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**HENRICO COUNTY PUBLIC  
SCHOOLS**  
**GUIDE TO SECTION 504**  
(under the Americans with Disabilities Act  
Amendments Act – revised 2008)

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Revised September 2013

**HANDBOOK OUTLINING PROCEDURE FOR  
IMPLEMENTATION OF SECTION 504  
OF THE REHABILITATION ACT OF 1973**

**HCPS Vision Statement**

Henrico County Public Schools will be the PREMIER school division in the United States.

**HCPS Mission Statement**

Henrico County Public Schools, an innovative leader in educational excellence, will actively engage our students in diverse educational, social, and civic learning experiences that inspire and empower them to become contributing citizens.

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## **Introduction to this Document**

Section 504 of the Rehabilitation Act of 1973 continues to be a topic of interest for parents and school divisions in Virginia. Many questions have arisen regarding the relationship between the ADA, Section 504, and the IDEA. School administrators have asked for examples of Section 504 policies and procedures that meet the requirements of the law and can be efficiently and effectively implemented.

To address these issues, Henrico County Public Schools (HCPS) has developed this document to assist HCPS staff in serving students with disabilities in a way that assures a quality education that is in compliance with state and federal laws. This document includes a parent and educator guide to Section 504, highlights of the major differences between Section 504 and the Individuals with Disabilities Education Act (IDEA), provides HCPS procedures, and includes a detailed FAQ and sample accommodations.

*This document replaces all existing procedure manuals in HCPS for Section 504*

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

Section 504 is a federal civil rights law that is designed to eliminate disability discrimination in programs and activities that receive federal funds. The law is intended to protect individuals with disabilities that substantially limits their access to major life activities. Learning is considered to be a major life activity. Therefore, educational institutions that receive federal funds, including public school divisions, must comply with Section 504. A public school division's failure to comply with Section 504 can be considered discriminatory under this law.

### **Who is a Student with a disability under Section 504?**

The determination of whether a school-aged student is a student with a disability under Section 504 requires a three-part inquiry. The school division must consider whether (1) the student has a physical or mental impairment, (2) whether that impairment substantially limits the student, and (3) whether the student experiences that substantial limitation in one or more major life activities, including the activity of learning.

- **Has a physical or mental impairment**

Physical or mental impairment means any physiological or psychological disorder or condition. The definition of physical or mental impairment under Section 504 is broad, includes students with life threatening health conditions (conditions that will put a student in danger of death during the school day if a medication or treatment order and a health plan are not in place), and is not limited to any specific diseases or categories of medical conditions. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry.

- **That substantially limits**

There is no single formula or scale that measures substantial limitation. A physical or mental impairment substantially limits a major life activity for a student if the impairment *substantially* limits the student's ability to perform a major life activity as compared to the student's non-disabled age/grade peers. This requirement may be met if the impairment substantially limits the individual from performing a major life activity as compared to *most people in the general population*. In order

for an impairment to be considered “substantially limiting,” it is not required to prevent, or significantly or severely restrict, a student in performing a major life. Federal regulations recognize that consideration of the condition, manner, and duration of the impairment may be relevant to determining how an individual is substantially limited in performing a major life activity.

- **One or more major life activities**

Major life activities include numerous daily functions, including the ability to provide self-care, the performance of manual tasks, and engagement in other activities such as walking, seeing, hearing, speaking, breathing, learning, and working. Other general activities, such as eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating, are also included. Further, major bodily functions, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions, are considered major life activities. This list is *not* an exhaustive representation of all major life activities. An activity not specifically listed above may still meet the definition. For a school-aged individual, the ability to meet the standards of personal independence and social responsibility expected of the individual’s age and cultural group is considered to be a major life activity. In addition, the ability to participate in and benefit from school is a major life activity.

