



Welcome, Class
of 2030!

TCMS Rising 6th Grade family orientation

504 Plan component



BRIGHTON
B
BELIEVES
INTEGRITY
RESPECT
RESPONSIBILITY
KINDNESS
SELF-CONTROL




Goals:

Introductions of faculty involved in 504 transition planning



Share information about the basic 504 Plan transition process



Review general student experience at TCMS



Answer questions

5 go 6

504 Plan Transition Team

- Kira Charlton, TCMS School Psychologist
- David Glasser, FRES School Psychologist
- Courtney Eck, TCMS 504 case manager and Brighton Support Center Teacher
- FRES and TCMS Nurses
- FRES and TCMS Counselors and Social Workers
- FRES and TCMS Administration

• **Transition Planning**

- • To provide an understanding of a Section 504 Accommodations Plan
- • Purpose of a Section 504 Plan/Eligibility
- • Review Program Modifications and Testing Accommodations
- • Progress Monitoring for Section 504 Plans
- • Case Management
- • Brighton Support Center
- • Case Management
- • Section 504 continued eligibility and processes

Transition Planning Timeline

February-March 2022: TCMS staff connect with FRES staff regarding students who have Section 504 Plans

May-June 2022: FRES Section 504 Meetings with TCMS staff

August-September 2022: 6th Grade Orientation, check schedules

What is a Section 504 Accommodation Plan?

- Part of the American with Disabilities Rehabilitation Act (ADA) of 1973
- Applies to all institutions receiving federal funding
- Requires public schools to provide a free and appropriate public education
- General Education support document
- **Main Purpose:** A documented indicator which implements program modifications and testing accommodations to educators to safeguard against discrimination and ensure all students have access to their general education teachers.

Purpose of a Section 504 Plan/Eligibility:

A Student is considered to be eligible under Section 504 if the Section 504 Committee can determine the following information:

1. They have a physical or mental impairment that substantially limits one or more major life activities: Walking, Seeing, Hearing, Breathing, Learning, Working, Caring for Oneself, Performing Manual Tasks
2. Substantiated data and documentation/evidence of the impairment
3. The impairment adversely affects educational performance



- **Reasonable Program Modifications:**

- Program modifications are based on student need with supporting data
- Requested program modifications should be consistent with all information available on the student
- Services are primarily implemented by general education teachers in the classroom setting
- Reasonable program modifications are determined that are above and beyond Tier 1 and Tier 2 universal, good teaching practices



Reasonable Testing Accommodations:

- Testing accommodations are based on student need with supporting data

- BSC (Brighton Support Center) staff and/or general education teachers administer testing accommodations depending on needs and supports

- **Case Management:**

- Students are assigned different Case Managers:

- *Courtney Eck (grade 6 and share grade 7)

- *Eileen Kerr (grade 8 and share grade 7)

- *School Nurses in special circumstances.

- Case Managers will reach out to families in late August-early September

Progress Monitoring for Section 504 Plans:

Case Managers will:

- Review student progress regularly throughout the school year
- Ensure service delivery recommendations are implemented
- Reach out to teachers regarding progress/concerns
- Connect with home (via email)
- Collaborate with other educators
- Meet with the student at least once every 10 weeks
- Monitor grades
- Collect data on implementation of program modifications, testing accommodations and continued need and eligibility.
- Prepare for Section 504 Annual Review

- **Brighton Support Center (BSC):**

- The Brighton Support Center (BSC) is a service available to students through the MTSS and BST process only. Some of the services available to students through BSC are:

- Executive Functioning, test-taking, self-advocacy strategies.

- Grade monitoring

- Transition support (use of platforms).

- Other academic support

Students may be scheduled into BSC for a short period of time or a longer duration depending on student need. The frequency can also be adjusted due to need and scheduling restrictions.

- **Section 504 continued eligibility and processes:**

- Continued eligibility is reviewed throughout the school year through data gathering and consultation with teachers, counselors and case managers

- Section 504 Annual Reviews are usually in May or June of the student's school year

Section 504 Continued Eligibility and Processes

- If the mental and/or physical impairment does not substantially limit a major life activity and/or does not discriminate against a student to receive a free and public education, students can be found No Longer Eligible for a Section 504 Plan

Questions?

- Contact Information:
- **David Glasser**, Section 504 Chairperson: FRES david_glasser@bcasd.org
- **Kira Charlton**, Section 504 Chairperson: TCMS kira_charleton@bcasd.org
- **Courtney Eck**, Grade 6 Case Manager courtney_eck@bcasd.org

Please fill out the contact sheet before leaving