

# Section 504 Handbook

## Alliance City Schools User Manual

### 504 Building Coordinator and/or Designee:

Individual in each school building charged with overseeing the 504 process by facilitating meetings, sending out necessary paperwork, maintaining accurate records, and ensuring the timely completion of federally mandated procedures.



## 504 Process

504 is a federal mandate to schools requiring the elimination of discrimination based upon disability. Section 504 of the Rehabilitation Act of 1973 states: "No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Section 504 is a civil rights statute and not a special education statute. (Taken from Neola's 2010 interpretation of 504 Procedural Rights).

## Team Members

- Designated 504 building coordinator (School Counselor and/or School Psychologist)
- Parent (legal guardian, designated surrogate, or student who is their own guardian)
- Teacher(s)
- School Nurse
- Principal or Designated Administrator
- 504 District Coordinator (Optional)

## 504 Process

- Step 1 Discuss concern(s) requiring accommodations
- Step 2 Collect data documenting student's need for accommodation(s)
- Step 3 Complete and review 504 Evaluation, determine eligibility
- Step 4 If eligible, Complete 504 Accommodation Plan
- Step 5 Review 504 Accommodation Plan as necessary



# Questions to Guide Accommodation Selection:

1. What are the student's strengths and weaknesses?
2. What accommodation(s) does the student need to achieve grade-level content standards at a commensurate level?
  - Academic
  - Behavioral
  - Social Emotional
    - Medical
    - Physical

## What might Accommodations look like?

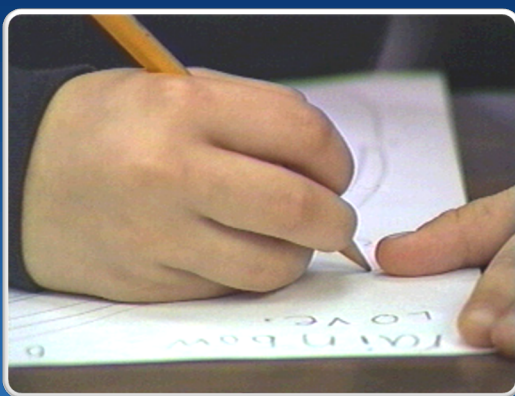
AREA OF NEED	ACCOMMODATION EXAMPLES
Physical Arrangements	<ul style="list-style-type: none"> <li>• Study carrels</li> <li>• Proximity seating</li> <li>• Opportunity for movement</li> <li>• Reduced distraction seating</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Credit for oral participation</li> <li>• Typed vs. written work</li> <li>• Provision of study guides</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Modified class schedule</li> <li>• Agenda support</li> </ul>
Lesson Presentation	<ul style="list-style-type: none"> <li>• Chunking (break down)</li> <li>• Repeated Directions</li> </ul>
Test Taking	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Orally read tests</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>• Cues to stay on task</li> <li>• Frequent breaks</li> </ul>
Medical	<ul style="list-style-type: none"> <li>• Health / Nurse services</li> <li>• Modified PE</li> </ul>



## Accommodation Tips

- Only provide accommodations necessary to support the student
- Plan may address medical issues such as a regularly scheduled time to use an inhaler or to receive insulin
- Accommodations may address physical need.

