



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Section 504 and Students/Other Individuals with Disabilities

NUMBER: BUL-4692.0

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Office of General Counsel

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ROUTING

Local District
Superintendents
Principals
Administrators
School Counselors
School Nurses
School/Local District
Section 504
Designees
Teachers

POLICY: The Los Angeles Unified School District is committed to providing a working and learning environment that is free of discrimination/harassment. The District affirms that no qualified student with a disability shall, on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination/harassment under any District program or activity. The denial of equal access to the District’s education programs and/or activities and/or the denial of a “free appropriate public education” (FAPE) on the basis of a student’s disability(ies) is considered disability-based discrimination under both federal and state law and, as such, a violation of District policy.

In addition, the District must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Similarly, the District must make reasonable accommodations to its policies, practices and procedures when such accommodations are necessary to ensure that other individuals with disabilities, such as parents and the general public, are not discriminated against on the basis of disability.

MAJOR CHANGES: This bulletin replaces Bulletin No. BUL-4045.0 on the same subject issued by the Office of General Counsel, dated January 15, 2008. It provides updates and clarifies the guidelines to be used in serving students and other individuals with disabilities under Section 504.

GUIDELINES: The following guidelines apply.

- I. Background: Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving federal financial assistance. Public school districts are among the entities that must comply with the nondiscrimination requirements of Section 504. The District has specific responsibilities related to the provision of a “free appropriate public education” (FAPE) to school age individuals with disabilities under Section



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504 and the Individuals with Disabilities Education Act (IDEA). However, these specific responsibilities for students with disabilities related to the provision of FAPE are separate and distinct from the District's responsibilities applicable to other individuals with disabilities, such as parents and the general public.

II. Related Definitions:

A. Accommodation: A change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the regular general education curriculum. Examples of accommodations include, but are not limited to, the following: seating the student in front of the room, providing a specific amount of extended time for testing, providing a student with highlighted critical text, etc.

B. Educational Placement: The general education classroom with the use of supplementary/related aids and services.

C. Has a record of such an impairment: A history of or has been misclassified/misidentified as having, a mental or physical impairment that substantially limits one or more major life activities.

D. Individual with a disability:

- Has a physical or mental impairment which substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

Note: Environmental, cultural, and economic disadvantages are not considered disabilities under Section 504. Additionally, sexual orientation and gender identity are not considered disabilities under Section 504.

E. Major life activities: Functions such as breathing, caring for one's self, communicating, concentrating, eating, hearing, learning, lifting, performing manual tasks, reading, seeing, sleeping, standing, speaking, walking, and working.

F. Physical or mental impairment:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory,



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including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or

- Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness.

G. Qualified disabled person (who is not a student): An individual with a disability who is an employee or other individual, including, but not limited to parents, guardians, family, and the public, who is entitled to access District programs or activities, whether or not their child is disabled.

H. Qualified disabled person (with respect to a public preschool, elementary, secondary, or adult education services): An individual with a disability who is between the ages of 3 and 22.

I. Regarded as having an impairment:

- Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a school district as constituting such a limitation;
- Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment; or
- Has none of the impairments defined above but is treated by a school district as having such an impairment.

J. Substantial Limitation: Type of disability that significantly impacts the student at school. A major life activity is substantially limited when a person is: (1) Unable to perform a major life activity that the average person in the general public can perform; or (2) Significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity; or (3) Significantly impairs access to the District's programs, activities, or facilities.

III. Child Find – Parent Notification:

A. The District has a duty to conduct a “child find” at least annually, during which, the District must make efforts to inform qualified students with disabilities and their parents of the District’s obligation to provide a “Free Appropriate Public Education” (FAPE).

B. This duty extends to all students with disabilities between the ages of 3 and 22, residing within the District boundaries, including those who may



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be attending private or home schools.

- C. To meet this requirement, all schools are required to distribute annually to every student the following District publications: (1) “*Parent Student Handbook*” and (2) “*Section 504 and Students with Disabilities*” brochure during the first month of each new school year or at the time of initial enrollment.

Both can be accessed through the District’s website at <http://www.lausd.net>. Schools may order copies of the brochure from the District’s Stores Warehouse by using the current “Catalog of Supplies and Equipment.” Individuals seeking a single copy of the brochure may contact the District’s Educational Equity Compliance Office.

IV. Referral or Request for a Section 504 Evaluation:

- A. Any individual (i.e., parent/guardian/school staff member) may request a Section 504 evaluation for a student by completing Form A (“*Request for Section 504 Evaluation*”). If the request for evaluation is made orally and the individual making the request is unable to submit a written request, the administrator/Section 504 designee shall assist in the completion of Form A (“*Request for Section 504 Evaluation*”) or in the preparation of a written request.
- B. A parent/guardian requesting a Section 504 evaluation for a student currently enrolled in a private school should be referred back to the student’s private school of enrollment. Generally, District schools should not conduct a Section 504 evaluation for a student currently enrolled in a private school. Section 504 provisions apply to students with disabilities in the general education setting and, for private school students, the private school is the current general education setting.
- C. Parental consent on Form A must be obtained and documented in the parent acknowledgement section of Form A prior to proceeding with a Section 504 evaluation. However, a separate written request for a Section 504 evaluation by a parent/guardian should be considered a request for a Section 504 evaluation in lieu of a signature on Form A.
- D. Any copies of Form A (“*Request for Section 504 Evaluation*”) and related documents must be maintained in a Section 504 file folder that is to be placed in the student’s cumulative record.

Schools may order copies of the Section 504 file folders from the District’s Stores Warehouse by using the current “Catalog of Supplies and Equipment.” Individuals seeking a single copy of the file folder may



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contact the District's Educational Equity Compliance Office.

- E. Indicators that a Section 504 referral may be appropriate include, but are not limited to, the following situations:
- A disability is suspected and the student needs consistent and systematically implemented accommodations in order to have his/her needs met as adequately as nondisabled peers.
 - A student has a temporary disability that is substantially limiting.
 - A student exhibits a severe health condition.
 - A disability is suspected but the student does not qualify for special education services.
 - A disability is suspected and the student demonstrates a pattern of not benefiting from instruction.
 - A disability is suspected and the student is considered at risk for school failure.
 - A disability is suspected and a pattern of suspensions exists.
- F. Students Needing Medication: It is not necessary to qualify a student as disabled under Section 504 in order to provide a service which schools perform for all general education students. As a result, not all students needing medication to be administered by school staff meet the Section 504 eligibility criteria or require a "*Section 504 Plan*." However, for those students who are found to have a substantial limitation of a major life activity and need the administration of medication on a consistent and systematic basis in order to have his/her educational needs met as adequately as their nondisabled peers, a Section 504 referral may be appropriate.
- G. Requests for Section 504 Evaluation and Special Education Assessment Made Concurrently:
1. A parent request or referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same 60-day timeline utilized for the special education assessment. Generally, however, the Section 504 evaluation can be conducted in less than 60 days.
 2. If the student is found eligible under Section 504 prior to the special education team's findings, a "*Section 504 Plan*" should be developed pending the special education team's findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) is developed and the IEP Team can incorporate into the IEP any accommodations provided in the "*Section 504 Plan*" for



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the student. A separate Section 504 Team meeting then needs to be convened to exit the student from eligibility under Section 504, as described in Section IX Part C of this bulletin. The IEP Team should not exit the student from Section 504 eligibility.

3. When an IEP Team determines that a student is not eligible or no longer eligible for special education, there are some circumstances when a Section 504 referral for evaluation may be appropriate and is considered by the IEP Team.
 - a. In those instances, the IEP Team can document that the student is being referred for an evaluation under Section 504.
 - b. In addition, parent signature on Form A ("*Request for Section 504 Evaluation*") should be obtained.
 - c. The evaluation for Section 504 eligibility rests with the Section 504 Team only. Under no circumstances should the Section 504 eligibility decision be made in the context of an IEP Team meeting.

V. Analyzing the Appropriateness of a Referral for Section 504 Evaluation: When a request for evaluation is made, the school site administrator/designee shall take the following steps:

- A. Review relevant records and/or consult with persons knowledgeable about the student to determine whether the Section 504 referral is appropriate. If the referral is appropriate, proceed with the evaluation process.
- B. If the referral is not appropriate (e.g., the student is receiving special education services or the student is accessing the curriculum and achieving grade-level academic progress), then the administrator/designee shall do the following:
 1. Provide written notice to the parent/guardian using Form B ("*Response to Request for Section 504 Evaluation*") to inform them of the school's decision not to proceed with the Section 504 evaluation.
 2. Ensure that the name, address, and phone number of the Local District Section 504 Designee and name and phone number of the school site's Section 504 Designee have been filled in on the Form B ("*Response to Request for Section 504 Evaluation*") prior to issuing the written notice to the parent/guardian.

Appeal Rights: Included in the Form B ("*Response to Request for Section 504 Evaluation*") is a statement advising the



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parents/guardians that they have 15 calendar days from the date of the notice to appeal the school site's decision to the Local District Section 504 Designee.

3. Provide to the parent/guardian a copy of Form C ("*Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973*").

VI. Section 504 Evaluation Process:

A. Timeline:

1. While there is no specific timeline for completing the evaluation process, the evaluation must be completed within a reasonable period of time. Generally, it is not reasonable to exceed 60 days from the date of the parent's/guardian's written request for a Section 504 evaluation, excluding off track time exceeding five days.
2. If the request for evaluation is made orally and the individual making the request is unable to submit a written request, the administrator/Section 504 designee shall assist in the preparation of a written request or in the completion of Form A, "*Request for Section 504 Evaluation.*"

B. Preparing for the Section 504 Evaluation Meeting: In preparing for the Section 504 Evaluation Meeting, the school site administrator/Section 504 designee shall:

1. Provide the parent/guardian with Form D ("*Notice of Section 504 Evaluation*"), indicating the date, time, and place of the meeting, along with a copy of Form C ("*Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973*"). Consideration must be made to conduct the Section 504 evaluation meeting at a mutually agreed upon time to enable the parent/guardian to participate in the meeting.
2. Provide teachers, as appropriate, with Form E ("*Section 504 Teacher Observation Form*") to complete.
3. Select the Section 504 Team members. Team members must:
 - a. Be knowledgeable about the student (e.g., the Section 504 designee, parent(s)/guardian(s), the classroom teacher(s), the school nurse, the student [if age appropriate], the counselor, and any other suitable personnel),
 - b. Be knowledgeable about and able to interpret the evaluation



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- information being drawn from a variety of sources, or
- c. Be knowledgeable about accommodations to enable the team to make informed decisions.
4. Gather documentation about the student from a variety of sources in preparation for the meeting including, but not limited to the following:
- a. Information, documents, and records provided by parents/guardians
 - b. Cumulative records
 - c. Report cards
 - d. Standardized test scores/District administered assessments
 - e. Discipline records
 - f. Attendance records
 - g. Health records, if available (from the school nurse or parent/guardian) (Note: A medical diagnosis is not required under Section 504 regulations nor does a medical diagnosis automatically qualify a student as having a disability.)
 - h. Information collected from interviews with applicable staff and/or from completed teacher observation forms (Form E)
 - i. IEP information/documentation from prior special education testing and evaluation (for students determined not eligible or no longer eligible for special education services), if applicable

C. Conducting the Section 504 Evaluation Meeting:

1. The Section 504 Team conducting the evaluation has the responsibility to complete and document the evaluation process using Form F ("*Section 504 Evaluation Documentation*") and, using definitions in Section II – Related Definitions, and consider the four Section 504 eligibility criteria questions as follows:
 - a. Does the student have a physical or mental disability? Note: A medical diagnosis is not required for Section 504 eligibility. However, all evaluation data, including a medical diagnosis, if available, is to be carefully considered.
 - b. Does the student's disability impair a major life activity?
 - c. Is the degree of impairment substantial? Note: The existence of a disability alone, without a substantial limitation of a student's major life activity at school, does not qualify a student as eligible under Section 504.
 - d. Does the student require a Section 504 Plan in order for his/her educational needs to be met as adequately as those of non-disabled



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peers?

Note: Section 504 eligibility should be determined only after the team responds to the questions above and is not to be an automatic outcome for students previously determined to be ineligible for special education services.

2. If the team determines that the student meets the federal definition of “disabled” under Section 504 (by answering “Yes” to all of the four criteria questions referenced above) then a “Section 504 Plan” (Page 1 of Form G) is to be developed. If appropriate, a “Section 504 Behavior Support Plan” (Page 2 of Form G) is also to be developed.
3. If the team determines that the student does not meet eligibility under Section 504 (by answering “No” to any one of the four criteria questions referenced above), yet the student requires some additional educational assistance, the Section 504 Team may:
 - a. Refer the student to the school’s Student Success Team (SST) for the identification of classroom accommodations, as appropriate, and/or
 - b. Develop a written Educational Protocol by identifying/determining educational strategies that would benefit the student and documenting those strategies in writing on school letterhead, with a site administrator’s signature. Consideration should be given to Response to Intervention (RTI) programs, differentiated learning styles/strategies, and the use of available resources at the school site.

The accommodations or strategies identified in a SST or Educational Protocol meeting should be documented in writing, with a copy provided to the parent/guardian and teacher(s). Although it does not have the same protections of Section 504, an Educational Protocol is a commitment on behalf of the school/District to provide the student with educational assistance. The site administrator is responsible for ensuring that these strategies are then implemented.

4. In those situations when the parent/guardian disagrees with the Section 504 Team decision that the student does not meet the criteria under Section 504 or the accommodations to be included in the Section 504 Plan, the parent/guardian must be informed of the appeal/complaint processes available to them. Parent/guardian appeal/complaint notices are provided in the following forms: Form F (“*Section 504 Evaluation Documentation*”), Form H (“*Section 504 Team Decision*”), Form I (“*Section 504 Link Determination*”).



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Meeting”), and Form K (“*Section 504 Complaint Form*”).

