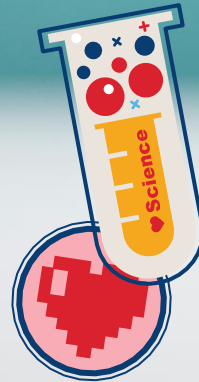




District Counselor Meeting

November 30, 2023





SECTION 504

A TEAM APPROACH

Please sit at the appropriate table



Table	School Group
1	CHS
2	EHS
3	JHS
4	SHS, MAE & JAE
5	EIS & SLE
6	EVG & LOE
7	GMS & FVE
8	HEA & CWE
9	NMS
10	PCE & EME
11	WHE, GAE & HAE
12	JFE, MCE & MOE
13	SFE, WOE, VRE & TCE

SECTION 504

A TEAM APPROACH

QUICK UPDATES



- **Counseling Intern Opportunities**
- **Clarification About Forms in “StudentCrisisSupport” Folders**
- **January Counselor Meeting**
- **College Board Accommodations | Due to Lindsey by 12/15**

SECTION 504

A TEAM APPROACH

TODAY'S AGENDA



GENERAL SESSION – ALL COUNSELORS | 9:15-11:15

Board Room A&B

- | | |
|---|----------------------------|
| • Welcome | ALL |
| • Counseling Intern Opportunities | Dave Peters |
| • FIS Clarification About Forms in “StudentCrisisSupport” Folders | Dave Peters |
| • January Counselor Meeting Update | Dave Peters |
| • Panorama Data & New Features Presentation | Lauren Latto |
| • 504 Team Focus Re-Aligning Counselor & Nurse Supports | Dave Peters & Kari Johnson |



SECTION 504

A TEAM APPROACH



SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

...Where our priority is always the
kids!



SECTION 504

A TEAM APPROACH

SECTION 504



Washington Office of Superintendent of
PUBLIC INSTRUCTION

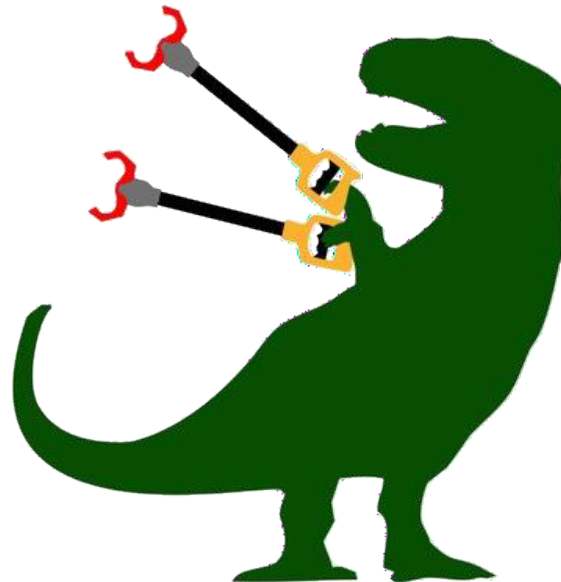
SECTION 504

A TEAM APPROACH

SECTION 504



UNSTOPPABLE



Washington Office of Superintendent of
PUBLIC INSTRUCTION

SECTION 504

A TEAM APPROACH

A NEEDED ADJUSTMENT



There has been some confusion introduced by the use of terms that **incorrectly** imply that there are “**medical 504’s**” and “**academic 504’s**”

In Everett Public Schools, we are going to change our practice to refer to them simply as “**504’s**”

SECTION 504

A TEAM APPROACH

THE KEY QUESTIONS...