The meaning of “student with a disability” under Section 504 was substantially broadened by the Americans with Disabilities Amendments Act of 2008, which became effective on January 1, 2009. Congress amended the ADA in 2008 in the following specific ways to create “clear, strong, consistent, enforceable standards” to broaden the determination of qualification as a “disabled person” under Section 504 and the ADA. These amendments affect schools, and public school divisions should consider these amendments in determining whether or not a student is eligible under Section 504. Suggestions regarding how to take these amendments into account include:

1. **Interpret the term “physical or mental impairment” broadly:** The term “physical or mental impairment” is not limited to any specific diseases or categories of medical conditions.
2. **Interpret the term “substantially limits” broadly:** An impairment need not prevent, or significantly or severely restrict, a student in performing a major life activity to be considered “substantially limiting.” Compare a student to his or her non-disabled age and/or grade peers to determine whether the impairment substantially limits a major life activity.
3. **Interpret the term “major life activities” broadly:** Just about any activity that is of importance to a school-aged student’s daily life now qualifies as a “major life activity” under Section 504. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability under Section 504 or the ADA.
4. **Disregard mitigating measures used by a student:** Mitigating measures used by a student with a disability to manage his or her impairment, or to lessen the impact of his or her impairment (e.g. medication, medical devices, related aids and services, etc.), should be disregarded when determining whether a student’s impairment constitutes a disability under Section 504 or the ADA. For example, when a team is determining whether or not a student meets the definition of a “student with a disability,” the question of whether or not a student takes medication should **not** be considered by the team in making its determination.
5. **Consider whether a temporary impairment is a disability:** A temporary impairment (with an actual or expected duration of six months or less) is a disability under Section 504 and the ADA if it is severe enough that it substantially limits a major life activity for a student. The duration (or

expected duration) of the impairment and the extent to which it actually limits a major life activity for a student should be the key considerations.

**6. Consider whether an impairment that is episodic or in remission is a disability:** An impairment that is episodic or in remission (e.g. epilepsy, cancer, bipolar disorder, etc.) is a disability under Section 504 and the ADA if it substantially limits a major life activity for a student when the impairment is active.

#### **Who Can Refer a Student for an Evaluation?**

Any person can refer a student for evaluation to determine if the student meets the definition of a “student with a disability.” Parents, guardians, and school staff should refer a student for evaluation if they know or suspect that, due to a disability, the student needs related aids or services to participate in or benefit from a division’s education program. The referral may be in any form including oral, written, or electronic.

#### **What Should a School Do When it Receives a Referral?**

After receiving a referral, a school-based team should decide whether to evaluate the student, and must notify the student’s parent, guardian, or adult student of its decision via the **Prior Written Notice** form.

#### **What is an Evaluation Under Section 504?**

Evaluations under Section 504 are individually designed *and require consent* of the parent, guardian, or adult student. An evaluation may be broad (including aptitude and achievement data, medical and psychological data, social and cultural information, and more) or narrow (medical data, review of existing records and information). It is the responsibility of a division to determine the scope of each student’s evaluation.

#### **What Eligibility Procedures Does Section 504 Require?**

The initial determination of whether a student is or is not a “student with a disability” is the same for a student who may need a Section 504 plan as it is for a student who may require an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA). When a student is determined to have a disability for Section 504 purposes, the division must also consider whether or not the student, by reason of that disability, also requires special education and related services pursuant to IDEA through an IEP. However, a student who is determined eligible for an IEP **does not need** to also be provided a 504 plan in order to receive FAPE, as an IEP already includes the necessary components for compliance with Section 504 (such as accommodations and modifications) as well as additional features (such as services and annual goals).

#### **What Due Process Rights Do Parents and Guardians Have Under Section 504?**

Numerous rights are available to parents, guardians, and adult students who disagree with actions taken by school divisions. School Divisions are required to notify a student’s parent, guardian, or adult student before the division takes any action regarding the identification, evaluation or services for the student. IDEA procedures satisfy Section 504.

#### **Must Parents or Guardians Consent Prior to Initial Evaluations and Implementation of Initial Plans Under Section 504?**

Yes. Parent, guardian, or adult student consent is required prior to a student’s initial evaluation and initial placement. HCPS requires consent for 504 re-evaluations as well

### **What is a Section 504 Plan?**

A Section 504 plan is a written plan that describes the tools necessary to provide a student with a disability an equal opportunity to access education, particularly the accommodations and modifications that a Section 504 team determines are necessary to provide a FAPE, when that student is not determined to require special education and related services due to their disability (i.e., the student is not found eligible under IDEA).

For a student whose only disability is a life threatening health condition, an individual health plan or an emergency or nursing care plan may be attached to the student's Section 504 plan. The process that a division follows to develop an individual health plan or an emergency or nursing care plan to meet the needs of a student with a disability must be based on evaluation and eligibility procedures that satisfy the requirements of Section 504, and must provide procedural due process to the student's parent, guardian, or adult student.