D. Developing the Section 504 Plan: In developing the “*Section 504 Plan*” (Form G), consideration should be given to the following:

1. The “*Section 504 Plan*” (Form G) shall include the following components:
 - a. A statement of the student’s physical or mental impairment.
 - b. A date when the plan is to be re-evaluated (every three years or sooner as appropriate).
 - c. The specific “Area(s) of Educational Impact” that are impacted by the disabling condition.
 - d. “Related Accommodation(s)” - The specific accommodations needed to enable the student to have access to the instructional program as adequately as his/her nondisabled peers (i.e., an assignment notebook, seating the student closer to the teacher and/or away from distractions, specific amount of extra time to complete tests/assignments).
 - e. “Person(s) Responsible” - The person(s) to be responsible for implementing the accommodations.
 - f. “Frequency (when action will be taken)” - Statement of the specific and measurable times (specific symptoms, behaviors, or triggers) that elicit when the accommodation is to be provided, i.e. operationally define when the accommodation is to be provided.
 - g. “Behavior Support Plan” - if warranted by the student’s behavior.
2. Accommodations are to provide access to the core curriculum by compensating for the student’s disability(ies), without substantially changing the content, i.e. do not alter or change what is being taught or tested. However, in some circumstances, as appropriate and applicable, accommodations may change how a student demonstrates learning/proficiency.
3. A “*Section 504 Plan*” accommodation cannot provide a student with an exemption from a course or subject required for graduation or matriculation (i.e. a waiver of physical education classes), beyond those exemptions currently outlined in existing District policy.

Note: The Physical Education Fitnessgram requirement identifies the following possible exception for students with disabilities. Each pupil with a physical disability and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his or her condition will permit.

4. The “*Section 504 Plan*” accommodations are to be developed to



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address, (and should be related to) the student's identified disability (ies).

5. Accommodations should be well defined, relevant, realistic, and measurable.
6. The language in the "*Section 504 Plan*" must be specific and narrowly tailored to meet the student's needs in order to allow for consistent implementation. A "*Section 504 Plan*" that is too vague or open-ended can be misinterpreted, which may contribute to inconsistent "*Section 504 Plan*" implementation.
7. If a student requires an accommodation only occasionally, the "*Section 504 Plan*" "Frequency" (column) should be written to incorporate the specific symptoms, behaviors, or triggers that elicit implementation of that accommodation. The result is that the "Frequency" will operationally define when the accommodation is to be provided.
8. Section 504 Teams should be cautious when providing additional time beyond a week to make up assignments and should not exceed time beyond the final marking period for each semester, as this may be altering the level of expectation for a student's performance, which is contrary to the purpose of Section 504.
9. If the Section 504 Team determines that an appropriate accommodation is to provide extended time for assignments, homework, and/or tests, the "*Section 504 Plan*" must be clearly written to specify how much extended time is required for the accommodation based on the student's identified needs, i.e., time and a half, 1 or 2 hours, a day, a week, or a weekend.
10. In general, a student who does not require an accommodation as part of the regular instruction/testing/evaluation should not require the accommodation only for standardized testing.

Note: A Section 504 Team has no jurisdiction regarding testing accommodations provided by the College Board (for the SAT Reasoning Test and the SAT Subject Tests) or the ACT (for the ACT test). Application for accommodations for those tests must be made by the student/parent/guardian utilizing the specific procedures outlined by those organizations. Therefore, Section 504 Teams shall not indicate extended time for either College Board or ACT tests.

11. The responsible person for implementing the Section 504



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accommodations should not be another student.

- VII. Following the Section 504 Evaluation Meeting: Following the Section 504 evaluation meeting, the school site administrator/Section 504 Designee is responsible for:
- A. Identifying a Section 504 Case Manager responsible for monitoring the implementation of the “*Section 504 Plan*,” as well as monitoring that the student’s learning environment is free from disability discrimination and/or harassment (See next section for Section 504 Case Manager Responsibilities).
 - B. Ensuring distribution to parents/guardians of the following documents:
 - 1. Form F - “*Section 504 Evaluation Documentation*”
 - 2. Form G - “*Section 504 Plan*,” if applicable
 - 3. Form H - “*Section 504 Team Decision*”
 - 4. Form C - “*Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973*”
 - C. Ensuring that appropriate staff who will need to implement the various provisions of the “*Section 504 Plan*,” including, but not limited to, all of the student’s teachers and the student, if able to understand and self-advocate, receive the following documents to make sure that the accommodations are provided within a reasonable time after the conclusion of the meeting:
 - 1. Form G - “*Section 504 Plan*” - Note: A copy of the “*Section 504 Plan*” should also be placed in each of the relevant teachers’ substitute folders, as appropriate. This is especially important for students whose “*Section 504 Plan*” includes medical protocols.
 - 2. Form J - “*Section 504 Plan Distribution Notice*” which contains notification to staff that failure to comply with District policy regarding the implementation of a Section 504 Plan or the disregard of the protected rights of a student with disabilities may result in disciplinary action and/or a complaint investigation and ruling by the United States Department of Education, Office for Civil Rights (OCR). Additionally, under federal law, personal civil suits may be filed on behalf of students against individual District employees who fail to comply with the mandates set forth under Section 504.



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D. Updating the student's pupil records as follows:

1. A Section 504 file folder (white) is to be placed within the student's cumulative record that contains all Section 504 related documentation, including, but not limited to, the "*Section 504 Plan*." For information on how to order Section 504 file folders (free from the Stores Warehouse), see the memorandum issued annually by the Office of General Counsel, "*Ordering and Distribution of Students Brochures – Title IX and Nondiscrimination and Section 504 and Students with Disabilities*."
2. The student's Section 504 eligibility is to be entered into the elementary or secondary Student Information System (SIS). See Attachment A for the most current guidelines for Section 504 information data entry into SIS.
3. Note: There are special provisions regarding confidentiality of records with information pertaining to any HIV/AIDS status. For instructions on handling these records, contact Student Medical Services at (213) 765-2830.

- E. Providing both the Local District Section 504 Designee and the District's Educational Equity Compliance Office with copies of the completed Form F ("*Section 504 Evaluation Documentation*") and, if applicable, the Form G ("*Section 504 Plan*").

VIII. Section 504 Plan Implementation Obligation/Case Manager Responsibilities

- A. The completed "*Section 504 Plan*" (Form G) is a legal obligation on the part of the District/school and, therefore, must be implemented as written.
- B. Parent signature on the "*Section 504 Plan*" is not required in order for the "*Section 504 Plan*" to be implemented. Parents/guardians who disagree with the Section 504 Plan accommodations may file an appeal using the procedures outlined in Section XIII – Complaint Procedures.
- C. Individual teachers/staff members are to fully implement the "*Section 504 Plan*" accommodations as written, are not to determine that an accommodation is not necessary or appropriate, and, outside of a Section 504 Team meeting, are not to change the implementation of any of the accommodation(s) in the student's "*Section 504 Plan*."
- D. Any changes to a "*Section 504 Plan*" accommodations must be made by convening a Section 504 Team meeting, which includes providing the parent/guardian with Form D ("*Notice of Section 504 Evaluation*"), along



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with a copy of Form C (“*Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973*”). Consideration must be made to conduct the Section 504 Team meeting at a mutually agreed upon time to enable the parent to participate in the meeting.

- E. There are to be no informal agreements made outside a Section 504 Team meeting with the parent or student on changes to the “*Section 504 Plan*,” individual accommodations, or accommodation implementation.
- F. A Section 504 eligible student’s scores/grades shall not be negatively affected if the degree of implementation of the accommodations written into the student’s “*Section 504 Plan*” negatively affected the student’s performance or access to the curriculum. Therefore, before assigning scores/grades to a student eligible under Section 504, the teacher must consider the degree of implementation of the accommodations in the student’s “*Section 504 Plan*.”
- G. Each student eligible for a “*Section 504 Plan*” is to have an assigned Section 504 Case Manager, designated by the school site administrator/Section 504 Designee, who is responsible for monitoring the implementation of the “*Section 504 Plan*” accommodations, as well as monitoring that the student’s learning environment is free from disability discrimination and/or harassment. More specifically, the Section 504 Case Manager has the following duties and responsibilities:
 - 1. Consistently monitoring the implementation of the “*Section 504 Plan*” accommodations.
 - 2. Reminding staff members of their obligation to implement a student’s “*Section 504 Plan*” accommodations as written.
 - 3. Notifying the appropriate administrator upon becoming aware that a staff member is not implementing the accommodations as written in a student’s “*Section 504 Plan*.”
 - 4. Documenting that the progress of the Section 504 student is being consistently monitored.
 - 5. Monitoring that the student’s learning environment is free from disability discrimination and/or harassment.
 - 6. Providing periodic reports on student’s progress towards academic or behavioral performance, when so determined by the student’s Section 504 Team.



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7. Reviewing the “*Section 504 Plan*” to determine that the accommodations are appropriate and applicable to the student’s disability and current educational placement (especially for students new to the school or grade level).
8. Ensuring that a re-evaluation of the “*Section 504 Plan*” takes place when a parent./guardian makes a request, there is an indication, evidence, or it is determined that the “*Section 504 Plan*” is not effective in addressing the student’s area(s) of educational impact, or the “*Section 504 Plan*” is not appropriate or applicable to either the student’s disability or educational placement.

IX. Periodic Re-Evaluation/Exit Procedures:

A. Re-evaluation Frequency:

1. The school-site administrator/Section 504 Designee shall ensure that a student with a “*Section 504 Plan*” is periodically re-evaluated to determine continuing eligibility under Section 504 (i.e., at least every three years).
2. Re-evaluation may also be required when there is a change in the student’s disability, a parent/guardian requests a change in the “*Section 504 Plan*” accommodations, or when there is an indication, evidence, or it is determined that the “*Section 504 Plan*” is not effective in addressing the student’s area(s) of educational impact.
3. Re-evaluation may also be required when the student’s educational placement changes, including, but not limited to, new school, matriculation, grade level changes, class and curriculum changes, and building/class location changes.
4. Additionally, re-evaluation may be required when it is determined that the accommodations may not be appropriate and/or applicable to the student’s current educational placement.

B. Re-Evaluation Process:

1. Prior to the Section 504 re-evaluation meeting, provide the parent/guardian with Form D (“*Notice of Section 504 Evaluation*”) and Form C (“*Parent/ Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973*”). Consideration must be made to conduct the Section 504 re-evaluation meeting at a mutually agreed upon time to enable the parent/guardian to participate



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in the meeting.

2. In preparation for the Section 504 Team meeting, have applicable teacher(s) complete Form E (“*Section 504 Teacher Observation Form*”).
3. Convene a Section 504 Team meeting to consider any new or additional evaluation data/documentation as outlined in Section VI B-4 (Page 8). The Section 504 Team will determine whether the student continues to meet the criteria under Section 504 and revise/update the student’s current “*Section 504 Plan*,” as appropriate.
4. Complete Form F (“*Section 504 Evaluation Documentation*”) and, if the student continues to be eligible, complete Form G (“*Section 504 Plan*”).
5. Complete the same steps as listed under the “Following the Section 504 Evaluation Meeting/Case Management” section of this bulletin.

C. Process to Exit a Student from Section 504: A re-evaluation of a student may be indicated when the student is accessing the instructional program as adequately as his/her nondisabled peers and does not continue to require accommodations under Section 504 to ensure access. In that instance, a Section 504 re-evaluation meeting should be conducted to determine whether or not the student continues to meet the eligibility criteria under Section 504 as indicated in Section B above.

X. Discipline Procedures for a Student with a Section 504 Plan:

- A. A student who has a “*Section 504 Plan*” is considered to be a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension there must be an analysis, in a “Section 504 Link Determination Meeting,” of whether the conduct being disciplined is linked to the student’s disability. Suspensions totaling fewer than 10 days in a school year may be effected without holding a “Section 504 Link Determination Meeting” and completing Form I (“Section 504 Link Determination Meeting”).
- B. A student who has a “*Section 504 Plan*” may not be subjected to a disciplinary action which changes placement (disciplinary opportunity transfer/recommendation for expulsion) or when the total number of days of suspension in a school year totals 10 or more days, unless the Section 504 Team, in a “Section 504 Link Determination Meeting” (Form I), first determines the following:



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1. That the misconduct/behavior giving rise to the discipline was not caused by or directly and substantially related to the student's disability and
 2. That the misconduct/behavior giving rise to the discipline was not a direct result of the District's failure to implement the "*Section 504 Plan*."
- C. When making the "Section 504 Link Determination," the Section 504 Team, composed of individuals, including the parent/guardian, knowledgeable about the student, the evaluation information, and the accommodations, must meet to consider the following and complete Form I ("*Section 504 Link Determination Meeting*"):
1. Was the misconduct caused by, or directly and substantially related to, the student's disability?
 2. Was the misconduct a direct result of the District's failure to implement the "*Section 504 Plan*"?
- D. If the Section 504 Team determines that there is no direct link between the misconduct and the student's disability and that the misconduct is not a direct result of the District's failure to implement the Section 504 Plan:
1. The school may continue to discipline the student in the same manner as it would a student without a disability, including, but not limited to, suspension, a disciplinary opportunity transfer, or recommendation for expulsion.
 2. When considering a disciplinary change of placement of a student being served under Section 504, care must be taken to contact the potential receiving school(s) prior to issuing the transfer to ensure that the "*Section 504 Plan*" accommodations can be fully implemented at the new placement.
- E. If the Section 504 Team determines that there is a direct link between the misconduct and the student's disability and/or that the misconduct is a direct result of the District's failure to implement the Section 504 Plan, the Section 504 Team should consider revising the "*Section 504 Plan*" and/or reviewing implementation strategies. This may include updating the "*Section 504 Plan*" accommodations and/or revising or developing a "*Section 504 Behavior Support Plan*."
- F. Only Exception to the Requirement to Hold a "Section 504 Link



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Determination Meeting”: A student who is currently using illegal drugs or alcohol and is to be disciplined by the school for use or possession of illegal drugs or alcohol loses the procedural protections provided by Section 504, including the requirement to hold a “Section 504 Link Determination Meeting” prior to a disciplinary change of placement, even if the student has another disability. This would hold true even if the disabling condition could be directly related to the misconduct.