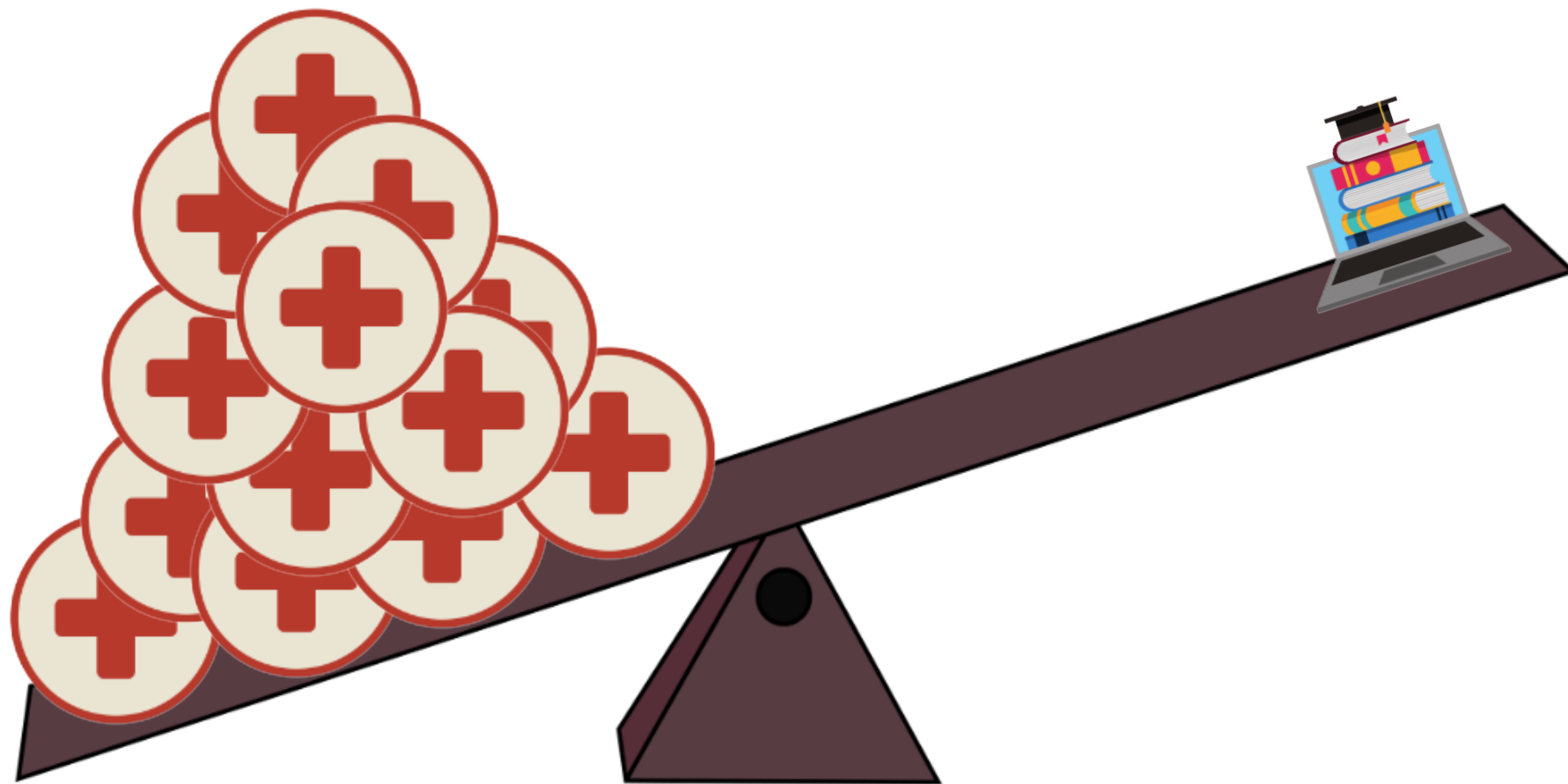
1. When does a **counselor** manage a student 504 and when does a **nurse** serve in that role?
2. How do I develop/write **accommodations** for things that are outside of my wheelhouse?

SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

TYPES OF ACCOMMODATIONS

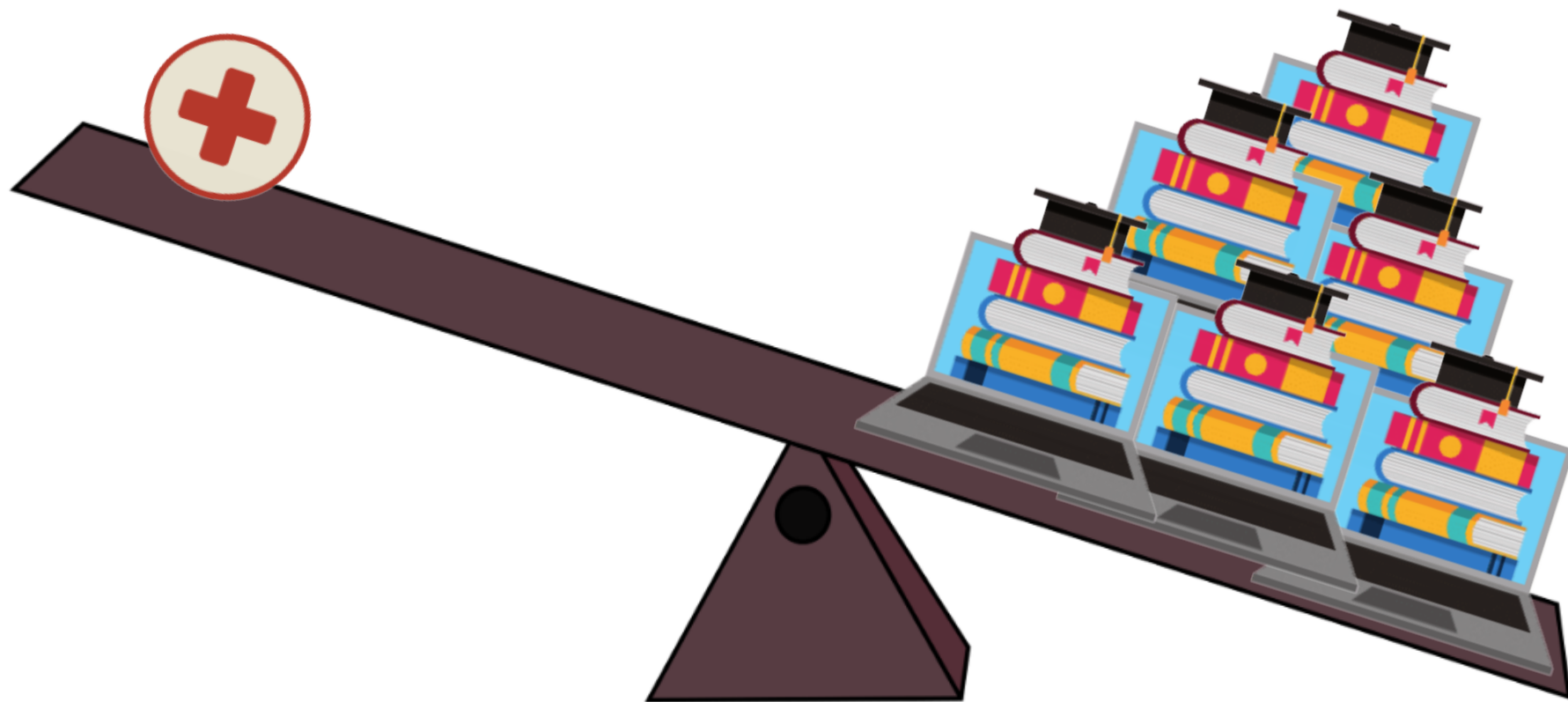


SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

TYPES OF ACCOMMODATIONS

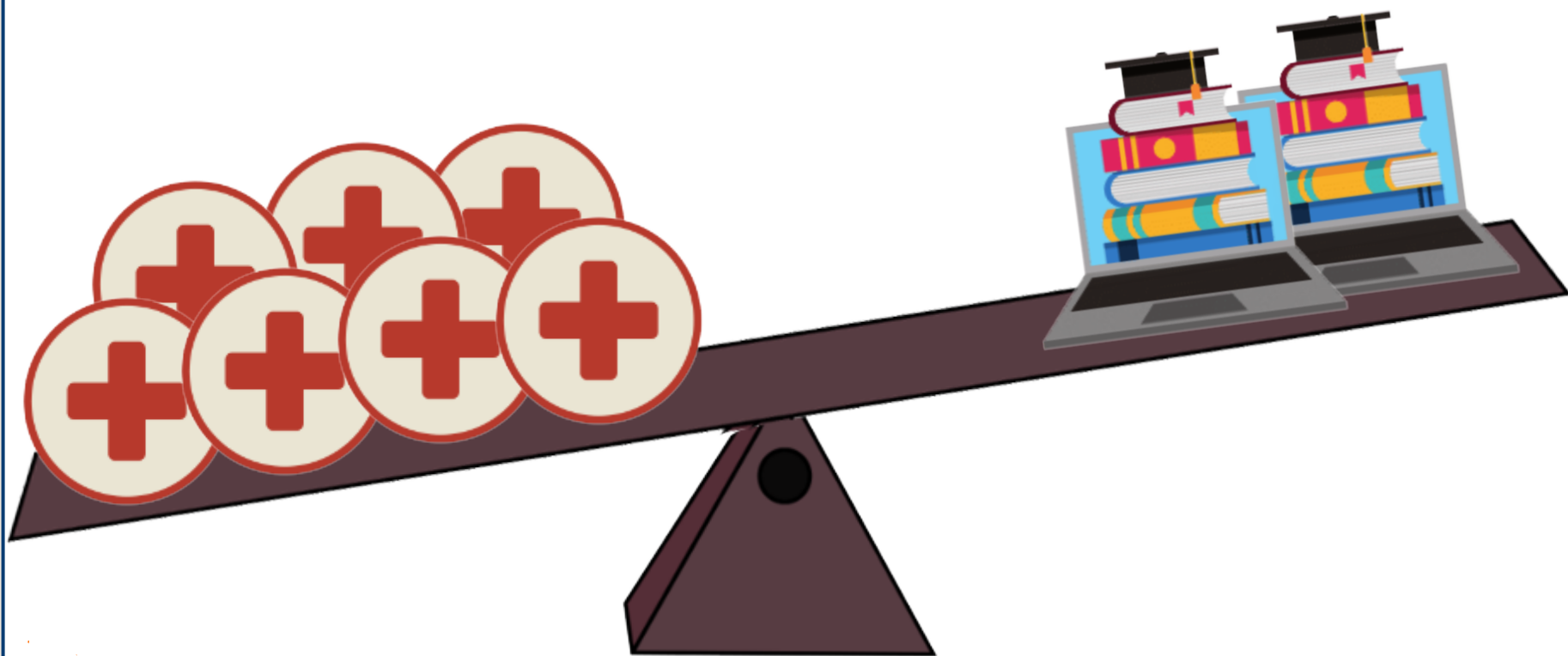


SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