### **What is a School Based Team?**

When it is suspected that a student has a disability, that student must be referred to a team tasked with the duty to determine whether or not the child should be evaluated. This team is convened pursuant to both Section 504 and the "child find" requirements articulated under IDEA. HCPS's practice is to convene the meeting no later than ten days after a referral is received.

### **What is an Eligibility Team?**

When the school based team has made a decision to refer a student for evaluation, and has obtained consent for any selected evaluations, the eligibility team convenes within 65 business days of the student's referral, and determines – having reviewed all evaluations and other information from the school and the parent – whether the student meets the definition of "student with a disability" under IDEA or is a "student with a disability" as defined under Section 504

### **What Is a Section 504 Team?**

A Section 504 Team makes decisions regarding the content of a Section 504 plan to be provided to a student, once a student is found to qualify as a "student with a disability." A Section 504 team also makes determinations pertaining to the accommodations and modifications provided to a student with a Section 504 plan, including determinations as to whether the student's conduct is a manifestation of his or her disability when the conduct results in a recommendation for discipline that amounts to a change in placement.

HCPS also has school based 504 Coordinators that support Section 504 processes and compliance at the building level. The 504 Coordinator for can be contacted by via:

HCPS Section 504 Division Coordinator  
3820 Nine Mile Road  
Henrico, VA 23223  
804-343-6500.

## IDEA AND SECTION 504 - A COMPARISON

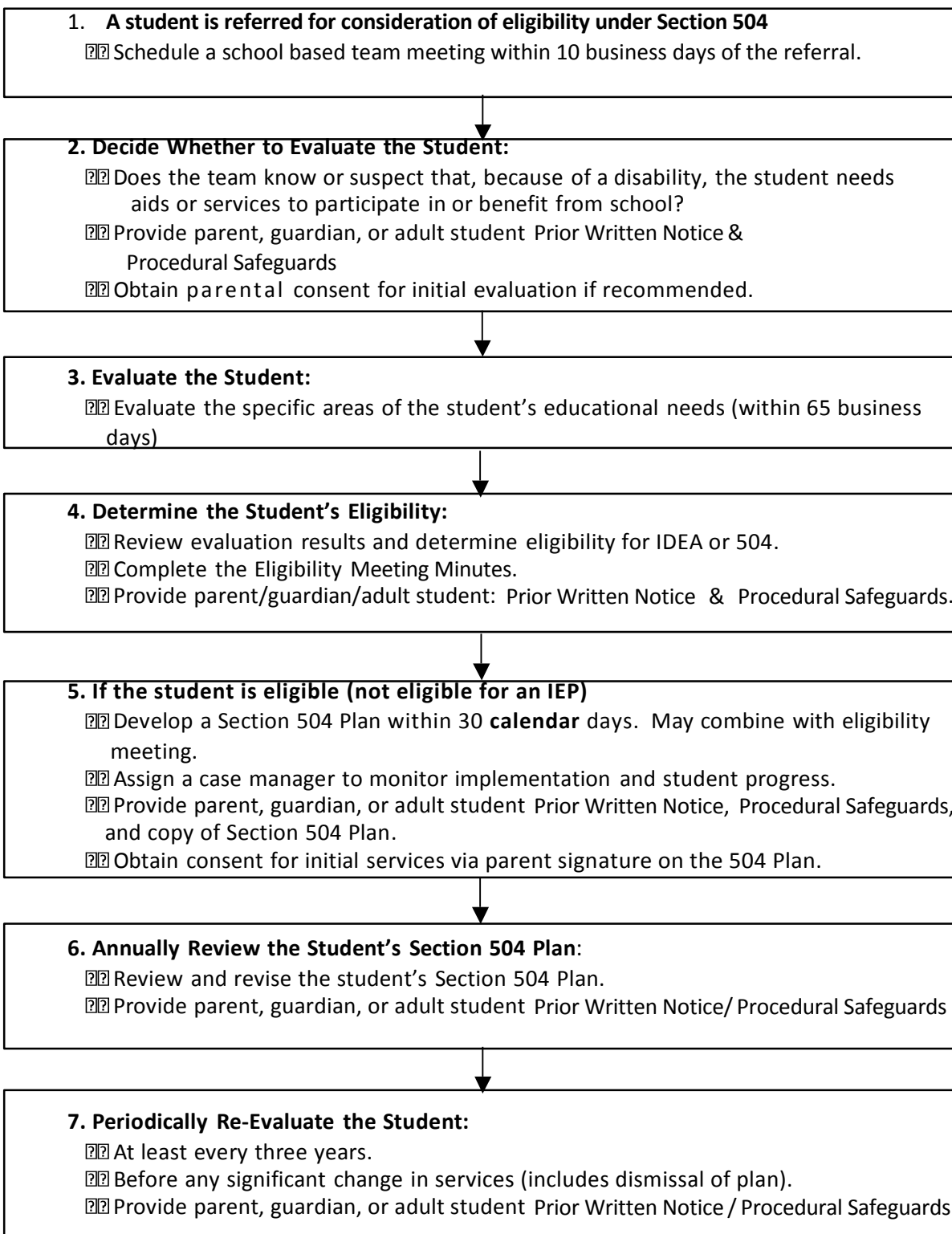
	<u>IDEA</u>	<u>SECTION 504</u>
<b>Type of Statute</b>	Federal funding statute providing federal aid to states to provide a free appropriate public education (FAPE) to children with disabilities.	A civil rights statute that protects individuals with disabilities from discrimination in programs and activities receiving federal funds.
<b>Major Provisions</b>	Provides procedural safeguards to access the right to free appropriate public education in the least restrictive environment for infants, toddlers, and students with disabilities entitled to a free public education.	Protects qualified individuals with disabilities from discrimination in any program or activity receiving federal financial assistance including: exclusion from participation; or denial of benefits
<b>Who is Covered</b>	<ul style="list-style-type: none"> <li>• Children with disabilities between 3-21 who have one of 13 named disabilities or between 3-9 who have a developmental delay in one of six areas.</li> <li>• That adversely affects the student's educational performance</li> <li>• Requires specialized instruction and related services.</li> </ul>	<ol style="list-style-type: none"> <li>(1) Any person with a physical/mental impairment which substantially limits one or more major life activities. May not consider ameliorative effects of mitigating circumstances except eyeglasses and contact lenses</li> <li>(2) All students identified as disabled under IDEA</li> <li>(3) Any person with a disability who has a record of such impairment and</li> <li>(4) Any person who is regarded as having such an impairment.</li> </ol>
<b>What is FAPE</b>	The provision of special education and related services...provided in conformity with an IEP in a manner reasonably calculated to enable the child to receive educational benefit.	The provision of regular or special education and related aids and services designed to meet the individual educational needs of persons with disabilities as adequately as the needs of non-disabled persons are met.
<b>Least Restrictive Environment (LRE)</b>	The student shall be placed in the regular educational environment unless the child's education cannot be achieved satisfactorily even with the use of supplementary aids and services.	SAME