XI. Program Accessibility for Individuals with Disabilities:

A. Section 504 provides nondiscrimination protections to disabled students eligible under Section 504, as well as those eligible under the Individuals with Disabilities Education Act (IDEA). As such, Section 504 program/activity accessibility standards extend to ensuring that ALL otherwise qualified students with disabilities are provided with an equal opportunity to participate in the same educational programs or activities, including, but not limited to, classes/courses and curricular, extracurricular, and/or nonacademic activities, services, or benefits that are provided to students without disabilities.

1. This extends to District programs/activities that are held before school, during the school day, those held after school, when school is not in session, and those held during off track time.
2. No otherwise qualified student with a disability is to be denied enrollment in a class/course solely on the basis of the student’s disability, unless a student’s Individual Education Program (IEP) limits the student’s enrollment.
3. Otherwise qualified students with disabilities must be provided an equal opportunity to try out for and/or participate in curricular and extracurricular activities, including, but not limited to, field trips and before/after-school programs.
4. Under Section 504, participation in extracurricular activities and nonacademic services is an issue of accessibility and equal opportunity. As such, schools are required to provide nonacademic services, including, but not limited to extra-curricular activities and athletics, in a manner necessary to afford students with a disability an equal opportunity for participation in such activities and services, unless the accommodations required to provide access would fundamentally alter the very nature of the extracurricular activities and/or nonacademic services. Schools are encouraged to consult with the Educational Equity Compliance Office at (213) 241-7682 for assistance and guidance in meeting this requirement.



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- B. The school must consider/identify appropriate accommodation(s) needed for an otherwise qualified student with a disability to participate successfully in a curricular activity, field trip, extra-curricular activity, or nonacademic service.
1. This provision shall not be interpreted to require participation of a student with a disability who, even with the benefit of accommodations, could not meet the essential academic or skill requirements of the program, activity, or service.
 2. Accommodations for extracurricular or nonacademic activities must be considered unless they result in a fundamental alteration in the nature of the program. A school may decline to provide services or accommodations that would fundamentally alter the very nature of the program and/or waive or exempt entire portions of a program. However, schools considering a denial should consult with the Educational Equity Compliance Office by calling (213) 241-7682 prior to such denial.
 3. Parents of students with disabilities cannot be required to participate with and/or accompany the student on a field trip and/or curricular/extra-curricular activity as a condition for the student to participate when a similar obligation is not imposed on the parents of nondisabled students. Additionally, schools may not charge parents of students with disabilities a higher cost than is charged to nondisabled students as a condition to participate in the District's extra-curricular or nonacademic programs/services.
- C. Parents/guardians with disabilities are to be provided with reasonable accommodation(s) to allow the parents/guardians to participate meaningfully in their child's education. Consideration must be made to provide effective access to allow the parents/guardians to participate in the school's programs and activities, including, but not limited to, parent-teacher conferences, committees/councils, PTSA meetings, attendance at school ceremonies/performances, and open house. Schools are encouraged to consult with the Educational Equity Compliance Office at (213) 241-7682 for assistance and guidance in meeting this requirement.
- D. For existing facilities (including schools and offices), federal regulations require that school districts operate programs or activities so that the programs and activities, when viewed in their entirety, are readily accessible to and usable by individuals with disabilities. This means that if the service, activity, or program as a whole is accessible, then not every part of the existing facility needs to be accessible and usable by



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individuals with disabilities.

- E. Accessibility to District programs and activities may be achieved by nonstructural changes such as redesigning or modifying equipment or furniture, or rescheduling or relocating classes or other services to accessible rooms or buildings.
- F. A request for funding for minor renovations (i.e., ramps, bathroom modifications) can be made when necessary to ensure access for individual students needing placement in currently inaccessible programs by following the procedures outlined in reference guide REF-1446.1, "*Requests Related to Program Accessibility under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973-Revised,*" issued by the Division of Special Education.
- G. The accessibility standard for new construction is different from the standard for existing facilities. For new construction, the facility and every part of the facility must be readily accessible to and usable by persons with disabilities.

XII. Disability-Based Discrimination/Harassment:

- A. Non-implementation of the "*Section 504 Plan*" accommodations could be considered disability-based discrimination and may constitute a violation of a student's civil rights.
- B. Disability-based discrimination can occur when an otherwise qualified student with disabilities is not provided with an equal opportunity to participate in the same educational programs or activities, including, but not limited to classes/courses and curricular, extracurricular, and/or nonacademic activities, services, or benefits that are provided to students without disabilities.
- C. Disability discrimination can also be found in exclusion, inferior treatment or differential treatment that is not a justified response to a disabled individual's needs or capabilities. Discrimination can result from the failure to take the necessary steps to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other non disabled individuals. This obligation applies to all aspects of the District's operations, including nonacademic and extracurricular activities.
- D. Disability-based discrimination/harassment can also be intimidation or abusive behavior from another student, a District employee, or community member towards a student based on disability that creates a



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hostile environment by interfering with or denying a student's participation in or receipt of the benefits, services, or opportunities in the District's programs. Harassing conduct by District employees, students, or community may take many forms, including, but not limited to, conduct that is emotionally and/or physically harmful, humiliating, or threatening, verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements. When harassing conduct is sufficiently severe, persistent, or pervasive enough to create a hostile environment, it can violate a student's rights under Section 504.

- E. Disability-based discrimination/harassment complaints must be filed in writing within six months of the last occurrence or when knowledge of the complaint was first obtained. The written complaint may be filed using the "*Section 504 Complaint Form*" (Form K), using the District's Uniform Complaint Procedure, or simply by filing a written complaint statement. The District will promptly investigate all complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidences of discrimination/harassment.

XIII. Complaint Procedures: Complainants are encouraged to try to resolve complaints informally at the school or within their Local District. However, the formal complaint procedure may also be used to address such complaints.

A. Definitions Related to Complaint Procedures:

- Appeal: A written request to review or re-investigate the complaint or decision.
- Complainant: Any individual, including, but not limited to, a District student, a parent or guardian of a District student, or District employee who submits a grievance/complaint alleging that there has been a violation of this policy.
- Complaint: A verbal or written complaint alleging that there has been a violation of this policy.
- Complaint procedure: The District's internal procedure to process complaints.
- Days: Calendar days unless otherwise specified.
- District: Any operating unit, school, or program of the Los Angeles Unified School District.
- Respondent: An individual alleged to have committed acts in violation of this policy.

B. Informal Complaint Process – Local School:

1. Any individual may file a complaint with the local school site



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administrator alleging that:

- a. The school is not in compliance with the District's Section 504 policies and procedures.
- b. The parents/guardians disagree with the local school's decision(s) with regard to the identification, evaluation, or "*Section 504 Plan*" accommodations of students under Section 504.
- c. Discrimination/harassment based on disability has occurred, which includes allegations that the student's "*Section 504 Plan*" is not being implemented.

2. Upon receipt of a complaint, the local school site administrator must adequately respond by taking the following steps:

- a. Investigate the complaint promptly.
- b. Interview the complainant and discuss options available to resolve the complaint.
- c. Determine the type of appropriate action(s) that will resolve the complaint.
- d. Provide follow-up to determine whether the action(s) taken did address the complaint.
- e. Inform the complainant of any actions taken in the process of resolving the complaint or any consequences resulting from such actions.
- f. Provide information regarding the formal complaint process that is an option for a complainant if he/she wishes to appeal the school-site decision/resolution.
- g. Keep a written record of the complaint and the steps taken to resolve it.

C. Formal Appeal of School Site Section 504 Team Decision Made to the Local District:

1. Parents/guardians have the right to appeal the local school's Section 504 Team decision(s) with regard to the identification, evaluation, or "*Section 504 Plan*" accommodations of students under Section 504.
2. Any appeal must be made in writing to the Local District Section 504 Designee within 15 calendar days of receiving notice of the school site decision. A parent/guardian making a verbal request for appeal will be assisted by District personnel in making a written request. The written appeal may also be filed using the "*Section 504 Complaint Form*" (Form K).
3. The appeal shall contain the following information:



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- a. The specific nature of the decision(s) made by the school with which the person disagrees in the following areas: identification, evaluation, or educational accommodations.
 - b. The specific relief being sought.
 - c. Any other relevant or supportive documentation or information the complainant believes will provide assistance in understanding the appeal request.
4. A referral will be made to the appropriate Local District Section 504 Designee for investigation and response, if the Educational Equity Compliance Office receives the appeal of the school site decision directly.

D. Formal Complaint of Discrimination/Appeal of School Site Decision:

1. Any parent/guardian/individual/organization has the right to file a written complaint of discrimination and/or harassment, which includes, but is not limited to, failure to implement the “*Section 504 Plan*,” within six months from the date the alleged discrimination or harassment occurred or the date when knowledge of the facts of the alleged discrimination or harassment was first obtained.
2. The written complaint/appeal may be filed using the “*Section 504 Complaint Form*” (Form K), using the District’s Uniform Complaint Procedure, or simply by filing a written complaint statement. A complainant making a verbal complaint will be assisted by District personnel in making a written complaint.
3. The complaint shall contain the following information:
 - a. The specific facts about the complaint which may be helpful to the complaint investigator including, but not limited to, the following: nature of the complaint, names of those involved, witnesses, and dates/places of occurrences.
 - b. The specific relief being sought.
 - c. Any other relevant or supportive documentation or information the complainant believes will provide assistance in understanding the complaint.
4. A referral will be made to the appropriate Local District Section 504 Designee for investigation and response.

E. Formal Complaint/Appeal Process - Local District: The Local District Section 504 Designee will take the following steps in response to a formal written discrimination complaint or appeal of a school site Section 504 Team decision:



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1. The Local District Section 504 Designee will provide the complainant with a written acknowledgement of the complaint within 5 days which:
 - a. Advises and assures the complainant that confidentiality of the facts will be observed to the maximum extent possible.
 - b. Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
 - c. States that the complaint investigation/resolution process will be completed within 30 days of receipt of the complaint.
 - d. Advises the complainant to call or send any additional information or documentation relevant to the complaint.
 - e. Informs the complainant that a written report of findings and conclusions, listing any corrective action taken, will be provided at the conclusion of the investigation.
 2. The Local District Section 504 Designee will conduct an impartial investigation and work to resolve the matter.
 3. Within 30 days of receipt of the complaint/appeal, the Local District Section 504 Designee will provide to the complainant and the respondent a written report of findings and conclusions that also contains the following:
 - a. The assurance that the District will not tolerate retaliation against a complainant for the filing of a complaint or participating in the complaint investigation.
 - b. A statement advising the complainant of the option to appeal the Local District's decision to the District's Section 504 Coordinator in the District's Educational Equity Compliance Office within 15 days of receipt of the Local District's decision letter.
- F. Internal District Appeal Process to the District's Section 504 Coordinator:
If the complainant disagrees with the Local District Office decision, an appeal may be sent to the District's Section 504 Coordinator in the District's Educational Equity Compliance Office within 15 days of receipt of the Local District's decision letter.
1. The appeal must be in writing, signed, should state the reason(s) for the appeal, and list any steps that were already taken in an attempt to resolve the complaint. A copy of the Local District's decision letter should be forwarded with the appeal correspondence.
 2. The complaint will then be reviewed by the District's Section 504 Coordinator using the same steps outlined for the formal



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complaint/appeal investigation.

3. A final written letter of findings will be provided to the complainant with the disposition of the complaint and a rationale for the disposition.

G. Further Options with Regard to Complaints of Discrimination: An appeal of either the Local District's or the Educational Equity Compliance Office's findings may also be made to the California Department of Education, Office of Equal Opportunity, 1430 N Street - Room 6019, Sacramento, California 95814-5901. The written appeal must be sent within 15 days of receipt of the letter of findings.

H. Civil Law Remedies: Pursuant to the California Education Code, Section 262.3, persons who have filed a complaint should also be advised that civil law remedies may be available to them.

XIV. Parent/Guardian Procedural Safeguards Under Section 504:

A. Parents/guardians shall be notified in writing of all decisions concerning Section 504 identification, evaluation, or educational accommodations recommended for their child.

B. Parents/guardians shall also be provided notice of their procedural safeguards under Section 504, including the right to disagree with and appeal the decision of the Section 504 Team.

C. Parents/guardians of a student with disabilities have the right to:

1. Receive written notice of the District's intent to identify, evaluate, and/or provide a "*Section 504 Plan*" for their child.
2. Review all relevant records regarding their child and obtain copies of those records at reasonable cost.
3. Appeal/disagree with the District's decision(s) with regard to the identification, evaluation, or "*Section 504 Plan*" accommodations of students under Section 504, file a complaint concerning allegations of a violation of Section 504 policy/procedures, or disability-based discrimination/harassment, including, but not limited to, allegations of failure to implement the student's "*Section 504 Plan*."
4. Request an impartial hearing if they disagree with their child's identification, evaluation, or "*Section 504 Plan*," with opportunity for participation in the hearing and representation by an attorney at the



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parent's/guardian's expense.

5. A review of the decision of the impartial hearing officer.

XV. Impartial Hearings:

A. Parent(s)/guardian(s) can request an impartial hearing as follows:

1. Parents who wish to contest school actions involving their disabled student's identification, evaluation, and placement may request an impartial hearing by sending a written request to the District's Section 504 Coordinator in the Educational Equity Compliance Office.
2. An impartial hearing can also be requested to address issues involving allegations of failure to comply with procedural requirements related to identification, evaluation, and placement (which could include failure to implement the "*Section 504 Plan*").

B. The Educational Equity Compliance Office will select an impartial hearing officer. The hearing officer selected will be qualified to review the District's decisions relating to Section 504 of the Rehabilitation Act of 1973 and will not be an employee of the Los Angeles Unified School District.

