



**SECTION 504  
for  
ADMINISTRATIVE BUILDING  
COORDINATORS**



# OUTCOMES

Participants will be able to:

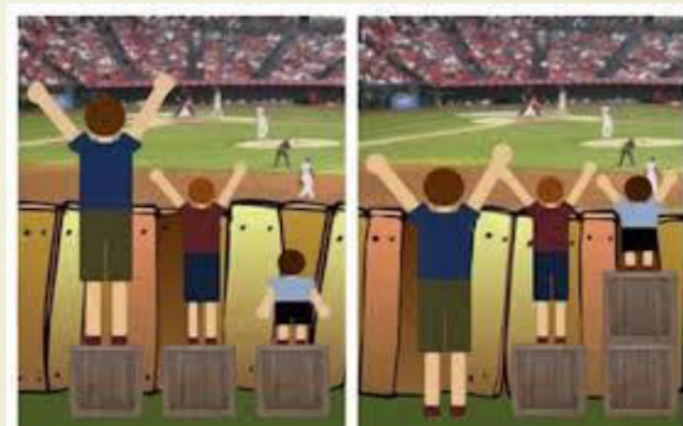
- conduct a Section 504 meeting
- articulate the district and school responsibilities under Section 504
- communicate the nature of the incidents of impairments across the county
- identify roles and responsibilities of 504 team members during meetings (facilitation) and as members of the school section 504 team (504 process)
- navigate resources available



WHAT IS SECTION 504?

# WHAT IS SECTION 504?

- A part of the Rehabilitation Act of 1973 that prohibits discrimination on the basis of disability in any program or activity receiving Federal assistance. (34 CFR 104.1)
- Requires SEA and LEAs to provide each qualified “disabled person” (student with a disability) a “free appropriate public education” designed to meet his or her individual education needs “as adequately as the needs of [non-disabled students] are met” (levels the playing field). (34 CFR 104.33)







# DATA - IMPAIRMENTS

Total	2297		
ADHD	1249	54%	
Other	207	9%	
AnxietyDisorder	192	8%	
SpecificLearningDisorder	72	3%	
ASD	67	3%	
Diabetes1	57	2%	
HearingImpairment	51	2%	
Depressive	45	2%	84%
MoodDisorder	24	1%	
OCD	24	1%	
VisionImpairment	22	1%	
Allergy	18	1%	
AdjustmentDisorder	17	1%	
SickleCell	15	1%	
Tourette	15	1%	
Asthma	14	1%	
OppositionalDefiant	13	1%	
POTS	12	1%	92%

- ADHD makes up 54% of Impairments
- 8 impairment categories make up 84% of our impairments
  - 18 impairments make up 92% of our impairments
- 296 of 1892 have multiple impairments
- Other category is very high



# SECTION 504 TEAM



# Section 504 Building Team


ABC

Case Manager

Student Service Team

Teachers


Support Staff







## 504 Administrative Building Coordinator Expectations

- Receive Referrals
- Set mechanism handle referrals
- Appropriate accommodations
- Qualified examiner
- Bring SST together and define roles in meetings
- Ensure Accountability of Implementation
- Assign task distribution




# When would I attend a meeting?


- If serving as case manager
  - Initial eligibility
  - Expecting a difficult meeting
  - When discontinuing services
  - To support a new staff member, sub or case manager
  - If knowledgeable of:
    - the child
    - the meaning of the evaluation data
    - the placement options
- 




# Who can be Case Managers?



Administrator  
Alternative Educator  
School Counselor  
School Nurse  
School Psychologist



# Case Management



## Meeting Roles

Facilitate annual meeting

Gather data for meeting

Prepare teacher input for distribution

## Daily

Monitor questions from teacher, parent, student





# Meeting Role Expectations



- Scheduler
- Data Gatherer
- Facilitator
- Note taker
- Time keeper

# Brainswarming Task Distribution Activity

## OUR SCHOOL'S SECTION 504 TEAM'S "BRAINSWARMING" OF TASK DISTRIBUTION

Create Meeting Notice and Invitation (TIENET)
Confirm Parent's Attendance at Meeting
Meeting Facilitation - CM (requires TIENET access)
Meeting Recorder (requires TIENET access)
Meeting Timekeeper
Finalize all documents after meeting (TIENET)
Follow-up with parent, as needed
Share 504 Plan with grade level teachers
Share 504 Plan with related arts and others
Data Collection (Teacher Input Forms)
Schedule next meeting
Mail packet home
Prepare receipts
File paperwork in Cum
Distribute documents