<p><b>Obligations to Students Enrolled by their Parents in Non-public Schools where Free Appropriate Public Education (FAPE) is not at issue</b></p>	<p>The District where the non-public school is located is responsible for:</p> <ul style="list-style-type: none"> <li>• Child Find – to evaluate, identify and refer students suspected of having disabilities.</li> <li>• Development of a Service Plan</li> <li>• Annual consultation with nonpublic schools located in the district to determine the services which the public school district will make available to students with disabilities attending such schools;</li> <li>• Set aside a proportionate amount of federal IDEA funds to services of students attending nonpublic schools</li> <li>• Provision of services to students with disabilities placed by their parents in nonpublic schools consistent with its plan;</li> <li>• Due process for Child Find</li> </ul>	<p>NONE</p>
<p><b>Protection Against Retaliation</b></p>		<p>Incorporates prohibition against retaliation including intimidation, coercion, threats, and discrimination.</p>
<p><b>Team</b></p>	<p>A group of individuals knowledgeable about the student, evaluations, and placement options, including but not limited to, a special education teacher/provider, a regular education teacher who in the previous year has been assigned to teach the student or may be assigned in the future year</p>	<p>A group of individuals knowledgeable about the student, evaluations, and placement options.</p>
<p><b>Evaluations</b></p>	<p>A variety of assessment tools and strategies to gather relevant functional academic information about the child, including information provided by the parent, that may assist in determining whether the child has a disability and, if yes, the content of the child’s IEP including information relating to</p>	<p>Must draw upon information from a variety of sources, including:</p> <ul style="list-style-type: none"> <li>• Aptitude and achievement tests;</li> <li>• Teacher recommendations</li> <li>• Physical conditions, social or cultural background, and adaptive behavior, as applicable</li> </ul>