C. The hearing process is as follows:

1. The hearing shall be conducted, and a written decision pursuant to the standards set forth in Section 504 and related federal regulations will be mailed to all parties within 60 calendar days of the receipt of the written request for an impartial hearing.
2. The parent/guardian has the right to seek representation by an attorney for the hearing at the parent's expense.
3. Either party has the right to seek a review of the decision of the Section 504 hearing officer by a court of appropriate jurisdiction.
4. The parties shall abide by the decision of the Section 504 hearing officer unless the decision is stayed, modified, or overturned by a court of competent jurisdiction.

XVI. Informal Mediation Procedure: Within 10 days of the receipt of a written request for a hearing, the Educational Equity Compliance Office will offer to the complainant a voluntary informal pre-hearing mediation to be conducted by the Local District's Section 504 Designee or District Section 504



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Coordinator in a nonadversarial atmosphere in order to resolve issues relating to the identification, evaluation, or educational accommodations recommended for a student by the school site's Section 504 Team. The parent/guardian has the right to seek representation by an attorney for the mediation at the parent's expense.

The use of the informal mediation procedure shall not extend the District's timeline for conducting the impartial hearing and resolving the area(s) of disagreement unless the parent/guardian agrees in writing to such an extension. If the mediation resolves the area(s) of disagreement, a written confirmation of the results of the mediation will be provided to all parties affected and will conclude the process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

28 C.F.R. Part 35 - The Americans with Disabilities Act of 1990 - Nondiscrimination on the Basis of Disability in State and Local Government Services

34 C.F.R. Part 104 - Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination on the Basis of a Disability in Programs and Activities Receiving or Benefiting from Federal Financial Assistance

California Education Code Chapter 2, Educational Equity - Article 3, Prohibition of Discrimination, §220

**RELATED
RESOURCES:**

- *Administrator Certification Form*, Memorandum issued annually by the Office of General Counsel.
- *California Physical Fitness Test – Fitnessgram*, Spring Administration Instructions issued annually by Student Testing and Assessment.
- *CASHEE Waiver Process*, Reference Guide No. REF-4713, dated April 27, 2009, issued by Planning and Assessment Division.
- *Dedicated Clerical Support for Special Education and Section 504 Responsibilities*, Reference Guide No. REF-1495.1, dated June 12, 2006, issued by the Division of Special Education.
- *Elementary School Progress Report Marking Practices and Procedures*, Bulletin No. BUL-2332.4, dated July 31, 2008, issued by the Chief Academic Officer.
- *Expulsion of Students – Policy and Procedures*, Bulletin No. BUL-4655.0, dated March 13, 2009, issued by the Office of Curriculum, Instruction and School Support and Student Health and Human Services.
- *Guidelines for Student Suspension*, Bulletin No. BUL-3819, dated August 21, 2007, issued by Student Health and Human Services.
- *Marking Practices and Procedures in Secondary Schools*, Bulletin No. BUL-1353.1, dated December 23, 2005, issued by the Office of Instruction.
- *Opportunity Transfers (OTs) Policy*, Bulletin No. BUL-4478.0, dated December 15,



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2008, issued by the Chief Academic Officer.

- Ordering and Distribution of Student Brochures - "Title IX and Nondiscrimination" and "Section 504 and Students with Disabilities," Memorandum issued annually by the Office of General Counsel.
- Parent Student Handbook Distribution, Memorandum issued annually by the Office of the Chief Operating Officer.
- Physical Education Exemptions, Bulletin No. BUL-2457.0, dated May 8, 2006, issued by the Chief Instructional Officer, Secondary Instruction.
- Procedures for Seniors Who Do Not Pass the CAHSEE, Bulletin No. BUL-2451.3, dated February 19, 2009, issued by the Office of Secondary Instruction.
- Provision of CAHSEE Intensive Instruction and Services for Post 12th Grade Students: Valenzuela Settlement Requirements, Class of 2008 and Beyond, Reference Guide No. REF-4202, dated April 16, 2008, issued by Secondary Instruction and Planning and Assessment Division.
- Reasonable Accommodation for Individuals with Disabilities, Bulletin No. BUL-4569.0, dated November 20, 2008, issued by the Chief Operating Officer and General Counsel.
- Requests Related to Program Accessibility Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973- Revised, Reference Guide No. REF-1446.1, dated July 26, 2005, issued by the Division of Special Education.
- Testing Variations, Accommodations, and Modifications, issued annually by the California Department of Education.
- Uniform Complaint Procedures (UCP), Memorandum issued annually by the Office of General Counsel. (This memorandum references procedures for the filing of complaints which allege that the District has practiced unlawful discrimination or has failed to comply with state or federal laws governing its educational programs).

ASSISTANCE: For further information, to ask questions, to seek assistance, or for related resources, contact either of the following District Offices:

Educational Equity Compliance Office - (213) 241-7682

- Sue Spears, Director/District Section 504 Coordinator

District Nursing Services - (213) 765-2800

Local District Office

- Local District Nursing Services
- Local District Operations Coordinator
- Local District Section 504 Designee

Reasonable Accommodation (employees) – (213) 241-1319

Student Medical Services - (213) 765-2830



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Visit the website of the Educational Equity Compliance Office to look up additional related information: <http://www.lausd.k12.ca.us/lausd/offices/eec>

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FORMS:

- Attachment A – *Guidelines for Section 504 Data Entry in District’s Student Information System*
- Form A (English and Spanish) – *Request for Section 504 Evaluation*
- Form B (English and Spanish) – *Response to Request for Section 504 Evaluation*
- Form C (English and Spanish) – *Parent/Guardian Procedural Safeguards Under Section 504 of the Rehabilitation Act of 1973*
- Form D (English and Spanish) – *Notice of Section 504 Evaluation*
- Form E (English and Spanish) – *Section 504 Teacher Observation Form*
- Form F (English and Spanish) – *Section 504 Evaluation Documentation*
- Form G (English and Spanish) – *Section 504 Plan*
- Form H (English and Spanish) – *Section 504 Team Decision*
- Form I (English and Spanish) – *Section 504 Link Determination Meeting*
- Form J (English) – *Section 504 Plan Distribution Notice*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the General Counsel/Educational Equity Compliance Office

**GUIDELINES FOR SECTION 504 DATA ENTRY
IN DISTRICT'S STUDENT INFORMATION SYSTEM**

The following procedures should be followed in order to ensure correct data entry of Section 504 Plans information into the Student Information System (SIS) and to ensure services for matriculating students with Section 504 Plans.

ELEMENTARY SIS SECTION 504 REPORT

How to enter Section 504 meeting information into the Elementary SIS:

- 1) At the Main Menu of SIS, select Screen 24 – IWEN. Press <Enter>.
- 2) Type the 4-digit ID# of the student. Press <Enter>.
- 3) The cursor is now at the bottom of the screen at a CONTROL prompt. Type <111> and press <Enter>.
- 4) Enter the Section 504 Meeting date and press <Enter>.
- 5) Hold the <Ctrl> key and tap the <C> key. This will place the cursor at the CONTROL prompt.
- 6) To save the information, type **FI** at the CONTROL prompt and press <Enter>.
- 7) To exit the screen, hold the <Ctrl> key and tap the <E> key.

ELEMENTARY SIS ENGLISH SENTENCE

This sentence will print all students in alphabetical order who have a Section 504 meeting date: **SORT XXXX WITH 111 BY NAME NAME BIRTHDATE GRADE 111 HEADING "STUDENT ROSTER WITH SECTION 504 MEETING DATE AS OF 'DLL'" (N)**

To type English sentences:

- At the main menu, type **E** and press <Enter>.
- Type **PON** and press <Enter>.
- Type an English sentence and press <Enter> to print.

To exit after printing:

- Type **POFF** and press <Enter>.
- Type **GO** and press <Enter>.

Substitute the following accordingly:

XXXX = Location Code

Please call Elementary SIS at (213) 241-4617 for assistance.

SECONDARY SIS SECTION 504 REPORT

How to enter Section 504 meeting information into Secondary SIS:

- 1) At the Main Menu of Secondary SIS – Type ID01 and press <Enter>.
- 2) Find the student by entering the student’s name (last then first).
- 3) Tab to field 761. If the student has a Section 504 plan, enter a “Y” (for yes).
- 4) Enter the Section 504 plan date.
- 5) Press the <ESC> key.

To extract a list of Section 504 students from the Secondary SIS, do the following:

- 1) At the SIS Menu, type: **ID99,3** <Enter>
- 2) At the Enrollment Status: **Select 4** <Enter>
- 3) At the Student Selection, type: **761=Y** <Enter>

Press the <Enter> key twice.

When the extract finishes, the screen displays a choice of two options.

Select <F4> **Create New Report Format.**

At the report title, type: **Section 504 Students**

When the title is finished, Press: <Enter>

At the **Item Selection**, type in the following field numbers:

101 **104** **141** **761**

After field **761** is entered, press: <F2>

The items selected should show:

101 Student Name
104 Birthdate
141 Grade
761 Sectn 504 Date

Press <F1>. (The report should begin to print.)

Please call the ITD Service Desk at (213) 241-5200 if you need assistance. Select Menu option 5 then sub option 4.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance Office

REQUEST FOR SECTION 504 EVALUATION

Date of Request	
------------------------	--

Student		Date of Birth	
School		Grade	Local District
Student's Primary Language		English Language Level	

Parent(s)/Guardians(s)			
Home Address			
Home Phone		Work Phone	

STUDENT NEED(S)/AREA(S) OF CONCERN:

What is the student's suspected disability?

What major life activity is substantially limited? (Check below all that apply.)

- | | | | |
|--|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Breathing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Hearing | <input type="checkbox"/> Learning | <input type="checkbox"/> Working |
| <input type="checkbox"/> Other (explain) | | | |

Additional Comments:

Are there any current medical records, outside agency reports, prior school evaluations, etc., that would assist the team in evaluating the student? Please list (and attach, if available).

--

Has the student ever been evaluated for special education services? Yes No

If yes, indicate when	
------------------------------	--

Person making the request (please indicate relationship to student; e.g., parent, teacher)

Name		Relationship	
-------------	--	---------------------	--

Parent Acknowledgement to have the above-named student evaluated for possible eligibility under Section 504 of the Rehabilitation Act of 1973 in order to provide an accommodation plan designed to meet his/her educational needs in the general education program.

Signature of Parent Acknowledgement		
Check one of the following:	<input type="checkbox"/> I consent	<input type="checkbox"/> I do not consent

Return this form to the School Section 504 Designee. Attach any supportive documentation.
--

Received by		Date	
--------------------	--	-------------	--

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina Cumplimiento de la Equidad Educativa

SOLICITUD PARA EVALUACION SECCION 504
--

Fecha de la solicitud	
------------------------------	--

Estu-diante		Fecha de nacimiento	
Escuela		Grado	Distrito Local
Idioma natal del estudiante		Nivel del Idioma Inglés	

Padre de familia/Tutor			
Domicilio particular			
Teléfono particular		Teléfono del trabajo	

AREAS DEL ESTUDIANTE QUE SON MOTIVO DE PREOCUPACION:

<p>¿Cuál es la discapacidad que supuestamente tiene el estudiante?</p>
--

¿Qué actividad transcendental de la vida diaria es considerablemente limitada? (Marcar más abajo todo lo que procede.)

- | | | | |
|--|---|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Cuidarse a sí mismo | <input type="checkbox"/> Realizar tareas manuales | <input type="checkbox"/> Respirar | <input type="checkbox"/> Hablar |
| <input type="checkbox"/> Caminar | <input type="checkbox"/> Escuchar | <input type="checkbox"/> Aprender | <input type="checkbox"/> Trabajar |
| <input type="checkbox"/> Otras (explicar) | | | |

<p>Comentarios adicionales:</p>
--

¿Hay algún expediente médico, aparte de los informes de la agencia, anteriores a las evaluaciones escolares, etc., que podrían ayudar al comité en la evaluación del estudiante? Favor de enumerar (y adjuntar si se dispone de ello).

--

¿Ha sido el estudiante evaluado alguna vez para recibir los servicios de educación especial?
 Sí No

Caso afirmativo, indicar cuándo	
--	--

Persona que hace la petición (favor de indicar la relación o parentesco con el estudiante; por ej., padre de familia, maestro)

Nombre		Relación o parentesco	
---------------	--	------------------------------	--

Confirmación del padre de familia para que el estudiante antes citado sea evaluado para posible clasificación bajo la Sección 504 de la Ley de Rehabilitación de 1973.

Firma de confirmación por el padre de familia	
Marcar uno de lo siguiente:	<input type="checkbox"/> Autorizo <input type="checkbox"/> No autorizo

<p>Devolver este formulario a la persona designada de la Sección 504 de la Escuela. Adjuntar cualquier documentación acreditativa.</p>

Recibido por		Fecha	
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LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

RESPONSE TO REQUEST FOR SECTION 504 EVALUATION

Date	
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Dear	
	Parent(s)/Guardian(s)

RE: Requested Section 504 Evaluation for:

Student		Date of Birth	
School		Grade	Local District

This is to inform you that your request for a Section 504 Evaluation was received and considered, and, based upon a review of existing information, it was determined that a Section 504 Evaluation is not appropriate at this time. The following documents and records were reviewed in making this decision:

- | | | |
|---|---|---|
| <input type="checkbox"/> Student Records | <input type="checkbox"/> Teacher Reports | <input type="checkbox"/> State/District Assessments |
| <input type="checkbox"/> Student Success Team Decisions | <input type="checkbox"/> Progress Reports | <input type="checkbox"/> Independent/Agency Reports |
| <input type="checkbox"/> Health/Medical Records | <input type="checkbox"/> Grades | <input type="checkbox"/> Psycho-Educational Reports |
| <input type="checkbox"/> Observation Report Forms | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disciplinary Records | <input type="checkbox"/> Attendance Records | |

The request for a Section 504 Evaluation is denied because:

Parents/guardians have the right to appeal the local school site’s decisions with regard to the identification, evaluation, or accommodations of students under Section 504. Such appeals must be put in writing and sent to the Local District Office within 15 days of receiving notice of the school site decision. Please consult the attached “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (Form C) for other appeal options.

