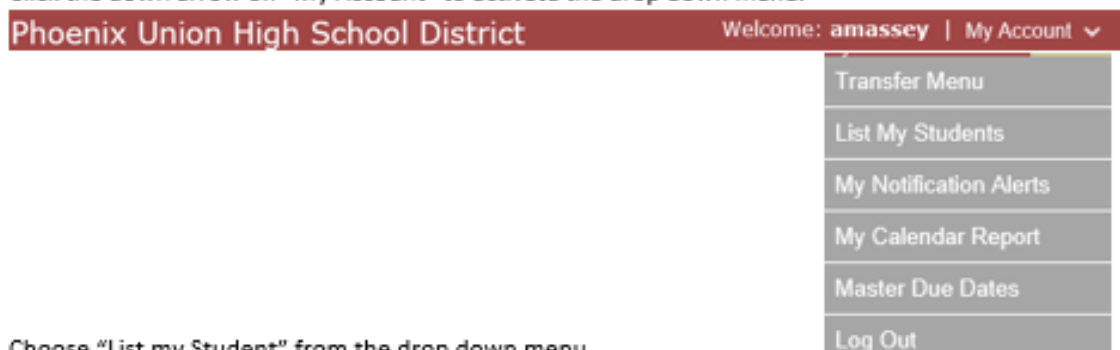
<https://www.e-ieppro6.com/PHXHS/LogIn.asp>

Staff Name:	
User Name:	
User Password:	
Select Group:	
Group Password:	

If you cannot login, contact Anita Massey at: [massey@phoenixunion.org](mailto:massey@phoenixunion.org) or EXT. 41010

### **Changing your password and setting up notifications:**

1. Click the down arrow on "My Account" to activate the drop down menu.

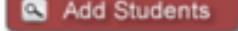


2. Choose "List my Student" from the drop down menu
3. To change your password, click on the User Settings button. It is the third button. From here you can change your user password and set up the notification alert pop up and email notification.



If you forget your password, contact Anita Massey at: [massey@phoenixunion.org](mailto:massey@phoenixunion.org) or EXT. 41010

## Adding students to your list:

1. To add your students from your case management list, choose "Add Students" 
2. Put a check marked in the box to the left of each the student's names on your case management list and click on the box "Add Selected Students". (Use the student's ID # in the parentheses to verify the correct student on your list.)

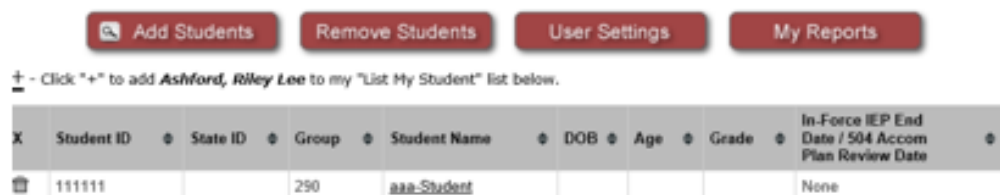


Select from the list of students below: Search:

**My Students**

- ☐ aaa-Initial, Record (283) (2830001)
- ☐ aaa-Initial, Record (289) (2890001)
- ☒ aaa-Student (111111)

You will now see your students listed below.



+ - Click "+" to add **Ashford, Riley Lee** to my "List My Student" list below.

X	Student ID	State ID	Group	Student Name	DOB	Age	Grade	In-Force IEP End Date / 504 Accom Plan Review Date
	111111		290	aaa-Student				None

3. If there are students listed below that are no longer on your case management list, you may remove them from your list with the little trash can to the left or through the Remove Student button.

## Running Reports, Progress Data, Goal Tracking and IEP Information Sheets for your students:

(This feature currently does not work for Counselors and 504 documents)

My Reports is the last tab on this page. You should run these reports to make sure none of your students have expired, unlocked or not marked In-Force IEPs. You can also pull progress data, goals tracking sheets and IEP information sheets.

## Support and training:

- At the bottom of this page is a link to take you to the user support document. "Click here to learn how to use this feature". [Click Here To Learn How To Use This Feature](#)
- At the top of the screen is a tab "e-Training". Short videos and documents can be viewed in e-Training to assist you.