	enabling the child to be involved in and progress in the general educational curriculum.	
<b>Re-evaluation</b>	Requires that re-evaluations be conducted at least every 3 years.	Requires periodic re-evaluations. The IDEA schedule satisfies Section 504.
<b>Description of Placement</b>	Individualized Education Program (IEP)	504 Plan; Individualized Health Care Plan
<b>Parent/Guardian Consent</b>	Both regulations require a parent, guardian, or adult student to consent prior to a student's <u>initial</u> evaluation and <u>initial</u> placement. IDEA alone requires consent prior to re-evaluations. Under IDEA parents can revoke consent for placement at anytime. HCPS requires consent for 504 re-evaluations as well.	
<b>Due Process Rights</b>	Both regulations require a division to notify a student's parent, guardian, or adult student before the division takes any action regarding the identification, evaluation or services for the student. IDEA procedures satisfy Section 504. "Any action" includes a decision not to evaluate a student and denial of eligibility.	
<b>Prior Notice</b>	Requires written prior notice and specific content to be included in the notice.	Allows oral prior notice, but a division is wise to provide notice in writing.
<b>Internal Grievance Procedure</b>	None required	Requires each division to have an internal Section 504 grievance procedure for parents and guardians, students, and employees.
<b>Hearing Procedure</b>	Both regulations require a division to provide an impartial due process hearing procedure for parents or guardians who disagree with the identification, evaluation, or placement of their student.	
<b>Compliance</b>	<ul style="list-style-type: none"> <li>• Noncompliance may result in loss of IDEA funds and state aid</li> <li>• Administrative due process – right to appeal adverse decisions in state or federal court</li> </ul>	<ul style="list-style-type: none"> <li>• Office for Civil Rights (OCR)</li> <li>• Noncompliance may result in loss of all federal funds</li> <li>• Complaint to internal Section 504 Compliance Officer</li> <li>• Administrative due process – appeal to Federal Court</li> </ul>

### Section 504 Process Flow Chart



## Section 504 Process

### *1. Refer Student to the school's Section 504 Team*

Any person (e.g. a parent, guardian, school staff, or persons outside the school) can refer a student for evaluation under Section 504. A concerned person should refer a student for evaluation if the person knows or suspects that, due to a physical or mental impairment, the student needs aids or services to participate in or benefit from the division's education program. Referral can be made orally, in writing, or in electronic format. Once a referral has been received, the School based 504 Coordinator should complete the Section 504 referral form (Appendix H).

### *2. Decide Whether to Evaluate the Student*

The school-based team reviews the referral, the student's file, and consults with teachers, parent or guardian, the student (if appropriate), and others who have relevant information. The school based decides whether to evaluate the student. There is no distinction between an evaluation for IDEA or for Section 504. If the school based team suspects a disability, an evaluation should be conducted.

If the school-based team knows or suspects that the student is an English language learner or has other needs the school based team refers the student for evaluation under those processes.

If the team knows or suspects that the student is a student with a disability under Section 504 or IDEA, the team provides the parents/guardians/adult student Prior Written Notice & Procedural Safeguards and refers the student for evaluation. The parent, guardian, or adult student must provide written consent prior to an initial evaluation (Evaluation Consent Form). The evaluation may or may not include testing, observation, file review, interviews, ratings or any other area deemed necessary by the school based team.

If the referral information clearly indicates that the student is not a student with a disability or in need of an evaluation, the school based team documents that the student will not be evaluated and provides the parents Prior Written Notice and Procedural Safeguards

### *3. Evaluate the Student*

After the parent, guardian, or adult student has been notified of the decision to evaluate (and has consented), qualified persons evaluate the specific areas of the student's educational needs. Evaluations are individually designed. An evaluation may be broad (including educational testing) or narrow (limited to medical data). It is the responsibility of the school based team to determine the scope of each student's evaluation. The parent, guardian, or adult student may also choose to have the student independently evaluated, at his or her own expense.

### *4. Determine the Student's Eligibility*

After the student has been evaluated, the school's Eligibility Team reviews the evaluation data and determines if the student is eligible as a student with a disability under either IDEA or Section 504.