Alternative Education Teacher	Alternative Education Para	Assistant Principal	Guidance Secretary	Health Assistant	Pupil Personnel Worker	School Counselor	School Nurse	School Psych	SESS/504 Coordinator	Workgroup 8.11.16 504 Admin Building Coordinator	Other Staff Member
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# 504 EVALUATION

INITIAL



## WHO ARE THE MEMBERS OF THE SECTION 504 TEAM?

- A group of individuals knowledgeable about:
  - the child,
  - the meaning of the evaluation data, and
  - the placement options.
- Best practice – at least **one** of student's teachers.
- For medical impairments, attendance and involvement of the nurse is necessary.
- School staff obtains release to seek further understanding of diagnosis (i.e. nurse or school psychologist).

# Section 504 Timeline

Identifying Students (Referral)



Approximately 30 Days

Eligibility Evaluation



Approximately 30 Days

Section 504 Plan



One Year

Annual Review



Every 3 Years or Change of Placement

Reevaluation

60 days for  
Additional  
Assessments



## 504 ELIGIBILITY CRITERIA

### TWO QUESTIONS

1. Does the student have a qualifying physical or mental impairment (determined as a result of an evaluation)?
2. Does the physical or mental impairment **substantially limit** one or more major life activities?

(Must answer yes to both)

3. Then the team must ask if the student requires accommodations or modifications (policy, procedure or, program).



## PRESENCE OF AN IMPAIRMENT



# IMPAIRMENT VS. DISORDER VS. DISABILITY

- Impairment
  - Loss or abnormality of psychological, physiological, or anatomical structure or function.
  - Disorder-DSM 5 or ICD 10
  - Symptom list
    - Features of an impairment but in and of themselves do not indicate the impairment.
- Disorder
  - Disruption in regular or normal function
- Disability
  - Is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.
  - Section 504 Disability or IDEA Disability

# PHYSICAL OR MENTAL IMPAIRMENT


	Symptom	Impairment
Working memory deficits	✓	
Attention concerns	✓	
Nut allergy		✓
Colostomy bag	✓	
Developmental delay	✓	
Anxiety	✓	✓
Depression	✓	✓
Muscle weakness	✓	
Seizures		✓
Reading comprehension deficits	✓	
Other health impairment		

Disability category under IDEA



# TYPES OF NON PERMANENT IMPAIRMENTS

- 
- Remission
  - Episodic
  - Temporary




# SUBSTANTIAL LIMITATION OF A MAJOR LIFE ACTIVITY

# MAJOR LIFE ACTIVITIES

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working
- Eating
- Sleeping
- Standing
- Lifting
- Bending
- Reading
- Concentrating
- Thinking
- Communicating

\*\* This list is not an exhaustive



# A MAJOR LIFE ACTIVITY ALSO INCLUDES THE OPERATION OF A MAJOR BODILY FUNCTION OR SYSTEM INCLUDING, BUT NOT LIMITED TO:

- Functions of the immune system
- Normal cell growth
- Digestive
- Bowel
- Bladder
- Neurological
- Brain
- Respiratory
- Circulatory
- Endocrine
- Reproductive functions

\*\* This list is not  
exhaustive

# “SUBSTANTIAL LIMITATION”

## Law Does Not Define

- Nature/Severity
- Duration
- Permanent/Long-term impact

**1**

Negligible  
or None

**2**

Mild

**3**

Moderate

**4**

**Substantial**

**5**

Extreme





# “SUBSTANTIAL LIMITATION”

- A limitation is the reduced ability to perform a major life activity as compared to the *average person* in the *general population*
- A limitation can be measured as a difference in which the student performs the major life activity
  - manner,
  - duration, or
  - frequency

*“How does this student compare to the rest of the students in the class?”*

# MITIGATING MEASURES AND SUBSTANTIAL LIMITATION

Rule:

Determining a substantial limitation needs to be done without regard for the “**ameliorative effects**” of mitigating measures.