Main Menu • Support Tickets • User Support • e-Training • Log Out

- Your ESS facilitator is a great person on your campus to assist you with navigation of eIEP Pro.
- If you cannot sign on or you have forgotten your password, please contact: Anita Massey at [massey@phoenixunion.org](mailto:massey@phoenixunion.org) or EXT. 41010

## Lead Counselor or Designee

### Beginning of the year

#### Synergy

Look up each student on your database in Synergy. Verify and/or complete:

- On the "Enrollment" tab, scroll down to the "Access 504" box and mark the student's 504 status:
  - N: Not Eligible
  - YN: Yes No Plan
  - YP: Yes + Plan

#### eIEP Pro

Look up each student on your case management list in the eIEP Pro system. Verify and/or complete each step:

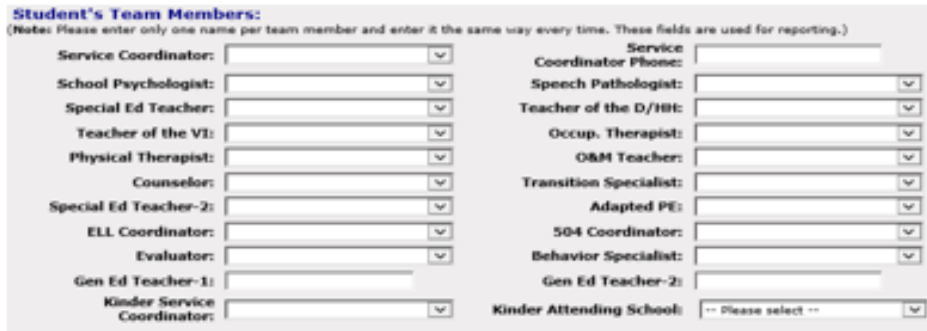
- Student Profile

 Student Profile

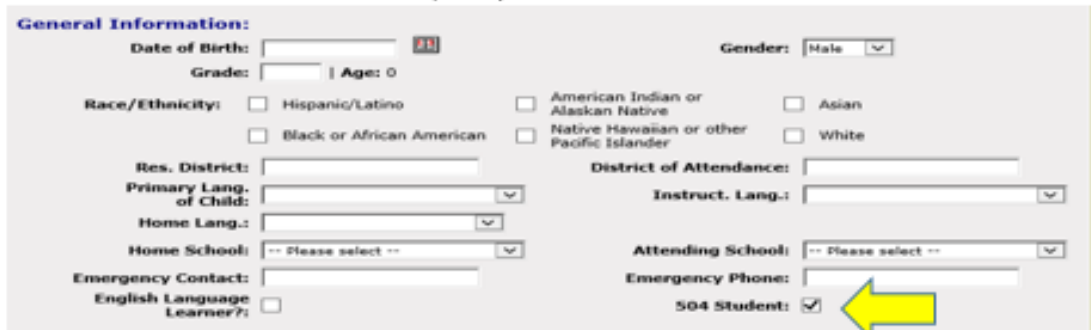
- Each student is marked active for 504 and SPED inactive.
- The student's ID and State ID has been entered and is correct.



- Student's Team Members:
  - Enter the name of the 504 Coordinator (Counselor name)



- Under the General Information section, verify the 504 Student check box has been marked:



- Section 504 Information:
  - Enter the date of the 504 Plan
  - Enter the date of the 504 Review
  - Enter the Site Coordinator (Campus Administrator responsible for 504)
  - Enter the 504 Eligibility

**Section 504 Information:**

504 Plan:   

504 Review:   


Site Coordinator:  

504 Eligibility:  

- Student Profile – SR1
  - The Group Code and the Attending School Code should be marked with your campus name. Home School may vary depending of the enrollment conditions for the student.

Profile Info | **SR-1** | SR-2 | Paperwork Tracking  
Preschool | Attendance Data | Notification | History


Group Code: ALL Student ID | State ID: zzz123 |  
Last Updated: 9/18/2017 7:33:08 AM Group/User Last Updated: ALL / amassey


Group Code: 230 - Central High School  Student ID: zzz123













Student Name: Sample, 504

Last Name:  First Name:

Middle Name:

Attending School: Central High School  Home School: -- Please select --

- Section 504  Section 504 13
  - Verify the student's current 504 Accommodation Plan is marked "Most Recent" and locked. Set a 504 meeting if necessary.

Delete	Copy	Date of Form	Form Type	Print	Print w/ Google Translate	Most Recent	Lock
<a href="#">Add New Form</a>							
		4/26/2016	504 Eligibility Determination Report				
		4/26/2016	504 Student Accommodation Plan				