If the student is found eligible under IDEA, an Individual Education Plan (IEP) is developed within 30 business days of the eligibility meeting. If the student is not eligible for programs under IDEA the Eligibility Team

needs to consider if the student may be eligible under Section 504.

The Eligibility Team must include persons knowledgeable about the student, the student's evaluation data, and placement options. In making its eligibility decision, the Eligibility Team must consider information from a variety of sources, including any relevant information submitted by the parent, guardian, or adult student. The student is eligible as a student with a disability under Section 504 if the student has a physical or mental impairment that substantially limits a major life activity. For a school aged student, the ability to participate in or benefit from a division's education program is a major life activity. Major life activities are not limited to educational or learning needs and a disability need not affect a student's ability to participate in or benefit from a division's education program in order to qualify as a student with a disability under Section 504.

If the Eligibility Team determines that the student is eligible as a student with a disability under Section 504, the Eligibility Team gives the parent/guardian or adult student Prior Written Notice and Procedural Safeguards. The Section 504 team then meets to develop a Section 504 Plan for the student within 30 business days of the eligibility determination.

If the Eligibility Team determines that the student is not eligible as a student with a disability under Section 504, the Eligibility Team gives the parent, guardian, or adult student Prior Written Notice and Procedural Safeguards

#### *5. Develop a Section 504 Plan for the Student*

After a student is determined eligible under Section 504, the student's Section 504 Team meets to develop a Section 504 Plan for the student. The Section 504 Plan may be developed at the same time that eligibility is established but must occur within 30 business days of the eligibility decision. The Section 504 Plan describes what educational or related aids or services the student needs to receive a free appropriate public education. If the student has an Individual Health Care Plan or Behavior Intervention Plan the plan(s) should be attached to the 504 plan and referenced in the 504 plan. Alternatively, the stipulations of the Individual Health Care Plan and/or Behavior Intervention Plan may be written into the 504 plan itself. The Section 504 Team provides the parent/guardian or adult student Prior Written Notice and Procedural Safeguards as well as a copy of the student's Section 504 Plan. The parent, guardian, or adult student must provide consent prior to any services beginning. Consent for services and initiation of the Section 504 plan is considered given by the parent/guardian or adult student's signature and indication of agreement on the initial Section 504 plan.

#### *6. Annually Review the Student's Section 504 Plan*

A student's Section 504 Team meets annually to review the student's Section 504 Plan to ensure that it is meeting the student's needs. If the Section 504 Team decides that the student's Section 504 Plan needs to be revised, the Section 504 Team provides the parent or guardian Prior Written Notice and Procedural Safeguards and a copy of the student's revised Section 504 Plan. A re-evaluation is required if any significant changes to the plan are proposed.

#### *7. Periodically Re-evaluate the Student*

A student's Section 504 Team periodically re-evaluates the student to determine continued eligibility and if the student's educational needs have changed. Before a re-evaluation, the Section 504 Team provides the parent, guardian, or adult student an Evaluation Consent Form, Prior Written Notice and Procedural Safeguards. If consent is not obtained, or is withdrawn prior to the completion of the evaluation, the 504 team must make decisions based on the information and data available at the time that consent was denied or withdrawn. Re-evaluations must occur at least every three years and before any significant change in a student's 504 plan. Significant changes include initiating or discontinuing a service, significantly increasing or decreasing the amount of a service, and certain disciplinary removals from school (e.g. long-term suspensions and expulsions). Re-evaluations are recommended prior to a student graduating from grades 5, 8, and 12.

### **Transfer Students**

If a student with a disability transfers to HCPS from another school district/division within Virginia with a Section 504 plan, HCPS follow the identical procedure as outlined in the Standard Operating Procedures for Transfer of Exceptional Education students into HCPS

(<http://blogs.henrico.k12.va.us/sop/2013/01/23/transfer-of-exceptional-education-students-into-hcps/>)

Section 504 – FAQs – please refer to the document from the Office of Civil Rights entitled "Protecting Students with Disabilities" March 2009 (<http://www2.ed.gov/about/offices/list/ocr/504faq.html>)

## APPENDIX A

School Board Policy  
6-19-001 Responsibility

The Henrico County School Board adheres to the regulations and standards of the Virginia State Department of Education. The Board believes that the basic objectives of self-realization, human relationships, civic responsibility and economic efficiency are applicable to these qualified students as well as all others.

