

Welcome, Class of 2030!

TCMS Rising 6th Grade family orientation

504 Plan component







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

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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:

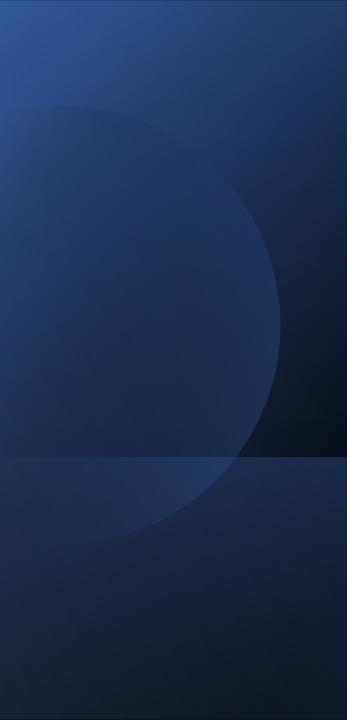
*Courtney Eck (grade 6 and share grade 7) *Eileen Kerr (grade 8 and share grade 7) *School Nurses in special circumstances.

•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@bcsd.org
- Kira Charlton, Section 504 Chairperson: TCMS kira_charleton@bcsd.org
- Courtney Eck, Grade 6 Case Manager courtney_eck@bcsd.org

Please fill out the contact sheet before leaving