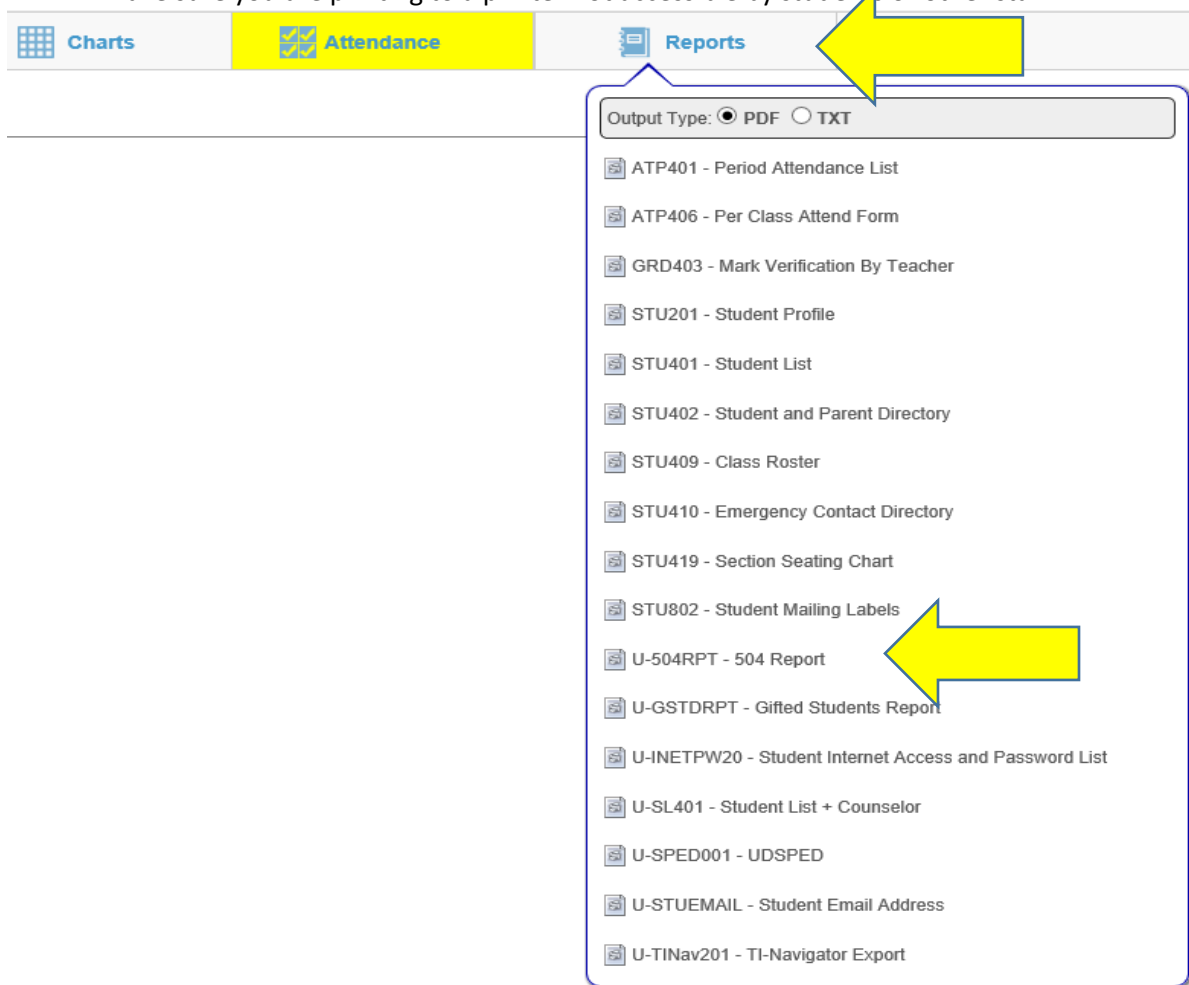
- Lock Meeting Notices, Supporting Documentation.

## Section 504 Student Identification

### Synergy TeacherVUE

How teachers can identify the Section 504 students in the classroom using the Synergy Reports:

- Locate the “Reports” button for the class period (1).
- From the drop down menu, choose the W-504RPT – 504 Report to see the students identified as Section 504. The default output type is “PDF”, but you can also save as a text file and converted to Excel if needed.
- Note: due to the confidential nature of this information, if you are printing this report, please make sure you are printing to a printer not accessible by students or other staff.



Students identified with as “Section 504” are listed on this report.



### Carl Hayden Comm. High School 504 Report

Year: 2017-2018  
Report: U-504RPT

Last Name	First Name	Perm ID	Grade	Gender	Access 504
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## Synergy Core View

For users in the Synergy Core View... the Student's Section 504 Status is listed under the "Enrollment" tab (1) and in the "Access 504" box (2). All students will default to a "blank" status until they are changed. The counselor will report the student's 504 status to the Registrar. The Registrar is the person responsible for changing and updating this box in Synergy.