(Local District Office Address)

For additional information or assistance, parents/guardians may call the Local District Office and speak to the Local District’s Section 504 Designee.

(Local District Office Telephone Number)

If you have questions or would like to schedule a meeting to discuss this matter, please do not hesitate to make contact with me:

(School Section 504 Designee)	(Phone Number)

Attachment: “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina de Cumplimiento de la Equidad Educativa

**RESPUESTA A LA SOLICITUD PARA UNA EVALUACIÓN
SEGÚN EL ARTÍCULO 504**

Fecha	
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Padres o tutor(es)	
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RE: Solicitud para la evaluación según el Artículo 504 de:

Estudiante		Fecha de nacimiento	
Escuela		Grado	Distrito Local

El propósito de la presente es informarle que hemos recibido su solicitud de una evaluación según el Artículo 504 y después de considerarla hemos determinado, después de revisar la información existente, que en estos momentos no corresponde realizar una evaluación del estudiante según el Artículo 504. Para tomar esta decisión, hemos examinado los siguientes documentos y archivos:

- | | | |
|--|--|--|
| <input type="checkbox"/> Expedientes académicos del estudiante | <input type="checkbox"/> Informes de los maestros | <input type="checkbox"/> Evaluaciones estatales y del Distrito |
| <input type="checkbox"/> Decisiones del Comité Pedagógico | <input type="checkbox"/> Informes de progreso | <input type="checkbox"/> Informes independientes o de agencias |
| <input type="checkbox"/> Archivos médicos y de salud | <input type="checkbox"/> Calificaciones | <input type="checkbox"/> Informes psicoeducativos |
| <input type="checkbox"/> Informes de las observaciones | <input type="checkbox"/> Carpetas de trabajo | <input type="checkbox"/> Otros |
| <input type="checkbox"/> Expedientes disciplinarios | <input type="checkbox"/> Expedientes de asistencia | |

La solicitud de una evaluación según el Artículo 504 ha sido denegada debido a:

Los padres y tutores tienen el derecho de apelar las decisiones del plantel escolar local con respecto a la identificación, evaluación o adaptaciones de los estudiantes de acuerdo con lo dispuesto del Artículo 504. Dichas apelaciones deben presentarse por escrito y enviar a la Oficina del Distrito Local, dentro de 15 días después de haber recibido la notificación de la decisión del plantel escolar. Por favor consulte Formulario C “Garantías Procesales de Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” para las otras opciones de apelaciones.

(Dirección de la Oficina del Distrito Local)

Para mayor información o ayuda, los padres o tutores pueden llamar a la Oficina del Distrito Local y habla con la persona designada del Artículo 504 del Distrito Local.

(Número de teléfono de la oficina del Distrito Local)

Si tiene alguna pregunta o si deseara programar una reunión para discutir este asunto, no dude en llamarme al:

(Persona a cargo de los asuntos del Artículo 504 en el Distrito Local)	(Número de teléfono)
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Documentos adjuntos: “Garantías Procesales Para Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504-Formulario C)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance Office

**PARENT/GUARDIAN PROCEDURAL SAFEGUARDS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Under Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive a free appropriate public education, which includes the right to be educated with students without disabilities to the maximum extent appropriate. Further more, students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination or harassment based on those disabilities.

The purpose of this notice is to describe the procedural safeguards provided to the parents/guardians of students with disabilities under Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep parents fully informed concerning the District's decisions to identify, evaluate, and/or make accommodations for their children. Parents/guardians of a student with disabilities, have the right to:

- Receive written notice of the District's intent to identify, evaluate, and/or to provide a Section 504 Plan for their child.
- Review all relevant records regarding their child and obtain copies of those records at reasonable cost.
- Appeal/disagree with the District's decision(s) with regard to the identification, evaluation, or Section 504 Plan accommodations of students under Section 504 or file a complaint concerning allegations of a violation of Section 504 policy/procedures or disability-based discrimination/harassment.
- Request an impartial hearing if they disagree with their child's identification, evaluation, or Section 504 Plan, with opportunity for participation in the hearing and representation by an attorney at the parents'/guardians' expense.
- Review the decision of the impartial hearing officer.

If you have any questions concerning Section 504, need assistance in filing an appeal of the District's decision(s) or in filing a complaint regarding your child, or to request an impartial hearing, please contact:

**Sue Spears, Director
Educational Equity Compliance Office
Los Angeles Unified School District Section 504 Coordinator
333 South Beaudry Avenue—20th Floor; Los Angeles, CA 90017**

(213) 241-7682

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina de Cumplimiento de la Equidad Educativa

**GARANTÍAS PROCESALES PARA LOS PADRES O TUTORES
SEGÚN EL ARTÍCULO 504 DE LA LEY DE REHABILITACIÓN DE 1973**

Según el Artículo 504 de la ley de Rehabilitación de 1973, los estudiantes discapacitados tienen el derecho de recibir educación pública, adecuada y gratuita, lo cual incluye el derecho a educarse con los estudiantes sin discapacidades, en el máximo grado que le sea posible. Además, los estudiantes discapacitados tienen el derecho de participar y de recibir los beneficios que brindan los programas de educación pública sin ser discriminados ni acosados por dichas discapacidades.

El propósito de esta notificación es describir las garantías procesales que corresponden, conforme el Artículo 504 de la ley de Rehabilitación de 1973, a los padres de familia o tutores de los estudiantes discapacitados. La intención de la ley es proporcionar a los padres toda la información relacionada con las decisiones que tome el Distrito al identificar, evaluar y (o) hacer modificaciones en la clase para su hijo(a). Los padres o tutores de un estudiante discapacitado tienen el derecho de:

- Recibir notificación escrita por parte del Distrito en cuanto a su intención de identificar, evaluar, y(o) elaborar un plan conforme el Artículo 504 para su hijo(a).
- Examinar todos los expedientes pertinentes concernientes a su hijo(a) y obtener copias de dichos expedientes a un costo razonable.
- Apelar/desconvenir la decisión del Distrito en cuanto a la identificación, evaluación, de los arreglos de la Sección del Plan 504 para el estudiante conforme el Artículo 504 o presentar una queja referente a alegaciones de una violación del Artículo 504 póliza o procedimientos o incapacidad basado en discriminación o acoso.
- Solicitar una audiencia imparcial cuando no estuvieran de acuerdo con la identificación, evaluación o plan conforme el Artículo 504 de su hijo(a), teniendo la oportunidad de participar en la audiencia y de buscar la representación de un abogado, cuyo costo estaría a cargo de los padres o tutores.
- Revisar la decisión del agente a cargo de la audiencia imparcial.

Si tiene alguna pregunta con referencia al Artículo 504, necesita asistencia presentando una apelación de la decisión del Distrito o presentando una queja referente a su hijo(a), o solicitar una audiencia imparcial, favor de comunicarse con:

Sue Spears, Directora
Directora de la Oficina Cumplimiento de la Equidad Educativa
Coordinador(a) del Artículo 504 del Distrito Escolar Unificado de Los Angeles
333 South Beaudry Avenue, 20th Floor; Los Angeles, CA 90017

(213) 241-7682

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

NOTICE OF SECTION 504 EVALUATION

Date	
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Dear	
	Parent(s)/Guardian(s)

RE: Requested Section 504 Evaluation for:

Student		Date of Birth	
School		Grade	Local District

As part of our on-going effort to assist your child to be a better learner, members of our Section 504 team would like to complete an evaluation. The results of the evaluation will be used to determine the best ways to meet your child’s educational needs in his or her classroom/classes. School staff will be involved in observations, interviews, a review of cumulative records, work samples, and other data collection. If you have any current medical, psychological, or outside tutoring records and you wish the team to consider them, please provide copies of these records to the School Section 504 Designee prior to the scheduled meeting.

This letter is to provide you with written notice that a Section 504 Evaluation meeting will be held:

Date	Time	Place

Although your participation in this evaluation meeting is not required by law, your attendance at the meeting would be welcome. You may also provide any of the informational records (mentioned above) that you feel might assist the Section 504 team members in making decisions about your child’s instructional program.

Please check one of the choices below:

- I will attend the meeting.
- I will be unable to attend the meeting.

Please check the following, sign below, and return the signed copy of this form to the school as soon as possible before the date of the planned meeting:

- I understand that a copy of the results of the meeting will be provided to me whether I am present or not.
- I have received a copy of the “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

Parent/Guardian Signature:		Date	
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If you have any questions or need additional information, you may address your questions to:

School Section 504 Designee:	
Telephone Number:	

See “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

Attachment: “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina de Cumplimiento de la Equidad Educativa

NOTIFICACIÓN DE LA EVALUACIÓN SEGÚN EL ARTÍCULO 504
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Fecha	
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Padres o tutor(es)	
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RE: Solicitud para la evaluación según el Artículo 504 de:

Estudiante		Fecha de nacimiento	
Escuela		Grado	Distrito Local

Como parte de nuestros esfuerzos por ayudar a su hijo (a) a aprender mejor, los miembros de nuestro comité del Artículo 504 desean evaluar al estudiante. Los resultados de la evaluación se utilizarán para determinar cuál es la mejor manera de satisfacer las necesidades educativas de su hijo (a) en su (s) clase (s). El personal escolar participará en las observaciones, entrevistas, revisión del expediente global y de las muestras de los trabajos del estudiante y de otros datos acumulados. Si usted cuenta con expedientes actualizados del médico, psicólogo o de instrucción particular externa y desea que el comité los examine, sírvase proporcionar fotocopias de dichos expedientes a la persona a cargo de los asuntos del Artículo 504 en la escuela, antes de la reunión programada.

El propósito de esta carta es notificarle por escrito que se llevará a cabo una junta de evaluación según el Artículo 504:

Fecha	Hora	Lugar

Aunque la ley no requiere su participación en esta reunión de evaluación, nos sería muy grata su presencia en la misma. También, usted puede proporcionar cualquiera de los expedientes informativos (mencionados en el párrafo anterior) que considere de ayuda para que los miembros del comité del Artículo 504 tomen decisiones sobre el programa académico de su hijo (a).

Sírvase marcar una de las opciones a continuación:

- Asistiré a la reunión.
- No me será posible asistir a la reunión.

Sírvase marcar y firmar las opciones a continuación y entregue en la escuela una copia de este formulario firmada lo más pronto posible, antes de la fecha programada para la reunión:

- Entiendo que se me proporcionará una copia de los resultados de la reunión, aunque no me presente en la misma.
- He recibido una copia de la “Garantías Procesales Para los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504—Formulario C)

Firma del padre, la madre o el tutor:	Fecha
--	--------------

Si tuviera alguna pregunta o si necesitara información adicional, puede dirigir sus preguntas a:

Persona a cargo de los asuntos del Artículo 504 en la escuela:	
Numero de teléfono:	

Ver las “Garantías procesales para los padres o tutores según el Artículo 504 de la ley de Rehabilitación de 1973” (ART504-Formulario C)
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Documentos adjuntos: “Garantías Procesales Para los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504-Formulario C)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance Office

SECTION 504 TEACHER OBSERVATION FORM

Teacher		Date	
Subject/Grade			

Student		Date of Birth	
School		Grade	Local District

Please complete the following teacher observation information and return this form to the School Section 504 Designee within two (2) days to enable the Section 504 team to conduct a Section 504 evaluation for the above-named student.

TEACHER OBSERVATIONS

Based on your knowledge and observation, please rate this student’s performance.

OBSERVATIONS	UNSATISFACTORY			EXCELLENT	
Classroom Work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Homework	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Tests	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reading Performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Math Performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Written Performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Spelling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Following Oral Directions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Attendance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Attention Span	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Organization Skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ACTIONS TAKEN (Check only those that apply)

RESULTS

	Sent Reports Home	
	Talked with Counselor	
	Rearranged Seating	
	Isolated Student	
	Ignored Behavior	
	Referred to Administrator	

Teacher		Date	
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Student		Date of Birth	
School		Grade	

	Contracts	
	Assigned Sheets	
	Repetition	
	Tutoring	
	Alternative Assignments	
	Additional Time for Assignments	
	Small Group Instructions	
	Cooperative Learning	
	Peer Tutoring	
	Parent Conferences	
	Other	

BEHAVIORAL CHARACTERISTICS

Check behavioral characteristics which might adversely affect this student’s learning.

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> Shyness | <input type="checkbox"/> Moody | <input type="checkbox"/> Anxious |
| <input type="checkbox"/> Rejected by Peers | <input type="checkbox"/> Daydreams | <input type="checkbox"/> Aggressive |
| <input type="checkbox"/> Irritable | <input type="checkbox"/> Needs Constant Encouragement | <input type="checkbox"/> Disruptive |
| <input type="checkbox"/> Distractible | <input type="checkbox"/> Quarrelsome | <input type="checkbox"/> Withdrawn |

EMOTIONAL/BEHAVIORAL/SOCIAL CHARACTERISTICS

Indicate (+) for strengths; (-) for areas of concern.

Generally cooperates/is compliant with teacher requests		Adapts to new situations without getting upset
Accepts responsibility for own actions		Makes and keeps friends at school
Works cooperatively with others his/her own age		Has an even, usually happy disposition
Is pleased with good work		Independently initiates activities
Responds appropriately to praise and correction		Resists becoming discouraged by difficulties or minor setbacks
Consistently demonstrates behavior appropriate for his/her age		

OTHER OBSERVATIONS

Student meets standards of personal independence expected of chronological age/culture group If no, give an estimate of student’s level of personal independence:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student meets standards of social responsibility expected of the chronological age/culture group If no, give an estimate of student’s level of social responsibility:	<input type="checkbox"/>	<input type="checkbox"/>

DISCIPLINE

Is discipline an area of concern?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina de Cumplimiento de la Equidad Educativa

DOCUMENTACIÓN DE EVALUACIÓN DEL ARTÍCULO 504

Maestro		Fecha	
Asunto/Grado			

Estudiante		Fecha de Nacimiento	
Escuela	Grado	Distrito Local	

Por favor llene la siguiente información de observación del maestro y devuélvala a la persona designada de la escuela encargada del Artículo 504 dentro de dos (2) días para permitir que el comité del Artículo 504 lleve a cabo una evaluación del Artículo 504 para el estudiante arriba mencionado.

