

While there is no time limit specified for an accommodation plan, a yearly review is recommended. In the Beavercreek City Schools, the 504 team will meet annually to discuss the student's needs and academic progress. Periodically, the team may recommend that an evaluation be completed to determine if a child continues to demonstrate a need for academic accommodations under Section 504. Section 504 accommodation plans may be updated at any time to reflect changes and recommendations by the team.



If your child has been diagnosed with a physical or mental impairment that substantially reduces their ability to access learning in the educational setting, please contact your child's school counselor for additional information about Section 504.



Section 504 Plans for Schools



Section 504 is a federal statute.

Beavercreek City Schools

3040 Kemp Road

Beavercreek, OH 45431

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that prohibits discrimination of pupils with disabilities in school systems.

This law specifically prohibits discrimination against students with physical or mental impairments and guarantees them a free and appropriate public education (FAPE).



It is a civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. To be eligible to receive assistance under a Section 504 plan, the student must be found eligible as being an individual with a disability or as an individual with an impairment that “substantially” reduces or lessens a student’s ability to access the learning in the educational setting because of a learning, behavior or health related condition. Students with only environmental, cultural or economic disadvantages are not covered as a part of Section 504.

How are students identified?

A parent, teacher, or other member of the school staff may raise a concern about a student’s unique need for special help. Parents, teachers, and other staff members will meet to discuss all relevant information about the student. The parents’ participation in this meeting is critical and helps to establish an accurate picture of the student’s needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team needs more information, they will request the parent’s consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or *accommodations*, are appropriate to meet the student’s needs. The accommodations will be described in a document referred to as the Section 504 Accommodation Plan.

The Educator’s Responsibility:

Schools cannot exclude students with disabilities from facilities, programs, benefits, activities, or services that are provided to students without disabilities. Schools must make sure that all students receive equal access to educational opportunities.

Common Disability/Impairments that may require a Section 504

- Asthma
- Bipolar Disorder
- Diabetes
- Emotional Difficulties
- Epilepsy/Seizure Disorder
- Learning Disabilities

Common Classroom Accommodations

- Health/Emergency care plans
- Seated in close proximity to teacher
- Peer helper for classwork/projects
- Extended/Additional time to complete tests and quizzes
- Extended/Additional time to make-up work
- Assistance with organizational strategies
- Behavior modification plans
- Monitor the child’s understanding of directions