

SOUTH PASADENA UNIFIED SCHOOL DISTRICT
Student Support Services

ADA/Section 504 Plan – Frequently Asked Questions

What is a 504 Plan?

A 504 Plan is a legally binding document. Its purpose is to provide accommodations to assist Students who are participating in the General Education (GEN ED) curriculum. The 504 Plan should not be confused with the Individualized Education Program (IEP), but in some cases students transitioning from Special Education (SPED) services back to the GEN ED program may qualify under the conditions of 504.

What makes a Student eligible for a 504 Plan?

Section 504 of the Rehabilitation Act is a federal civil rights law that has been in effect since 1973. The law was reauthorized in 1990, as the Americans with Disabilities Act (ADA), and reauthorized again in 2008. The education-related components of Section 504 require schools receiving federal funding to provide accommodations for Students with identified disabilities who are also demonstrating educational needs.

When would a Student be considered for a 504 Plan?

The Student must be identified as disabled, as specified under Section 504: the individual has a physical or mental impairment, which substantially limits one or more of such person's major life activities; or has a record of such an impairment; or is regarded (perceived) as having such an impairment. If the individual meets one or more of the above criteria, they may qualify for reasonable accommodations under the provisions of Section 504.

How is a 504 Plan different from an IEP?

There are a number of important differences. The 504 Plan is based on civil rights law; IEPs are part of the state and federal education codes. IEPs are generally more formal and detailed, afford greater protections to Students and Parents, and are more appropriate for those Students exhibiting higher levels of academic and/or behavioral need. While a medical diagnosis is not required for a Student to receive 504 Plan accommodations or an IEP, 504 Plan Team determinations are typically based upon a current physician's statement of diagnosis.

SOUTH PASADENA UNIFIED SCHOOL DISTRICT
Student Support Services

Student Study Team (SST) Fast Facts

- ❖ An SST meeting can be requested by a Staff Person or Parent at any time.
- ❖ The SST meeting usually includes a School Counselor, one or more of the student's General Education (GEN ED) Teachers, an Administrator, Parents, and -- depending on the concerns -- may include additional specialists, such as a Special Education (SPED) Teacher, Speech and Language Pathologist (SLP), School Psychologist, or Occupational Therapist (OT). If appropriate, the Student may also attend.
- ❖ SST meetings focus on intervention planning for GEN ED Students who are not making satisfactory academic and/or behavioral progress. All SST members contribute, and decisions are made at a group level.
- ❖ The agenda for a typical SST meeting will cover the following:
 - Identification of the Student's strengths;
 - Discussion of the academic and/or behavioral concerns;
 - A review of the Student's school and/or developmental history;
 - A review of the interventions already attempted and their outcomes;
 - Brainstorming and development of an action plan, including new interventions;
 - Scheduling a follow-up SST meeting to report-out on Student's progress, normally within 4-6 weeks.
- ❖ If evidence suggests that the Student's delays may be due to an underlying learning, language, or developmental disorder, a referral for SPED evaluation in all areas of suspected disability will be made at the SST meeting.
- ❖ A referral for SPED assessment can be made by anyone involved with the Student's education and development, including Parents, Teachers, Principal, Pediatrician, or the Student Study Team, but the SST process is generally encouraged as the best "first step," since it is required by law that all possible efforts be made to accommodate young people within the GEN ED classroom prior to acting on a referral or placing a student in a SPED program. This is part of the legal requirement for providing services in the "Least Restrictive Environment" or LRE.

Nine Types of Curriculum Adaptations

Quantity * ●

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

For example:
Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support *

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

For example:
Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

Input *

Adapt the way instruction is delivered to the learner.

For example:
Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty * ●

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:
Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output *

Adapt how the student can respond to instruction.

For example:
Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation *

Adapt the extent to which a learner is actively involved in the task.

For example:
In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

Alternate Goals ●

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:
In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Substitute Curriculum ●
Sometimes called "functional curriculum"

Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:
During a language lesson a student is learning toileting skills with an aide.

* *This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.*

● *This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.*

SOUTH PASADENA MIDDLE SCHOOL

Student Study Team (SST) Meeting #

STUDENT:

I.D. #:

GRADE:

DATE OF MEETING:

PARENT(S)/GUARDIAN(S):

PRESENT AT MEETING:

ABSENT FROM MEETING:

STUDENT'S STRENGTHS:

BACKGROUND INFORMATION ON STUDENT:

CONCERNS/PROBLEMS:

COURSES OF ACTION TO BE TAKEN AND BY WHOM:

FOLLOW-UP MEETING SCHEDULED FOR:

Section 504/ADA Individual Accommodation Plan

I. Name:	Student ID#:	Birth Date:
II. Current School: SPMS		Grade:
III. Type of Plan: 504 – Continuing Placement		Plan Date: Plan History:

IV. Disabling Conditions:

V. Determination as a Qualified Individual:

VI. Major Life Activities: Learning

VII. Educational Impact:

VIII. Student's Strengths:

IX. Necessary Accommodation:

X. Student/Parent Responsibilities:

XI. Least Restrictive Environment: Regular Classroom

SPHS STUDENT SUPPORT PROCESS