OBSERVACIONES DEL MAESTRO

Basándose en su conocimiento y en su observación, por favor califique el desempeño del estudiante.

OBSERVACIÓN	DEFICIENTE			EXCELENTE	
Trabajo en el salón de clases	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Tarea	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Exámenes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Desempeño de lectura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Desempeño de matemáticas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Desempeño de escritura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Ortografía	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Sigue instrucciones orales	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Asistencia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Lapso de atención	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Destrezas de organización	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

MEDIDAS TOMADAS (Solamente marque las que correspondan)

RESULTADOS

Se enviaron reportes a la casa	
Se habló con el consejero	
Se cambió de lugar	
Se aisló al estudiante	
Se ignoró la conducta	
Se le remitió a un administrador	

	Contratos	
	Hojas asignadas	
	Repetición	
	Clases individuales	
	Asignaciones alternativas	
	Tiempo adicional para hacer el trabajo	
	Instrucciones de grupos pequeños	
	Aprendizaje en colaboración	
	Colaboración entre compañeros	
	Conferencias con los padres	
	Otros	

CARACTERÍSTICAS DE CONDUCTA

Marque las características que pudieran afectar de manera adversa el aprendizaje de este estudiante.

- | | | |
|---|---|--|
| <input type="checkbox"/> Timido | <input type="checkbox"/> Temperamental | <input type="checkbox"/> Ansioso |
| <input type="checkbox"/> Rechazado por compañeros | <input type="checkbox"/> Sueña despierto | <input type="checkbox"/> Agresivo |
| <input type="checkbox"/> Irritable | <input type="checkbox"/> Necesita aliento constante | <input type="checkbox"/> Altera el orden |
| <input type="checkbox"/> Se distrae | <input type="checkbox"/> Buscpleitos | <input type="checkbox"/> Retraído |

CARACTERÍSTICAS/EMOCIONAL/SOCIAL

Indicar (+) para los puntos Fuertes; (-) para las áreas de inquietud.

Generalmente coopera/cumple con las Peticiones de la maestra		Se adapta a nuevas situaciones sin que se moleste
Acepta responsabilidad por sus propias acciones		Hace y mantiene amigos en la escuela
Trabaja cooperando con otros niños de su misma edad		Tiene una disposición uniforme y por lo general feliz
Está complacido con su propio trabajo		Inicia sus actividades por su cuenta
Responde apropiadamente al elogio y a las correcciones		Se resiste a desalentarse por dificultades o pequeños contratiempos
Constateamente demuestra una conducta apropiada para su edad		

OTRAS OBSERVACIONES

El estudiante alcanza las normas de independencia personal que se espera del grupo cultural o de la edad cronológica De no ser así, dé un estimado del nivel de independencia personal del estudiante:	Si <input type="checkbox"/>	No <input type="checkbox"/>
El estudiante alcanza las normas de responsabilidad social que se espera del grupo cultural o de la edad cronológica De no ser así, dar un estimado del nivel de responsabilidad social del estudiante:	Si <input type="checkbox"/>	No <input type="checkbox"/>

DISCIPLINA

¿Es la disciplina un área de inquietud?	Si <input type="checkbox"/>	No <input type="checkbox"/>
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LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance Office

SECTION 504 EVALUATION DOCUMENTATION

Student		Date of Birth		Meeting Date	
School		Grade		Local District	

SECTION 504 EVALUATION MEETING

Reason for Section 504 Meeting:

- Initial Section 504 Evaluation**
 Re-evaluation
 Section 504 Link Determination

Parent/guardian responded to Section 504 Meeting notice:
 Will attend
 Will not attend

A Section 504 Evaluation Meeting occurred on		
	(Day/Date)	(Time)

The following items have been provided to the parent/guardian:

	<u>Date Sent</u>	<u>Sent By</u>
“Notice of Section 504 Evaluation” (Form D)		
“Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (Form C)		

REVIEW OF AVAILABLE INFORMATION

TEACHER OBSERVATION (See attached Section 504 Teacher Observation Form.)

ACHIEVEMENT DATA

1. List Most Recent Achievement Test Scores

Subject	Grade Tested	Current Grade	Stanines	Percentiles	Performance Level
Reading Vocabulary					
Reading Comprehension					
Mathematics					
Language Arts					
Social Studies					
Science					
Star Mathematics					
Star Language Arts					

This student’s test scores:

- have become higher each year
- have stayed about the same each year
- have become worse each year
- dropped suddenly in grade
- data not available

Compared to the mean of the District, this student’s test scores:

- have become better each year
- have stayed about the same each year
- have become worse each year
- District mean not available

Student		Date of Birth		Meeting Date	
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REVIEW OF AVAILABLE INFORMATION Continued . . .

2. Current Grades

<u>Subject</u>	<u>Grade</u>

This student's grades:

- have become better each year
- have stayed about the same each year
- have become lower each year
- dropped suddenly in grade
- data not available

Compared with most of the other students in this school, this student's grades:

- are better
- are about the same
- are worse
- data not available

3. Has this student been retained?

	If yes, indicate at which grade level (s)	
--	---	--

HOME LANGUAGE SURVEY

Student's language is		Home language is	
-----------------------	--	------------------	--

English Language Learner: Yes No

If yes, is the student's language contributing to the student's lack of achievement in school? Please explain:

HEALTH

<u>Student Performance</u>	<u>Vision</u>	<u>Hearing</u>
Screening Date		
Screening Results		

Health Condition

YES NO

Does the student have a health condition(s)? If YES, explain:

Is the student currently on medication at home or at school? If YES, explain:

Does the student require an accessible facility? If yes, explain:

Student		Date of Birth		Meeting Date	
---------	--	---------------	--	--------------	--

REVIEW OF AVAILABLE INFORMATION Continued . . .

4. Other Health Information:

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Health information reviewed by		Date	
--------------------------------	--	------	--

ATTENDANCE

Days Present		Days Absent		Number of School Changes	
--------------	--	-------------	--	--------------------------	--

SECTION 504 CRITERIA

Based on the evaluation data drawn upon information from a variety of sources, the Section 504 Team must answer the following questions to determine whether the student meets the criteria for an educational placement under Section 504. *If all four questions are answered “Yes,” the student meets the criteria for an educational placement under Section 504 and a Section 504 Plan should be developed. If any of the answers is “No,” the student does not meet the criteria and the student is not eligible for an educational placement under Section 504 and a Section 504 Plan should not be developed.*

1. Does the student have a potentially limiting mental or physical disability?

YES NO

If YES, describe the nature of the condition.

--

2. Does the student’s disability impair a major life activity?

YES NO

If YES, describe which major life activity/activities is/are affected.

--

3. Does the physical or mental impairment substantially limit a major life activity? (That is, as a result of the physical or mental impairment, is the student significantly restricted as to the condition, manner or duration under which the student can perform a particular major life activity as compared to the condition, manner, or duration under which the average student the same age/grade level in the general population can perform that same major life activity?)

YES NO

If YES, what documentation is there to support the claim of a substantial limitation?

--

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

YES NO

If NO, explain.

--

(Note: If the student’s needs are so extreme as to require special education, a referral for special education assessment should be considered.)

Student		Date of Birth		Meeting Date	
----------------	--	----------------------	--	---------------------	--

SECTION 504 ELIGIBILITY

The Section 504 Team reviewed and carefully considered the following data which was drawn from a variety of sources. (Please check any that apply from the following list.)

- | | |
|---|---|
| <input type="checkbox"/> Grade reports | <input type="checkbox"/> Teacher/Administrator input |
| <input type="checkbox"/> Disciplinary records/referrals | <input type="checkbox"/> Student work portfolio |
| <input type="checkbox"/> Standardized tests/Other tests | <input type="checkbox"/> Student Success Team suggestions |
| <input type="checkbox"/> School health information | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Medical evaluations/diagnoses
supplied by parents | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Parent input | <input type="checkbox"/> Other _____ |

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

- The student does not meet the criteria under Section 504 and will continue to receive general education and any available general education resources and programs.
- The student meets the criteria under Section 504 and will receive a Section 504 Plan.
- The student continues to meet the criteria under Section 504 and will receive a revised Section 504 Plan. (This applies to Section 504 re-evaluations only.)
- The student no longer meets the criteria under Section 504 and no longer requires a Section 504 Plan. The student will now receive general education and available general education programs.
- The student no longer meets the criteria under Section 504 because the student is currently eligible for special education services.

DISCIPLINE

For a student who meets the criteria under Section 504, consider the student's disability and whether it would or would not have an effect on behavior:

- The student's disability **would not** cause him or her to violate school rules; therefore, the student will be accountable for following school rules.
- The student's disability **would require** that an accommodation be made to ensure compliance with school rules. Any such accommodation will be specified in the Section 504 Plan and/or in a Section 504 Behavior Support Plan.

TESTING

For a student who meets the criteria under Section 504, consider whether the student's disability will have an effect on the student's participation in state and district-wide assessments:

- The student should be able to participate in state and district-wide assessments **without any accommodations** provided.
- The student requires accommodations to participate in state and district wide assessments, **with accommodations to be specified in the Section 504 Plan.**

Student		Date of Birth		Meeting Date	
---------	--	---------------	--	--------------	--

By signing below, the following Section 504 team members acknowledge their participation in this Section 504 evaluation meeting and indicate their area of knowledge with regard to this student.

SECTION 504 TEAM MEMBERS

<u>NAME (Please print)</u>	<u>SIGNATURE</u>	<u>KNOWLEDGE OF</u>
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement

APPEAL RIGHTS

Parents/guardians have the right to appeal the local school site’s decisions with regard to the identification, evaluation, or accommodations of students under Section 504. Such appeals must be put in writing and sent to the Local District Office within 15 days of receiving notice of the school site decision. Please consult the attached “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (Form C) for other appeal options.

(Local District Office Address)

For additional information or assistance, parents/guardians may call the Local District Office and speak to the Local District Section 504 Designee.

(Local District Office Telephone Number)

Attachment: “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Cumplimiento de la Equidad Educativa

DOCUMENTO DE EVALUACION DEL ARTICULO 504

Estudiante		Fecha de nacimiento		Fecha de la reunión	
Escuela		Grado		Distrito Local	

REUNIÓN DE EVALUACIÓN DEL ARTÍCULO 504

Razón por la cual se lleva a cabo la reunión del Artículo 504:

- Evaluación inicial del Artículo 504 Reevaluación Determinación del vínculo del Artículo 504

El padre o tutor respondió a la notificación de la Reunión del Artículo 504: Asistirá No Asistirá

La reunión para la evaluación del Artículo 504 se llevó en		
	(Dia/Fecha)	(Hora)

El padre o tutor ha recibido los siguientes documentos:

	<u>Día Enviado</u>	<u>Enviado Por</u>
“Notificación de la Evaluación según el Artículo 504” (Formulario D)		
“Garantías Procesales Para Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (Formulario C)		

REVISIÓN DE LA INFORMACIÓN DISPONIBLE

OBSERVACIÓN DEL MAESTRO (Ver el Formulario adjunto de la Observación del Maestro del Artículo 504)

DATOS DEL APROVECHAMIENTO

1. **Lista de los Resultados de la Prueba de Aprovechamiento más reciente**

Materia	Grado Examinado	Grado Actual	Estaninas	Percentiles	Nivel de desempeño
Vocabulario de lectura					
Comprensión de lectura					
Matemáticas					
Lengua y Literatura					
Estudios sociales					
Ciencias					
Matemáticas Star					
Lengua y Literatura Star					

Resultados de la prueba de este estudiante:

- han mejorado cada año
 se han mantenido más o menos igual cada año
 han empeorado cada año
 bajó repentinamente la calificación
 no hay datos disponibles

Comparado con la media del distrito, los resultados de la prueba de este estudiante:

- han mejorado cada año
 se han mantenido más o menos igual cada año
 han empeorado cada año
 no hay media del Distrito disponible

Estudiante		Fecha de nacimiento		Fecha de la reunión	
-------------------	--	----------------------------	--	----------------------------	--

REVISIÓN DE LA INFORMACIÓN DISPONIBLE Continuación . . .**2. Grado Actual**

<u>Materia</u>	<u>Grado</u>

Calificaciones del estudiante:

- han mejorado cada año
 se han mantenido más o menos igual cada año
 han empeorado cada año
 bajó repentinamente la calificación
 no hay datos disponibles

Comparado con la mayoría de los demás estudiantes en esta escuela, las calificaciones de este estudiante:

- han mejorado
 se han mantenido más o menos igual
 han empeorado
 no hay datos disponibles

3. ¿Se le ha retenido en el mismo grado?