## Testing Accommodations

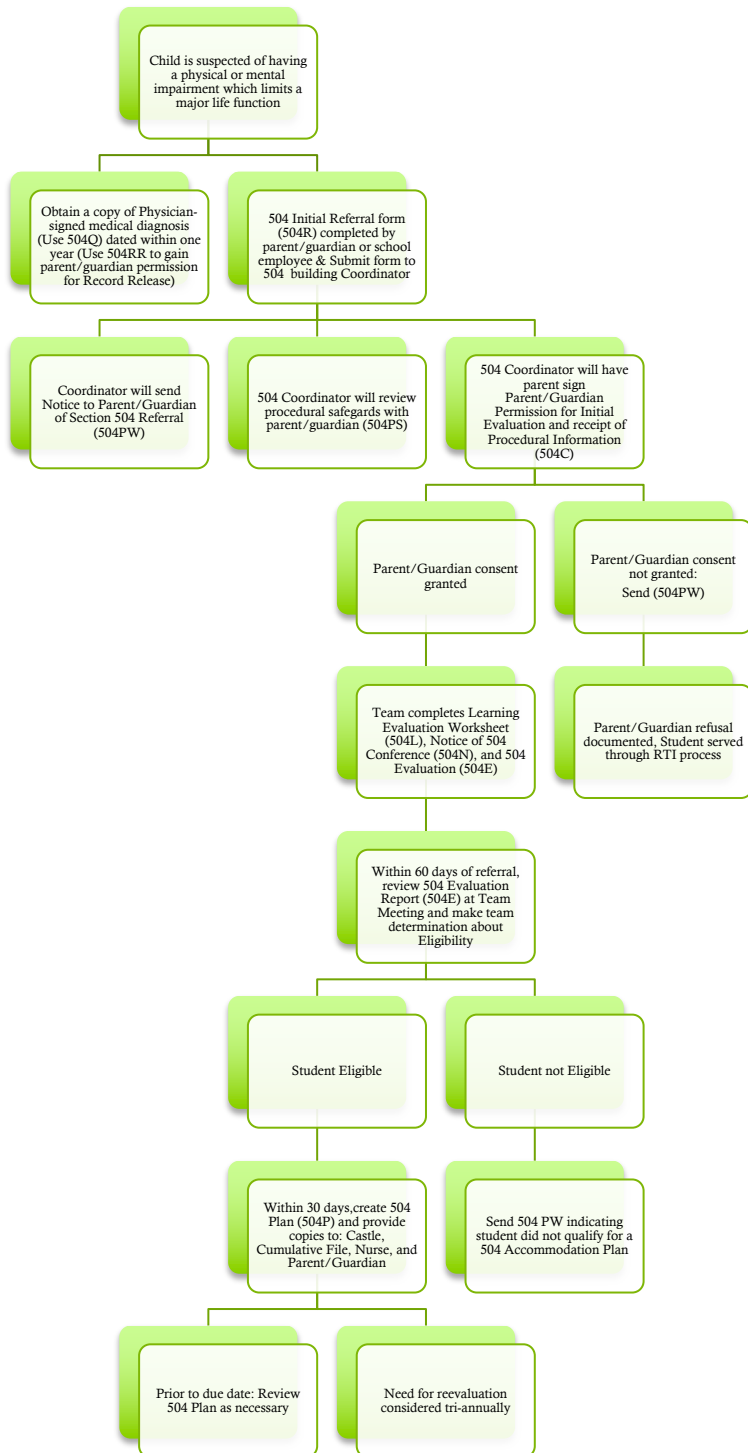


For assistance in applying assessment accommodation(s) criteria call your building Principal.

Ohio Administrative Code Rule 3301-13-03 stipulates the following four criteria for allowable accommodations on statewide tests:

1. The accommodation(s) must be provided for the student in the classroom for classroom and district-wide tests and the accommodation(s) must be documented in writing in the 504 Accommodation Plan
2. The accommodation(s) cannot change the content or structure of the test
3. The accommodation(s) cannot change what the test is intended to measure
4. The accommodation(s) cannot change or enhance the student's response.

# 504 Process (for a student not yet eligible)



ACS 504 Forms

## 504R Suspected Disability

**Referral Form:** Completed by teacher, school employee, or Parent/Guardian initiating the 504 process.

**504RR Release of Records:** Sent by 504 Coordinator to Parent/Guardian to obtain permission to secure a copy of student's medical diagnosis from his/her primary care physician

**504Q Physician Questionnaire:** Send to physician for documentation of medical disorder (may also use any other physician signed documentation that lists diagnoses).