The Board believes a primary purpose of any regular public school program is to provide instruction. Qualified (or "eligible") students who may be unable to benefit from these programs will be placed in accordance to an IEP in an appropriate special education program.

For those public elementary or secondary education programs operated by the Virginia Department of Education, the Department shall:

1. Develop an individualized education program for each person who is disabled as defined by the Individuals with Disabilities Education Improvement Act (IDEA);
2. Provide accommodations for students with disabilities served in regular programs in accordance with Section 504 of the Rehabilitation Act of 1973; and
3. Utilize the system of procedural safeguards specified in these Regulations to resolve disputes regarding the identification, evaluation or educational placement of persons who are disabled as defined by the Rehabilitation Act of 1973 and its amendments, and IDEA.

Local education agencies, as defined by these Regulations, other than the Virginia Department of Education, may utilize the due process hearing system specified in these Regulations to resolve disputes regarding the identification, evaluation or educational placement of persons who are disabled as defined by the Rehabilitation Act of 1973 and its amendments, and IDEA.

## APPENDIX B

**HCPS Section 504 Determination Checklist**

*If, at any time, it is suspected that a student requires specialized instruction under the Individuals with Disabilities Education Improvement Act (IDEA), the student shall be referred to the eligibility team in the school.*

**Upon receipt of a referral, the 504 Chairperson will**

- Convene a meeting, within ten business days of the referral, of the school based team to determine if the student is a student who may be a student with a disability. Document results on Prior Written Notice. Provide Procedural Safeguards.

**AT THE MEETING THE 504 CHAIRPERSON WILL:**

- Welcome participants, make introductions, and review purpose of meeting.
- Review HCPS Parental Rights and Procedural Safeguards Notice; provide a copy to the parent(s).
- Complete the following:
  - Eligibility Meeting Minutes
  - Prior Written Notice
  - Consent for Evaluation (if team determines an evaluation is necessary)

If a student is to be evaluated: The parent/guardian will be asked to provide written consent. When consent for an evaluation is received, the requested assessments shall be completed, followed by a determination of eligibility, within sixty-five school days of the referral date (referral date is the date of the team decision to request consent for evaluation). The 504 Chairperson shall refer the child to the school's Eligibility Chair to establish a date and time for the follow-up meeting to consider the results of the requested assessments. The parent/guardian or adult student shall be invited to the follow-up meeting using the **Meeting Notice**.

At the subsequent eligibility meeting, the eligibility team will determine if 1) the student is eligible for services under IDEA or, if not, 2) determine if the student is eligible under Section 504. If the student is found eligible for services under IDEA, a Individual Education Plan (IEP) will be developed within 30 business days of the eligibility decision. If the student is found ineligible for services under IDEA, the eligibility team will consider if the student is eligible under Section 504. If the student is found eligible under Section 504, the eligibility team will either develop a 504 plan at that time or schedule a 504 Plan Development Meeting within 30 business days of the eligibility meeting. Document the results of the discussion on the Prior Written Notice form. In the development of the Plan, consider accommodations necessary to provide an equal opportunity for the student to access the general curriculum.



- Use the **Meeting Notice Form** to notify parent/guardian or adult student of the meeting time/date.
- Provide copies of all documents to parent/guardian or adult student.
- Identify the case manager and share the Section 504 Plan with all necessary staff members directly involved with the student, including the testing coordinator
- OPTIONAL** - Have all faculty and staff review the 504 Plan and sign the 504 Plan Teacher Acknowledgement form. In lieu of this, a copy of the Section 504 Plan may be provided to each of the student's teachers.

**Section 504 Accommodation Plan Teacher/Staff Verification (Optional)**

**Henrico County Public Schools**

I have received a copy of \_\_\_\_\_'s 504 Student Accommodation Plan and, therefore, will provide the necessary accommodations according to section 504 of the Disabilities Act that protects qualified individuals from discrimination based on his/ her disability.

Section 504 states that:

"No qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance."

I understand that the 504 Student Accommodation Plan provides access to academic curriculum that would, otherwise, have been compromised by the student's disability or medical condition. Furthermore, I also understand that this information should be handled in a confidential nature and should be filed in a secure location.

If I have any further questions, I can feel free to contact \_\_\_\_\_, Building 504 Coordinator.

Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____
Teacher/Staff Name: _____	Signature _____	Date: _____