	Si la respuesta es afirmativa, indique en qué grado(s)	
--	--	--

ENCUESTA SOBRE EL IDIOMA QUE SE HABLA EN EL HOGAR

El idioma del estudiante es:		El idioma en la casa:	
------------------------------	--	-----------------------	--

Estudiante del Inglés: Sí No

Si la respuesta es afirmativa, ¿el idioma del estudiante contribuye a su falta de aprovechamiento en la escuela? Por favor explique:

--

SALUD

<u>Desempeño del estudiante</u>	<u>Visión</u>	<u>Audición</u>
Fecha de evaluación		
Resultados de la evaluación		

Estado de Salud

SÍ NO

- ¿Tiene el estudiante alguna afección(es) médica? Si la respuesta es SÍ, por favor explique:

--

- ¿Está tomando el estudiante algún medicamento en la casa o en la escuela? Si la respuesta es SÍ, por favor explique:

--

- ¿Necesita el estudiante instalaciones con acceso especial? Si la respuesta es SÍ, por favor explique:

--

Estudiante		Fecha de nacimiento		Fecha de la reunión	
------------	--	---------------------	--	---------------------	--

REVISIÓN DE LA INFORMACIÓN DISPONIBLE Continuación . . .**4. Otra información de salud:**

--

Información de salud revisado por		Fecha	
-----------------------------------	--	-------	--

ASISTENCIA

Días presente		Días ausente		Número de Cambios escolares	
---------------	--	--------------	--	-----------------------------	--

CRITERIOS DEL ARTÍCULO 504

Con fundamento en los datos de la evaluación que se basan en la información de varias fuentes, el comité del Artículo 504 debe contestar las siguientes preguntas para determinar si el estudiante cubre los criterios para una asignación educativa de acuerdo con lo que dispone el Artículo 504. *Si contestó “SÍ” a las cuatro preguntas, el alumno reúne los criterios para una asignación educativa de acuerdo con lo que dispone el Artículo 504 y se deberá desarrollar un plan del Artículo 504. Si alguna de las respuesta es “NO” el estudiante no reúne los criterios y el alumno no es elegible para una asignación educativa bajo el Artículo 504 y un plan del Artículo 504 no se deberá desarrollar.*

1. ¿Tiene el estudiante una discapacidad física o mental potencialmente limitante?

SÍ NO

Si la respuesta es SÍ, escriba la naturaleza de esta afección.

--

2. ¿Afecta la discapacidad de estudiante alguna actividad importante de su vida?

SÍ NO

Si la respuesta es SÍ, describa cuál(es) es(son) la(s) principal(es) actividad(es) que está(n) afectada(s).

--

3. ¿El impedimento físico o mental limita sustancialmente alguna actividad importante de su vida? (Es decir, como resultado de este impedimento físico o mental, ¿está el alumno significativamente restringido por la afección, manera o duración bajo la cual el alumno puede desempeñar alguna actividad principal de su vida comparado con la condición, la manera o la duración bajo la cual el estudiante promedio de la misma edad y del mismo grado en la población general puede desempeñar la misma actividad?)

SÍ NO

Si la respuesta es SÍ, ¿qué tipo de documentación hay para apoyar la afirmación de una limitación sustancial?

--

4. ¿Requiere el alumno un Plan del Artículo 504 para que se puedan atender sus necesidades educativas tan adecuadamente como las de sus compañeros no discapacitados?

SÍ NO

Si la respuesta es NO, explique.

--

(Nota: Si las necesidades del estudiante son tan extremas como para requerir un programa de educación especial, se debe considerar una remisión para que reciba educación especial.)

Estudiante		Fecha de nacimiento		Fecha de la reunión	
------------	--	---------------------	--	---------------------	--

ELIGIBLE BAJO DEL ARTICULO 504

El Comité del Artículo 504 revisará y considerará cuidadosamente los siguientes datos que se obtuvieron de una variedad de Fuentes. (Por favor marque lo que corresponda de la siguiente lista.)

- | | |
|--|--|
| <input type="checkbox"/> Calificaciones | <input type="checkbox"/> Sugerencias del maestro y del administrador |
| <input type="checkbox"/> Remisiones registros disciplinarios | <input type="checkbox"/> Carpeta del trabajo del estudiante |
| <input type="checkbox"/> Pruebas normalizadas/otras pruebas | <input type="checkbox"/> Sugerencias del Comité de Evaluación Pedagógica |
| <input type="checkbox"/> Información de la salud escolar | <input type="checkbox"/> Otras _____ |
| <input type="checkbox"/> Diagnósticos y evaluaciones médicas | <input type="checkbox"/> Otras _____ |
| <input type="checkbox"/> Sugerencias de los padres | <input type="checkbox"/> Otras _____ |
| | <input type="checkbox"/> Otras _____ |

El análisis de los criterios de elegibilidad del Comité del Artículo 504 de acuerdo a como se aplicaron a los datos de evaluación indican que:

- El estudiante no reúne los criterios bajo el Artículo 504 y continuará recibiendo educación general y cualquier programa o recurso del programa de educación general que este disponible.
- El estudiante reúne los criterios bajo el Artículo 504 y recibirá un Plan del Artículo 504.
- El estudiante continúa reuniendo los criterios bajo el Artículo 504 y recibirá un Plan del Artículo 504 revisado. (Esto se aplica a reevaluaciones Artículo 504 solamente.)
- El estudiante ya no reúne los criterios bajo el Artículo 504 y ya no requiere un Plan Artículo 504. El estudiante ahora recibirá educación general y los programas disponibles de educación general.
- El estudiante ya no reúne los criterios bajo el Artículo 504 porque el estudiante es actualmente elegible para servicios de educación especial.

DISCIPLINA

Para el estudiante que reúne los criterios de acuerdo con lo que dispone el Artículo 504, considerar la discapacidad del alumno y si tiene un efecto o no en la conducta:

- La discapacidad del estudiante **no** ocasionaría que violara las reglas de la escuela; por lo tanto, el alumno sera responsable por seguir las reglas de la escuela.
- La discapacidad del estudiante **requerirá que** una adaptación sea hecha para asegurar que se conforme con reglas de escuela. Cualquier adaptación se especificará en el Plan de Artículo 504 y/o en un Plan de Apoyo de Conducta del Artículo 504.

EXÁMENES

Para el estudiante que reúne los criterios de acuerdo con lo que dispone el Artículo 504, considerar si la discapacidad del alumno tendrá algún efecto en la participación del estudiante en las evaluaciones del estado o del distrito:

- El estudiante debe poder participar en las evaluaciones del estado y del distrito sin que se le proporcione **ninguna adaptación.**
- El estudiante requiere adaptaciones para poder participar en las evaluaciones estatales y del distrito, **dichas adaptaciones se especificarán en el Plan del Artículo 504.**

Estudiante		Fecha de nacimiento		Fecha de la reunión	
------------	--	---------------------	--	---------------------	--

Al firmar, los siguientes miembros del comité del Artículo 504 reconocen su participación en la evaluación del Artículo 504 e indican su área de conocimiento con respecto a este estudiante.

MIEMBROS DEL COMITE DEL ARTICULO 504

<u>NOMBRE (con letra de imprenta)</u>	<u>FIRMA</u>	<u>TIENE CONOCIMIENTO DE</u>
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa

DERECHOS DE APELACIÓN

Los padres y tutores tienen el derecho de apelar las decisiones del plantel escolar local con respecto a la identificación, evaluación o adaptaciones de los estudiantes de acuerdo con lo dispuesto del Artículo 504. Dichas apelaciones deben presentarse por escrito y enviar a la Oficina del Distrito Local, dentro de 15 días después de haber recibido la notificación de la decisión del plantel escolar. Por favor consulte Formulario C “Garantías Procesales Para Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” para las otras opciones de apelaciones.

(Dirección de la Oficina del Distrito Local)

Para mayor información o ayuda, los padres o tutores pueden llamar a la Oficina del Distrito Local y habla con la persona designada del Artículo 504 del Distrito Local.

(Número de teléfono de la oficina del Distrito Local)

Documentos adjuntos: “Garantías Procesales Para Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504-Formulario C)

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

SECTION 504 PLAN

Student		Date of Birth	
School		Grade	Local District
Date of Plan		Projected Re-Evaluation Date:	

Indicate here the student’s mental/physical impairment:

and indicate below the specific area(s) of educational impact and the type of related accommodation(s) needed to support an effective educational program for the student; e.g., changes in the classroom environment, changes in testing procedures, use of various classroom materials, teaching strategies to be employed, etc. Also indicate who will be responsible for each accommodation (teacher, student, parent/guardian, counselor, school nurse, etc.) and the frequency or when the action, strategy, or accommodations to be made.

Area(s) of Educational Impact	Related Accommodation(s)	Person(s) Responsible	Frequency (when action will be taken)

SECTION 504 BEHAVIOR SUPPORT PLAN

Student		Date of Birth	
School	Grade	Local District	

The behavior interventions outlined below will begin for the above-named student as of (date): _____

Behavior(s) of the student targeted for intervention (include frequency, intensity, duration, predictors /antecedents, purpose and consequence of behaviors):

Type(s) of appropriate behavioral interventions for the student:

- | | | |
|---|--|---|
| <input type="checkbox"/> Set clearly defined limits | <input type="checkbox"/> Reduce distracting stimuli | <input type="checkbox"/> Give frequent reminders of rules |
| <input type="checkbox"/> Seat student near teacher | <input type="checkbox"/> Use praise to reinforce appropriate behaviors | <input type="checkbox"/> Use of journal of daily or weekly behaviors |
| <input type="checkbox"/> Use predetermined signaling device to cue student that a specified behavior is desired | <input type="checkbox"/> Assign to cooperative learning group(s) | <input type="checkbox"/> Prompt student to go to a quiet area in class where noise and activity are not allowed |
| <input type="checkbox"/> Supervision during unstructured time | <input type="checkbox"/> Teach functionally equivalent replacement behaviors | <input type="checkbox"/> Provide student with a consistent routine (daily or weekly schedule of events) |
| <input type="checkbox"/> Environmental changes (time, space, materials, interactions). Specify: | <input type="checkbox"/> Curricular changes. Specify: | <input type="checkbox"/> Other intervention(s). Specify: |

Specify below the replacement behavior to be taught, type of behavior desired and the type of reinforcements and consequences to be used:

Set up a behavioral contract with the student which includes the following system of rewards/affirmations for desired behaviors exhibited and the types of consequences that will be affected if undesired behaviors are exhibited:

Desired/Replacement Behavior	Rewards/Affirmations for Desired Behavior	Consequences for Undesirable Behavior	Personnel Responsible

Specify the form of communication to be used to advise parent(s)/guardian(s) of progress made:

- Daily Tracking Form
 Weekly Tracking Form
 Notes Home
 Phone Calls
 Parent Conferences

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
 Oficina de Cumplimiento de la Equidad Educativa

PLAN SECCIÓN 504

Estudiante		Fecha de nacimiento	
Escuela		Grado	Distrito Local
Fecha del Plan		Fecha prevista para la reevaluación:	

Indicar en el siguiente recuadro el problema mental/físico del estudiante:

e indicar a continuación el área específica de la repercusión educativa y el tipo de adaptación que sea necesaria según el problema para ofrecer un programa educativo eficaz para el estudiante; por ejemplo, cambios en el entorno del aula, cambios en los procedimientos empleados para evaluar, uso de diverso material didáctico, estrategias de enseñanza a ser aplicadas por el maestro, etc. Indique además quién será responsable de cada adaptación (maestro, estudiante, padre de familia/tutor legal, consejero, enfermera escolar, etc.) y la frecuencia o cuándo se va a llevar a cabo la actividad, estrategia o adaptación.

Áreas de Repercusión Educativa	Adaptación según el problema	Personas Responsables	Frecuencia (cuándo se llevará a cabo la acción)

(USAR ESTE LADO DEL FORMULARIO SOLO EN CASO DE QUE PROCEDA)

SECCIÓN 504 PLAN DE APOYO PARA LA MODIFICACIÓN DE LA CONDUCTA

Estudiante		Fecha de nacimiento	
Escuela	Grado	Distrito Local	

Las intervenciones para la modificación de la conducta resumidos más abajo que conciernen al estudiante antes mencionado comenzarán a partir de (fecha):

Conducta(s) del estudiante seleccionado para la intervención (puede incluir frecuencia, intensidad, duración, pronósticos, antecedentes, y el propósito de la conducta.)

Tipo de intervención adecuada para la modificación de la conducta del estudiante:

- | | | |
|--|---|--|
| <input type="checkbox"/> Establecer claramente límites definidos | <input type="checkbox"/> Reducir estímulos que distraen | <input type="checkbox"/> Ofrecer frecuentes recordatorios de las reglas |
| <input type="checkbox"/> Sentar al estudiante cerca del maestro | <input type="checkbox"/> Usar elogios para reafirmar conductas adecuadas | <input type="checkbox"/> Usar un diario para registrar la conducta diaria o semanal |
| <input type="checkbox"/> Usar indicaciones predeterminadas ideadas para señalarle al estudiante la conducta específica deseada | <input type="checkbox"/> Asignación a aprendizaje grupal | <input type="checkbox"/> Incitar al estudiante a ir a un área silenciosa de la clase donde el ruido y la actividad no estén permitidos |
| <input type="checkbox"/> Supervisión durante el tiempo no estructurado | <input type="checkbox"/> Enseñar como sustituir una conducta con otra funcionalmente equivalente. | <input type="checkbox"/> Proporcionar al estudiante una rutina sistemática (programa diario o semanal de los eventos) |
| <input type="checkbox"/> Cambios ambientales. Especificar: | <input type="checkbox"/> Cambios curricular. Especificar: | <input type="checkbox"/> Otra intervención(es). Especificar: |

Especificar a continuación el reemplazo de conducta que tiene que enseñarse, tipo de conducta deseada y el tipo de reafirmaciones y consecuencias a emplearse:

Establecer un contrato de conducta con el estudiante que incluya el siguiente sistema de recompensas/ afirmaciones cuando se exhiban conductas deseadas y las consecuencias en caso de de comportamientos opuesto:

Comportamiento Deseado	Recompensas/Afirmaciones por Comportamiento Deseado	Consecuencias por Comportamiento Indeseable	Personal Responsable

Especificar la forma de comunicación a emplearse para informar al padre de familia/tutor legal del progreso demostrado:

- | | | |
|--|---|--|
| <input type="checkbox"/> Formulario diario de la seguimiento | <input type="checkbox"/> Formulario semanal de seguimiento | <input type="checkbox"/> Envío de notas al hogar |
| <input type="checkbox"/> Llamadas telefónicas | <input type="checkbox"/> Entrevista con el padre de familia | |

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

SECTION 504 TEAM DECISION

School Name

Date	
-------------	--

Dear	
	Parent(s)/Guardian(s)

RE: The Section 504 Team Meeting held on	
	(Date)

For your child	
	(Student's Name)

The Section 504 team met to evaluate your child to determine if he/she has a mental/physical impairment that substantially limits a major life activity. **The attached “Section 504 Evaluation Documentation” (Form F) summarizes the results of the evaluation meeting.**

- Your child meets the criteria as disabled under Section 504 and a plan was developed to assist her/him in the general education program. Attached is a copy of the plan.
- Your child did not meet the criteria as disabled under Section 504 and will continue to receive general education and any available general education resources and programs.
- Your child did not meet the criteria as disabled under Section 504 because he/she is currently eligible for special education services.

