



MVCS 504 Process

Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of students without disabilities are met.

Section 504 is a civil rights law that provides services to a person of any age who:

- has a physical or mental impairment which substantially limits one or more of the individual's major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment.

There are typically 2 pathways to a 504.

My child has a diagnosis....	Classroom observations....
<p>Family brings in documentation of a qualifying disability to the educational team (eg. ADHD, anxiety, depression, bi-polar, hearing loss)</p> <p>Set up a meeting with the team</p> <ul style="list-style-type: none"> • Review documentation of the qualifying disability • Reflect on the strategies currently being tried • Design the 504 together <p>Think about the 504 and make changes</p> <p>Sign the 504</p> <p>Follow the 504</p> <p>Meet annually for review and iteration or earlier if needed for any reason</p>	<p>See a concerning trend in work or behavior, communicate with family</p> <p>Trends continue</p> <p>Implement Tier 1 supports (differentiation strategies for task, content, location, product, or grouping)</p> <p>Trends continue</p> <p>Communicate with family</p> <p>Implement Tier 1 and Tier 2 supports (targeted instruction and intervention)</p> <p>Trends continue</p> <p>Set up a meeting</p> <ul style="list-style-type: none"> • Come up with a plan for school and at home <p>Follow plan for 4-6 weeks</p> <p>Set up a meeting</p> <ul style="list-style-type: none"> • Reflect on the strategies being tried at school and at home • Iterate as needed

	<ul style="list-style-type: none"> • *Doctor visit may happen <p>Follow the new plan for 4-6 more weeks</p> <p>Set up a meeting</p> <ul style="list-style-type: none"> • Is there documentation of a disability? • Reflect on the strategies being tried • Iterate as needed or decide to implement a 504 • Design 504 together <p>Think about the 504 and make changes</p> <p>Sign the 504</p> <p>Follow the 504</p> <p>Meet annually for review and iteration or earlier if needed for any reason</p> <p>*The family may choose to go see a doctor or specialist at any point in this process and then, if a qualifying diagnosis is given, the team would pivot to the first column/pathway</p>
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While some children may need significant support, including special education, your child may need small adjustments and strategies to regular education. Some examples are:

- extended time on tests and assignments
- preferential seating
- reduced homework or classwork
- structured learning environment(s);
- repeated or broken down instructions;
- use of verbal/visual aids;
- behavior management supports, strategies and/or plans;
- adjusted class schedules;
- verbal tests;
- use of assistive technology;
- modified textbooks or audio/video tape materials;
- consultation with special education staff;
- one-on-one tutor, aide or notetaker;
- additional class personnel; and
- a services coordinator to oversee program and modification

Resources

- <https://www.greatschools.org/gk/articles/section-504-2/>
- <https://picnh.org/504-2/>