The screenshot displays the Synergy Core View form. At the top, there are tabs for Demographics, Parent/Guardian, Other Info, Emergency, and Enrollment. A yellow arrow labeled '1' points to the Enrollment tab. Below the tabs, there are fields for Last Name, First Name, Middle Name, Suffix, and Perm ID. Under the Enrollment Information section, there are fields for SAIS ID, Enter Date, Enter Code, Leave Date, Leave Code, and ADA/ADM. Under the Enrollment Activity section, there are fields for Last Activity Date, Effective Date, Grade, Previous Grade Exit Code, FTE, Exclude from Auto-Calc FTE, Tuition Pay, Program Code, Special Enrollment Code, Special Program Code, Access 504, and Sub school. A yellow arrow labeled '2' points to the Access 504 dropdown menu, which is open and shows the following options: Check/Uncheck All, N: Not Eligible, Y: Yes, YN: Yes No Plan, and YP: Yes + Plan. Below the Access 504 dropdown, there are fields for Came From, Moved To, Previous, Enr User 1, Enr User 2, Enr User DD 4, Enr User DD 5, Enr User DD 6, and a checkbox for Military Compact Statute.

Key:

N – Not Eligible = the student was referred for 504 consideration, but the decision was made to not find the student eligible.

YN – Yes No Plan = the student was referred for 504 consideration, found eligible, but no plan will be written or implemented.

YP – Yes + Plan = the student was referred for 504 consideration, found eligible, and a plan has been written to support the student in their classes.

Y – Yes = This status is not to be used moving forward. (This status could not be removed from the choices because of historical data for previous students with this code.)

**Phoenix Union High School District**  
**Resources available to assist with 504 student accommodations, supports and services**

**Speech and/or language therapy** is a related service that focuses on improving a child's speech and abilities to understand and express language, including nonverbal language. A speech and language pathologist can give strategies and ideas to school personnel when a student shows difficulties with speech, language, cognitive-communication, voice, swallowing, and fluency. They may assist with technology such as Speech to Text and other types of assistive and augmentative communication systems.

**Occupational therapy** is a related service that provides support for student participation in functional, academic, social, and work activities. An occupational therapist can be consulted when there are concerns of the functional performance to meet task and environmental demands and expectations for classroom assignments (i.e. management of classroom materials, organizing assignments, problem solving, motor planning, attention span/concentration, performing personal care and domestic/household tasks, writing, transition planning, social skills, sense of self and adaptation with the natural setting, and use of assistive technology).

**Physical therapy** is a related service remediates impairments and promotes mobility and function. A physical therapist can consult with other school personnel, parents, and students to coordinate the delivery of physical therapy services, which may include: Interpretation of assessments and recommendations; Explanation of the potential impact of developmental, medical and/or sensorimotor impairments on educational performance; Instruction of other caregivers regarding the physical management of students, such as safe lifting, positioning, assisted ambulation, gross motor programs, vocational tasks, leisure activities, and/or equipment use; and/or setting realistic expectations for student performance in school.

**Nursing services** pertain to insuring the health and well-being of the students. The nurse is expected to address immediate student health issues concurrent with planning and implementing programs to promote good health.

**Teacher for students with visual impairments** – provide guidance, consultative services, strategies and technological supports to students with visual impairments and the staff who support them. If a student is Blind or has low vision, a T-VI should be a member of the 504 team.

**Teacher for students with hearing impairments** - provide guidance, consultative services, strategies and technological supports to students with hearing impairments and the staff who support them. If a student is Deaf or Hard of Hearing, a T-HI should be a member of the 504 team.

**Behavior Intervention Specialist** – when a student is demonstrating internalizing or externalizing behaviors that adversely impact their educational performance or interactions with others, the BIS can serve to support the student and staff. They can observe the student, look for patterns, trends and antecedents to the behaviors, and make recommendations informally as well as work with the team to develop a formal Behavior Intervention Plan if necessary. They can provide individual as well as group counseling to students as well who struggle with anger, anxiety, coping strategies and resiliency, mindfulness, grief and loss, etc.

**Student Prevention and Intervention Specialist** - supports for academic and behavioral needs can be provided by the SPIS as they support coordinating early intervening services.

**School Psychologist** – when requested, the school psychologist can serve as a consultative member of the team. Their role is to help school personnel understand the physical or mental impairment the student has and instructional implications important for the teachers to understand. On occasion if there is concern of the student’s level of cognition, processing information and accessing the environment due to their mental impairment, through consultative supports the school psychologist may conduct assessments to help the 504 team confer continued eligibility for a 504 accommodation plan.

**Liaisons** – whether it be to support students, address attendance, or connect with a parent, our liaisons are valuable members of our 504 teams and offer perspective, information, strategies and resources necessary to share during 504 meetings.

**ESS Manager and/or Director** – feel free to access the ESS Manager of your school or ESS Director with questions regarding 504 evaluation, eligibility, plan development or anything else that may help you in your role to support students.