

STEPS FOR 504 EVALUATION

1. Teacher and/or parent identify a concern that is impacting a student's ability to access general education curriculum and progress with learning.
2. If a parent has a concern, the first step is to contact the teacher(s) and review with them their concerns and their student's current school performance.
3. If the concerns continue beyond the initial meeting with teachers, the student can be referred to the RTI team. The RTI team consists of teachers and staff who develop interventions specifically designed to address the specific concerns of the student. Those interventions are then implemented and monitored to determine their effectiveness.
 - a. If the interventions are effective and deemed necessary, a 504 evaluation can be requested to determine if the student is eligible for a 504 plan under Section 504. ***Please see the 504 eligibility requirements page.***
 - b. If the interventions are ineffective, the team attempts to develop new interventions and/or modify the current interventions to encourage student success. In order to develop an effective 504 plan, the team must be able to provide accommodations that the student has responded to.
 - c. In order to develop a 504 plan that is effective and supports a student's learning, the RTI process is required to determine what works and what doesn't. The RTI process is utilized to help determine a student's eligibility for a 504 plan, but it is not the only resource that can be used. Teacher reports, observations, testing information, grades, parent input, and student input is also typically utilized in a 504 evaluation.
4. Once it is determined that a 504 evaluation is necessary, the parents will be requested to give signed consent.
5. A 504 evaluation may consist of the following:
 1. Multiple sources of information
 2. Informal and formal testing
 3. Consider outside information provided
 4. Sufficient scope to address all areas