Application:

The team acts as if the student is not under any treatment or not receiving the benefits of the mitigating measures when determining eligibility (outside of the use of glasses).



BREAK-10 minutes





## 504 ELIGIBILITY CRITERIA

### TWO QUESTIONS

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2. Does the physical or mental impairment **substantially limit** one or more major life activities?

(Must answer yes to both)

3. Then the team must ask if the student requires accommodations or modifications (policy, procedure or, program).



# MITIGATING MEASURES AS IT APPLIES TO DEVELOPING A 504 PLAN

Does the student need a Section 504 Plan?

Question the team asks **after** determining eligibility to determine if a plan is needed.

The corrective effects of mitigating measures **may be considered** in determining whether or not there is a **need for a Section 504 Plan** for accommodations/services or modification of a policy, practice or procedure.


# PRACTICE APPLICATION OF A MITIGATING MEASURES

## Situation

- Parent requests a 504 meeting due to fifth grade student's ADHD.
- Medical provider indicates that the student is well maintained on medication.

## Questions

- What data do you need?
- Who would you want at the meeting?
- What roles would each of staff person take?
- How would you facilitate this discussion?
- What did your table decide?



# MEETING NOTES AND ELIGIBILITY DOCUMENTATION

- What does it look like?
  - Document in meeting notes
  - Discussion/Explanation of the **proposed action** including eligibility decisions
  - **Basis for the proposed action or decision** (data, assessments reviewed or conducted, etc.)
  - Options **considered** and reasons for **rejection**
  - Any other factors relevant to the proposal or decisions
  - Any dissenting opinions to the team decision





# WHAT IS A 504 PLAN?



# WHAT IS A 504 PLAN? ACCOMMODATIONS/SERVICES

- Designed to address the major life activities and major bodily functions in which substantial limitation is documented.
- Designed to meet individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met (“Level the playing field”)
- Does not change the curricular expectation
- Data driven

# R.I.S.E CRITERIA FOR ACCOMMODATIONS

RELATED to the disability  
INDIVIDUAL to the student  
SPECIFIC  
Based on EVIDENCE of need.


Source: Natasha Jones-PGCPS





# WHAT ARE THE EFFECTS OF THE SUBSTANTIAL LIMITATION?

<b>Disability</b>	<b>Substantially Limits</b>	<b>Effect/Problem</b>
ADHD	Concentration	Inattention
Cerebral palsy	Writing	Fine motor skills
Diabetes	Walking	Mobility



# Practice Application

## Developing a Plan

### Situation

'Parent requests extended time for the student because the student loses assignments.

'Teachers report that the student finishes assignments in class and tests within the same time as peers.

'Student does forget to turn in assignments

Parents reports that the student does not need extra time to process but is requesting unlimited extended time to turn in lost assignments.

### Questions

'What data do you need?

'Who would you want at the meeting?

'What roles would each of staff take?

'How would you facilitate this discussion?

'What did your table decide?

# ANNUAL V. REEVALUATION

## Annual Review

Is the plan effective?

Does the student require another accommodation?



## Re-Evaluation

Is the impairment still present?

Is there still substantial limitation?

Is there another disability to consider?





# 504 RESOURCES ON CANVAS


- Support Documents
  - Meeting Checklists
  - Quick Reference Cards
- Forms
  - Two teacher feedback forms
  - Referral forms
  - Release of Information
  - Outside reports
- Section 504 Guidebook
- Testing Accommodations
- Training
  - Required
- Link to TIENET
  - Report Feature





# Join the CANVAS Community


  
Calendar



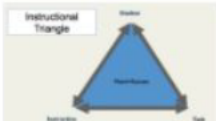





  
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Communities



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# Closing and Next Steps

- Evaluation Link
  - <https://goo.gl/forms/78TQGy9bti0qBGlw2>
- Needs assessment
- Next meeting January 31, 2019 8:30—11:30 am



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