Claremont Unified School District  
Section 504 Process

The following information outlines Claremont Unified School District’s process for determining Section 504 eligibility and services.

**Step 1: General Education Interventions**
When a student experiences educational difficulties, it is most appropriate to first try and address those concerns in his/her classroom. If those efforts are not successful, the teacher can seek the assistance of the school’s Student Study Team (SST) to suggest intervention strategies. During the SST process, if the student is identified as having or is suspected of having a disability, a referral for evaluation under Section 504 should be made.

**Step 2: Referral**
Section 504 referrals are accepted from parents, teachers, school 504 facilitator/coordinators and/or the school’s Student Study Team. The presenting problem(s) and previous interventions are considered and reviewed as part of the referral packet. The referral should include all current known information, including any medical or psychological diagnoses which evidence a disability. Some reasons a student might be referred for Section 504 consideration include but are not limited to: a student returns to school after a serious illness or injury; a student is referred for special education evaluation and either does not qualify under IDEA or it was determined not to do an evaluation under IDEA; a student exhibits a chronic health condition; a disability of any kind is suspected; a student shows a pattern of not benefiting from classroom instruction.

**Step 3: Notification**
The school 504 facilitator/coordinator notifies the parents or guardians, in writing, of the school’s reason and intent to conduct an evaluation. The notice includes parents’ rights during the 504 process.

**Step 4: Written Consent**
Written consent from the parent or guardian is obtained prior to the initial evaluation.

**Step 5: Evaluation**
The school may evaluate a student suspected of having a disability before making determinations for eligibility and consideration of appropriate accommodations. **To be eligible for a 504 plan, the student must have both a disability and a substantial limit on a major life skill caused by that disability.** In conducting an evaluation, CUSD may use tests or other evaluation materials which have been validated for the specific purposes which they are used and administered by trained personnel in conformance with the instructions provided by their producer. In interpreting evaluation data, information from a variety of sources, including aptitude and achievement tests, teacher recommendations, school records, physical condition, social or cultural background, and adaptive behavior, can be considered.
Step 6: Eligibility
The Section 504 team meets and analyzes the evaluation data to determine if the student has a mental or physical impairment that substantially limits a major life activity as compared to the average student of approximately the same age and impacts the student’s education.

Step 7: Services
If the student is found eligible, the Section 504 team develops an accommodation plan to be implemented in the general education environment. Specific accommodations are listed that the student needs to have an opportunity commensurate with nondisabled students of approximately the same age in the district. Parents/guardians should be consulted and given opportunity for input regarding the accommodations.

Step 8: Review
Each student’s accommodations and/or services are reviewed periodically; annual review is recommended but may be waived if the 504 team and parent/guardian agree that there have been no changes to the student’s disability or the substantial impact of that disability. During the review, the Section 504 facilitator/coordinator at the school may require additional documentation, evaluation or other information to continue, revise or terminate the 504 plan.

Step 9: Transition
All teachers receive a copy of the student’s 504 plan within the first 10 school days. Once the student has settled into the new learning environment, changes may need to be made prior to the formal annual review date. If modifications to the 504 plan are necessary, parents will be contacted and invited to a meeting with the new teacher(s) to discuss appropriate accommodations. No changes are made to a 504 plan without parent or guardian participation.

Prior to the student transitioning from the 6th to 7th or 8th to 9th grades, the 504 Coordinators from the sending and receiving schools discuss the student’s accommodations. If the accommodations are suitable for the learning environment at the new school, no changes are made to the plan (however, the 504 plan will still be reviewed by the new school at the annual review date). If the accommodations need to be modified for the new school, a 504 Coordinator will contact the parent to arrange for a meeting. Parents will be notified at the end of their student’s 6th or 8th grade year about their student’s transition process.