

Section 504 and Related Services for Student Services



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Outcomes

All participants will:

- be able to articulate what related services can be provided through Section 504
- be able to be able to determine need for related services
- be able to document related services provided to students through TIENET
- be able to determine role of the case manager when other related service providers are involved with a case.
- discuss questions and concerns about related services through Section 504

Google Question Document



What are Related Services under Section 504?



The 504 Plan

Designed to ensure FAPE

“The provision of *regular or special education* and *related aids and services* that... are designed to *meet individual educational needs* of handicapped persons *as adequately* as the needs of *non-handicapped persons* are met.”

What are related services?

- Not something new for counselors or psychologists
- Not defined in Section 504 statute or regulations
- Look to definition under IDEA for guidance
- Important to note related service vs. service
 - 504-Federal language
 - Related to the student vs. IEP related to the academic education of the student
- Everything we do with students is a service.
 - If you are employed by HCPSS, you can help students.

Related Services Comparison

IDEA

- Provides individual supplemental educational aides and services and in addition to what is provided to students in the general curriculum to ensure that the child has ***access to and benefits*** from the general curriculum.
- TO IMPROVE AN OUTCOME

504

- Requires schools ***to eliminate barriers*** that would prevent the student from ***participating fully*** in the programs and services offered in the general curriculum, co-curricular, or extracurricular activities.
- TO PROVIDE ACCESS

What are related services under 504?

- Can include speech-language pathology, OT, PT, psychological services, health services, hearing, vision, and interpreting service.
- Can also include transportation, administration of medications, or specific strategies taught to the student
- Could be close adult supervision say for mobility or toileting
- Can include assistive technology
- Does not include adaptive PE

Related Services Under Section 504

- When getting into related services like speech and mental health the school should really be looking at whether to refer to Special Education
 - Services are to provide access
 - Don't ignore signs to refer to IEP

How to determine need
for a related service
through Section 504?



How do 504 teams determine services?

- Need is determined through eligibility process (Data)
- Goal of providing related services is to provide access to the education program or activities.
 - The 504 team determines ***what is needed*** to “meet the needs of eligible student as adequately as it meets the need of nondisabled students”
- Student may need to develop a skill or address a need related to accessing education.
- The related service ***must*** be related the the ***disability*** and the ***major life activity*** that is limited by the disability.

R.I.S.E CRITERIA FOR ACCOMMODATIONS

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



Source: Natasha Jones-PGCPS

Required Team Members

- Knowledgeable about the student
- Knowledgeable about the evaluation data
- Knowledgeable about the services
- The Related Service Professional will best be able to determine the need for a related service and should be invited meetings.

Examples by Provider



Counselor Example

- Organization
- Study Skills
- Anxiety reduction
- Depression reduction
- Social Skills

Psychological Services Example

- Social Skills
 - Communication
 - Behavioral
- Mental Health Services
 - Anxiety reduction
 - Depression reduction

Documenting Services

Where on the Plan?

- Add as an other accommodation
- Document in the manner
 - frequency
 - skill or need to work on
 - duration (termination criteria if necessary)

Documentation of Provision of 504 Related Services

- Documentation in Support Log in TIENET
 - Date
 - Who
 - Student
 - Staff
 - Parent
 - Focus area during session

Documents for Sally Sample504 (SSAMPLE504)

Create New Document:

Go

▼ Documents for 2016/17

▼ Section 504

[Section 504 - Manifestation](#)

[Section 504 - Plan \(Initial\)](#)

[Section 504 - Eligibility \(Initial\)](#)

[Section 504 - Meeting Notice](#)

[Section 504 - Plan \(Annual\)](#)

▼ Support Log

[Support Log \(test\)](#)

[Support Log \(Behavior\)](#)

[Support Log \(AT or Behavior\)](#)

▼ Documents for 2015/16

▼ Section 504

Section 504

Section 504 - Meeting Notice and Invitation

Section 504 - Eligibility

Section 504 - Plan

Section 504 - Manifestation Determination Review

504 Transportation Request Form

Service Provider Logs

Service Provider Log

PT Therapy Plans

Physical Therapy Plan of Care

OT Therapy Plans

Occupational Therapy Treatment Plan

Support Log

Support Log

Other

Log for IEPs

Log for 504s

Screencast

<https://screencast.com/t/IP2EEst36N>

Case Managment

Case Management

- Need to invite appropriate provider to meetings
 - Lists of Related Service providers on Canvas page on the resources tab
- Document in the manner
 - frequency
 - skill or need to work on
 - duration (termination criteria if necessary)

Questions

We will now look through the Google document to answer any questions that we may still have.



Application



Example for everyone

A student transitioning to middle school, who is eligible for a 504 plan due to the disability of ADHD.

The student is easily distracted and loses track of where he is going at times. The major life activity is concentration.

Student was zoned to receive bus transportation due to the distance of his elementary school to his home.

He will be zoned next year to walk to school.

Parents are requesting specialized transportation because their son has never walked to school before.

What should the team do?

- What data do you need?
- What services are needed?
- Who should/could be the provider?

Practice without a provider

Student with autism that is high functioning. Was assessed through special education and it was determined was not in need of specialized instruction. Student has social communication concerns. Has been suspended for “going too far” with peers.

Student requires social skills in order to benefit from education.

What should the team do?

What data do you need?

What services are needed?

Who should/could be the provider?