Parents/guardians have the right to appeal the local school site’s decisions with regard to the identification, evaluation, or accommodations of students under Section 504. Such appeals must be put in writing and sent to the Local District Office within 15 days of receiving notice of the school site decision. Please consult the attached “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (Form C) for other appeal options.

(Local District Office Address)

For additional information or assistance, parents/guardians may call the Local District Office and speak to the Local District’s Section 504 Designee.

(Local District Office Telephone Number)

Sincerely,

School Section 504 Designee

Attachment: “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504 - Form C)

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
 Oficina de Cumplimiento de la Equidad Educativa

DECISIÓN DEL COMITÉ DEL ARTÍCULO 504

Nombre de la escuela

Fecha

Estimado
 Padres o tutor (es)

RE: La reunión del comité del Artículo 504, llevada a cabo el (Fecha)

Para su hijo (a), (Nombre a apellido del estudiante)

El comité del Artículo 504 se reunió para evaluar a su hijo (a) y determinar si tiene un impedimento físico o mental que limite considerablemente una de las actividades principales para la vida diaria. **El “Documento de la Evaluación del Artículo 504” (Formulario F) adjunto hace una síntesis de los resultados de la reunión de evaluación.**

- Su hijo(a) reúne los criterios como discapacitado bajo el Artículo 504 y un plan ha sido elaborado para ayudarlo (a) en el programa de educación regular. Adjunta una copia del plan.
- Su hijo(a) no reúne los criterios como discapacitado bajo el Artículo 504 y continuará recibiendo educación regular con todos los recursos y programas disponibles de educación regular.
- Su hijo(a) no reunió los criterios como discapacitado bajo el Artículo 504 porque su hijo(a) es actualmente elegible para servicios de educación especial.

Los padres y tutores tienen el derecho de apelar las decisiones del plantel escolar local con respecto a la identificación, evaluación o adaptaciones de los estudiantes de acuerdo con lo dispuesto del Artículo 504. Dichas apelaciones deben presentarse por escrito y enviar a la Oficina del Distrito Local dentro de 15 días después de haber recibido la notificación de la decisión del plantel escolar. Por favor consulte Formulario C “Garantías Procesales Para Los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” para las otras opciones de apelaciones.

(Dirección de la Oficina del Distrito Local)

Para mayor información o ayuda, los padres o tutores pueden llamar a la Oficina del Distrito Local y hablar con la persona designada del Artículo 504 del Distrito Local.

(Número de teléfono de la oficina del Distrito Local)

Atentamente,

Persona a cargo de los asuntos del Artículo 504 en la escuela

Documentos adjuntos: “Garantías Procesales Para los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504-Formulario C)

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

[To be used **before** a student who has a Section 504 Plan is subjected to a disciplinary action which changes placement (disciplinary opportunity transfer/recommendation for expulsion) or when the total number of days of suspension in a school year totals 10 or more days.]

SECTION 504 LINK DETERMINATION MEETING

Date of Section 504 Link Determination Meeting: _____

Student		Date of Birth	
School	Grade	Local District	

Describe the specific misconduct/actions of the student that are the basis for considering a change in placement for disciplinary reasons

Student’s mental/physical disability as indicated on the “Section 504 Evaluation Documentation” form (SEC504—Form F)

Was the student’s misconduct directly linked to the student’s mental/physical disability?

1. Yes No Was the misconduct caused by, or directly and substantially related to, the student’s disability?
2. Yes No Was the misconduct a direct result of the District’s failure to implement the Section 504 Plan?

The Section 504 Team has determined that the behavior being considered for disciplinary action ***is not directly linked to the student’s mental/physical disability*** and the student may be disciplined in the same manner as other non-disabled students.

The Section 504 Team has determined that the behavior being considered for disciplinary action ***is directly linked to the student’s mental/physical disability*** and, as a result, the student’s behavior will be addressed in the following manner:

Student		Date of Birth		Meeting Date	
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By signing below, the following Section 504 team members acknowledge their participation in this Section 504 evaluation meeting and indicate their area of knowledge with regard to this student.

SECTION 504 TEAM MEMBERS

<u>NAME (Please print)</u>	<u>SIGNATURE</u>	<u>KNOWLEDGE OF</u>
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement
Position/ Title		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Educational Placement

APPEAL RIGHTS

Parents/guardians have the right to appeal the local school site’s decisions with regard to the identification, evaluation, or accommodations of students under Section 504. Such appeals must be put in writing and sent to the Local District Office within 15 days of receiving notice of the school site decision. Please consult the attached “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (Form C) for other appeal options.

(Local District Office Address)

For additional information or assistance, parents/guardians may call the Local District Office and speak to the Local District Section 504 Designee.

(Local District Office Telephone Number)

Attachment: “Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973” (SEC504—Form C)

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
 Oficina de Cumplimiento de la Equidad Educativa

[A utilizarse antes de que un alumno que tenga un Plan de la Sección 504 sea sujeto a medidas disciplinarias que cambien la asignación (traslado de oportunidad disciplinaria / recomendación para la expulsión) o cuando la cantidad total de días de suspensión en un año escolar alcance o supere los 10 días.]

REUNIÓN DE LA DETERMINACIÓN DEL ENLACE DEL ARTÍCULO 504

Fecha de la reunión de la determinación del Enlace del Artículo 504:	
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Estudiante		Fecha de Nacimiento	
Escuela	Grado	Distrito Local	

Describa las acciones o mala conducta específica del estudiante sobre las cuales se basa el considerar un cambio en la asignación por razones disciplinarias

La discapacidad física y mental del estudiante de acuerdo a como se indica en el formulario de la “Documentación de la Evaluación del Artículo 504.” (ART504—Formulario F)

¿Se vinculó la mala conducta del alumno a su discapacidad física o mental?

1. Sí No ¿Fue la mala conducta causada por, o directa y sustancialmente relacionada con la discapacidad del estudiante?
2. Sí No ¿Fue la mala conducta un resultado directo del hecho que el Distrito no haya implementado el Plan del Artículo 504?

El comité del Artículo 504 ha determinado que la conducta que se ha considerado para tomar medidas disciplinarias **no está directamente vinculada a la discapacidad física o mental del estudiante**, y al estudiante se le pueden imponer medidas disciplinarias en la misma manera en las que se imponen los alumnos no discapacitados.

El Comité del Artículo 504 ha determinado que la conducta que se ha considerado para tomar medidas disciplinarias **está directamente vinculada a la discapacidad física o mental del estudiante**, y como resultado, la conducta del alumno se tratará de la siguiente manera:

Estudiante		Fecha de nacimiento		Fecha de la reunión	
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Al firmar, los siguientes miembros del comité del Artículo 504 reconocen su participación en la evaluación del Artículo 504 e indican su área de conocimiento con respecto a este estudiante.

MIEMBROS DEL COMITE DEL ARTICULO 504

<u>NOMBRE (con letra de imprenta)</u>	<u>FIRMA</u>	<u>TIENE CONOCIMIENTO DE</u>
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
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Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa
Puesto		<input type="checkbox"/> Estudiante <input type="checkbox"/> Datos de la evaluación <input type="checkbox"/> Asignación educativa

DERECHOS DE APELACIÓN

Los padres y tutores tienen el derecho de apelar las decisiones del plantel escolar local con respecto a la identificación, evaluación o adaptaciones de los estudiantes de acuerdo con lo dispuesto del Artículo 504. Dichas apelaciones deben presentarse por escrito y enviar a la Oficina del Distrito Local, dentro de 15 días después de haber recibido la notificación de la decisión del plantel escolar. Por favor consulte Formulario C “Garantías Procesales de los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” para las otras opciones de apelaciones.

(Dirección de la Oficina del Distrito Local)

Para mayor información o ayuda, los padres o tutores pueden llamar a la Oficina del Distrito Local y habla con la persona designada del Artículo 504 del Distrito Local.

(Número de teléfono de la oficina del Distrito Local)

Documentos adjuntos: “Garantías Procesales Para los Padres o Tutores Según el Artículo 504 de la Ley de Rehabilitación de 1973” (ART504-Formulario C)

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Educational Equity Compliance Office

SECTION 504 PLAN DISTRIBUTION NOTICE

DATE:	
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TO:	Names/Titles of staff designated to receive copies of the student’s Section 504 Plan

FROM:	
	Administrator/School Section 504 Designee

REGARDING THE FOLLOWING STUDENT:					
Name				Grade	
Date of Birth		School		Local District	

Attached is a copy of the Section 504 Plan (developed by the Section 504 team) for the above named student that must be implemented by the person(s) responsible as indicated in the Section 504 Plan. It is imperative that the accommodations as written in the Section 504 Plan be fully implemented to be in compliance with District policy and Section 504, a federal law that establishes protections for students with disabilities.

Please be advised that failure to comply with District policy regarding the implementation of a Section 504 plan or the disregard of the protected rights of a student with disabilities may result in disciplinary action. Be aware that, under federal law, personal civil rights suits may be filed on behalf of students against individual District employees who fail to comply with the law and mandates set forth under Section 504. In addition, failure to comply with Section 504 law regarding the implementation of a Section 504 Plan or the disregard of the protected rights of a student with disabilities may result in a complaint investigation and ruling by the United States Department of Education, Office for Civil Rights (OCR). Such a ruling could result in the loss of District federal funds.

If you have any questions or need assistance, please feel free to contact me.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance Office**

SECTION 504 COMPLAINT FORM

Last Name		First Name/MI	
Street Address/Apt. #			
City		State	Zip Code
Home Phone		Message/Work Phone	
Concerning:			
	(Name of Student)	(Name of School)	

Please check below--This complaint concerns allegations of:

a violation of Section 504 policy/procedures.

a disagreement with the District’s Section 504 decisions to identify, evaluate, and/or to make accommodations for a student (within 15 days of receiving the decision notice)

disability-based discrimination/harassment, including failure to implement the student’s Section 504 Plan. (The complaint must be filed within 6 months of the last occurrence of the alleged discrimination.)

1. Please give facts about the complaint. Provide details such as names of those involved, dates, whether witnesses were present, etc., that might be helpful to the complaint investigator.

Please supply copies of any written documents that may be relevant to/supportive of your complaint. I have attached supporting documents: Yes No

2. Please state the specific relief you are seeking.

3. Have you discussed with or brought your complaint to any Los Angeles Unified School District personnel? If you have, to whom did you take your complaint, and what was the result?

I certify that the foregoing is true and correct:

Signature:		Date:	
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**Attach additional sheets for details if needed. Mail complaint/documents to:
Educational Equity Compliance Office - Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor; Los Angeles, CA 90017**

For assistance in completing this form, please contact the Educational Equity Compliance Office at (213) 241-7682.

For office use only:	Date received:		Initial:	
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**DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina para el Cumplimiento de las Leyes de Equidad Educativa**

FORMULARIO PARA PRESENTAR UN RECLAMO SEGÚN EL ARTÍCULO 504

Apellido		Nombre e inicial	
Dirección (calle y número de departamento)			
Ciudad	Estado	Código postal	
Teléfono del hogar	Teléfono laboral		
Concerniente a			
	(Nombre y apellido del estudiante)		(Nombre de la escuela)

<p>Favor de marcar a continuación: Este reclamo concierne un (a) supuesto (a):</p> <p><input type="checkbox"/> Infracción de las normas o procedimientos del Artículo 504.</p> <p><input type="checkbox"/> Desacuerdo con la decisión del Distrito sobre el Artículo 504 al identificar, evaluar o realizar modificaciones para un estudiante (dentro de 15 días de recibir la notificación de la decisión)</p> <p><input type="checkbox"/> Discriminación o acoso con base en una discapacidad, incluyendo el incumplimiento de la implementación del Plan para el Artículo 504 del estudiante. (Se deberá presentar el reclamo dentro de los 6 meses de la última vez que ocurrió la supuesta discriminación.)</p>
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1. Favor de proporcionar hechos relacionados con el reclamo. Brindar detalles como los nombres de las personas involucradas, las fechas, si hubo testigos presentes, etc., que pudieran ser de ayuda para la persona que investiga el reclamo.

Favor de proporcionar copias de todo documento escrito que pueda ser de importancia o que apoye su reclamo. He adjuntado los siguientes documentos: Sí No

2. Favor de indicar la forma de ayudar específica que usted necesita.

3. Ha hablado usted o presentado este reclamo ante algún miembro del personal del Distrito Escolar Unificado de Los Angeles? Si lo ha hecho, a quién le ha presentado su reclamo y cuál fue el resultado que obtuvo al hacerlo?

Certifico que lo que antecede es verdadero y correcto:

Firma:		Fecha:	
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<p>Si fuera necesario, adjunte los detalles en páginas adicionales. Envíe el reclamo o los documentos por correo a: Educational Equity Compliance Office - Los Angeles Unified School District 333 South Beaudry Avenue - 20th Floor; Los Angeles, CA 90017</p>
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Para obtener ayuda para completar este formulario, por favor póngase en contacto con la Oficina para el Cumplimiento de las Leyes de Equidad Educativa al (213) 241-7682.

Sólo para la oficina:	Fecha en que fue recibido:	Iniciales:	
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