**504PS Procedural Safeguards:** Sent by 504 Coordinator to educate Parent/Guardians about 504

**504C Consent for Evaluation:** Sent by 504 Coordinator to Parent/Guardians to obtain permission to move forward in the ADA process

**504PW Prior Written Notice:** Completed and sent by 504 Coordinator explaining why child is a candidate for 504 planning

**504N Notice of 504 Conference:** Completed and sent by 504 Coordinator inviting Parent/Guardian to participate in 504 meeting

**504E Summary Evaluation Report:** Completed by 504 Coordinator using RTI documentation and optional forms such as **504L (Learning Evaluation Worksheet)**

**504P Section 504 Plan:** Completed Prior to (as a draft) or at 504 Meeting, reviewed as necessary.

## 504 Legal Timeline Guidelines

The district aims to mirror a timeline similar to the IDEA timeline for students with disabilities. 504 evaluations should be completed within 60 calendar days from the time that a student is suspected of having a physical or mental impairment, which limits a major life function. Following the evaluation, the team should complete and have all members sign the 504 plan within 30 calendar days. Plans are reviewed as necessary.

## 504 Review Procedures

**Option 1: Plan Review:** If the 504 Team determines that the current 504 plan appropriately meets the needs of the student and it **does not need to be changed**, then copy the existing plan. Then, print, date, and sign the 504 with all team members.

**Option 2: New 504 Plan:** If the 504 Team determines that the current 504 plan does not appropriately meet the needs of the student and it **does not require significant alteration**, then fill out a new Section 504 Plan (504P) form.

This list should be used for administrative reference. Include only those accommodations/modifications that are necessary to address the student's disability. Following completion of the adjusted 504, print, date, and sign the updated 504 evaluation with all team members.

**Option 3: Evaluation & New 504 Plan:** If the student's eligibility is in question, or if a substantial change to the 504 plan is warranted, reevaluation should be considered by involving the school psychologist.

## Discipline Procedures

For purposes of discipline, a significant change in placement occurs when a student with a disability is permanently excluded from school (expulsion) or excluded for an indefinite period for more than 10 consecutive school days or if a series of suspensions that is each 10 or fewer days in duration but exceed 10 days in the aggregate creates a pattern of exclusions. The reevaluation in that context is commonly referred to as a "manifestation determination."



# What are the Differences Between Special Education (IDEA) and 504 Eligibility?

Council for Exceptional Children 2002

Section 504 is a basic civil rights statement on behalf of disabled persons. IDEA 2004 (Individuals with Disabilities Improvement Act of 2004) is a support program to assist states and districts with the provision of a free appropriate public education to disabled students. Any recipient of federal education funds is bound by the requirements of Section 504

	SECTION 504	IDEA (Special Education)
PROCEDURES	Less specific procedural criteria governing school personnel	Specific criteria and governmental regulation related to time frames, parental participation, formal paperwork requirements
TIME FRAME	Covers lifespan and safeguards rights in areas of employment, public access to buildings, and education	Ages 3 to 21 or Preschool to Graduation
IDENTIFICATION AND ELIGIBILITY	Protects students who have a physical or mental impairment that substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks	Requires that a child's disability adversely affects his / her educational performance. Protects all school aged children who fit criteria for one of the following categories of handicap: autism, specific learning disability, speech / language impairment, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, and other health impairment, cognitive disability, deafness or deaf-blindness, multiple disability, or orthopedic impairment.
EVALUATION	Requires periodic reevaluation No provisions are made for independent evaluation at the school's expense Requires reevaluation before a significant change in placement	Requires that a child be fully and comprehensively evaluated by a multidisciplinary team Requires informed and written parent consent Requires reevaluation of a child at least once every three years Provides independent evaluation at the district's expense if parents disagree with first evaluation Does not require reevaluation before change in placement
FAPE SERVICE	Does not require an IEP, but does require a plan Placement is usually in a general education classroom Provides related services if needed	Requires an individualized education program IEP Placement may be any combination of special or general education classrooms Provides related service (speech and language, OT or PT, transportation, etc.) if required

# Use of the Handbook

This handbook is designed to provide information concerning 504 accommodation plans, referral, and evaluation to school administrators, coordinators, school counselors, school psychologists, and teachers.

For information regarding a student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act, Contact:

The Office of Student Services  
200 Glamorgan St.  
Alliance OH  
44601  
330-821-2100