TYPES OF ACCOMMODATIONS

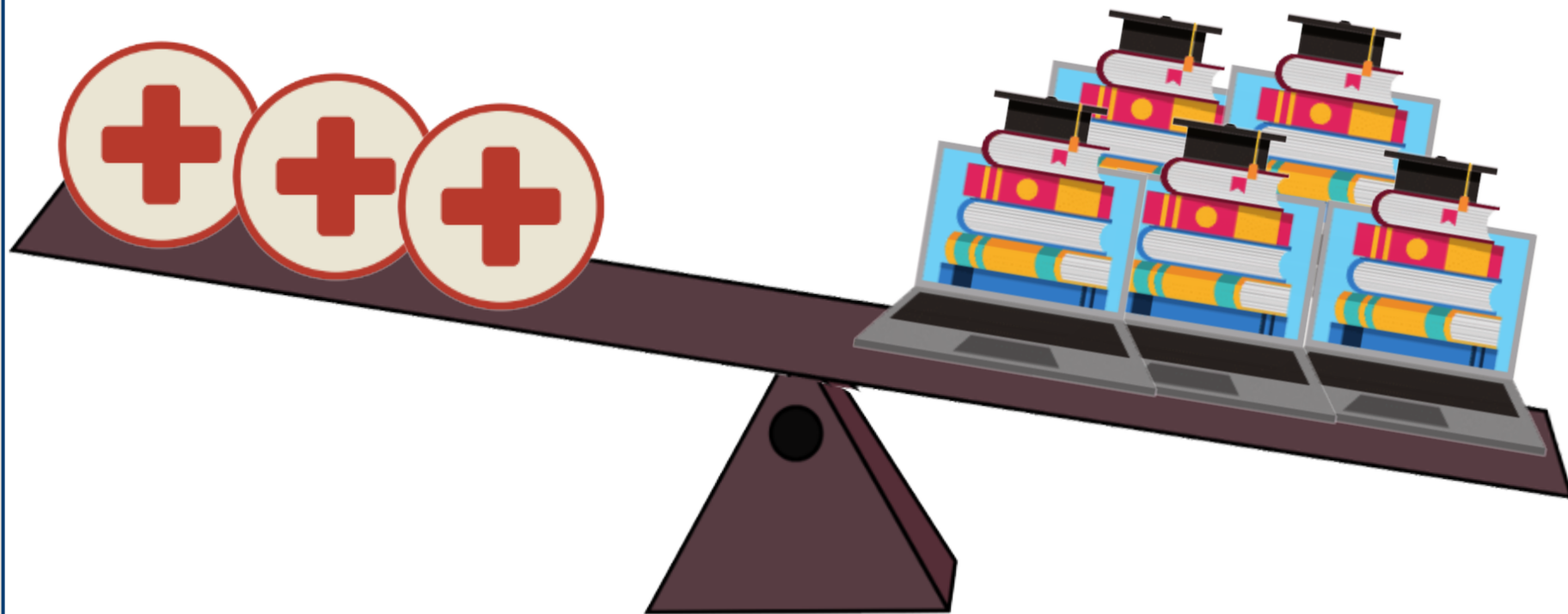


SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

TYPES OF ACCOMMODATIONS

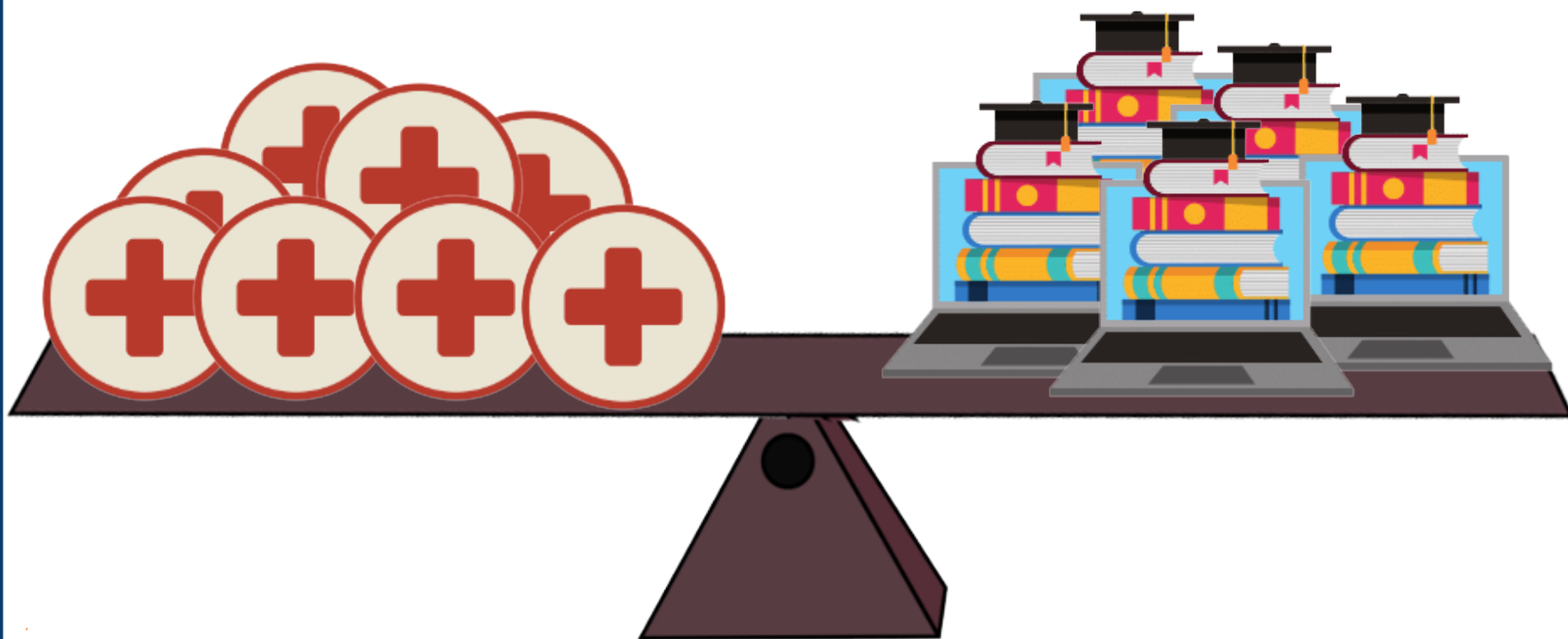


SECTION 504 OF THE REHABILITATION ACT OF 1973

SECTION 504

A TEAM APPROACH

TYPES OF ACCOMMODATIONS



SECTION 504

A TEAM APPROACH

THE KEY QUESTIONS...



1. When does a **counselor** manage a student 504 and when does a **nurse** serve in that role?
2. If I'm managing a 504 process, how do I develop/write **accommodations** for things that are outside of my wheelhouse?



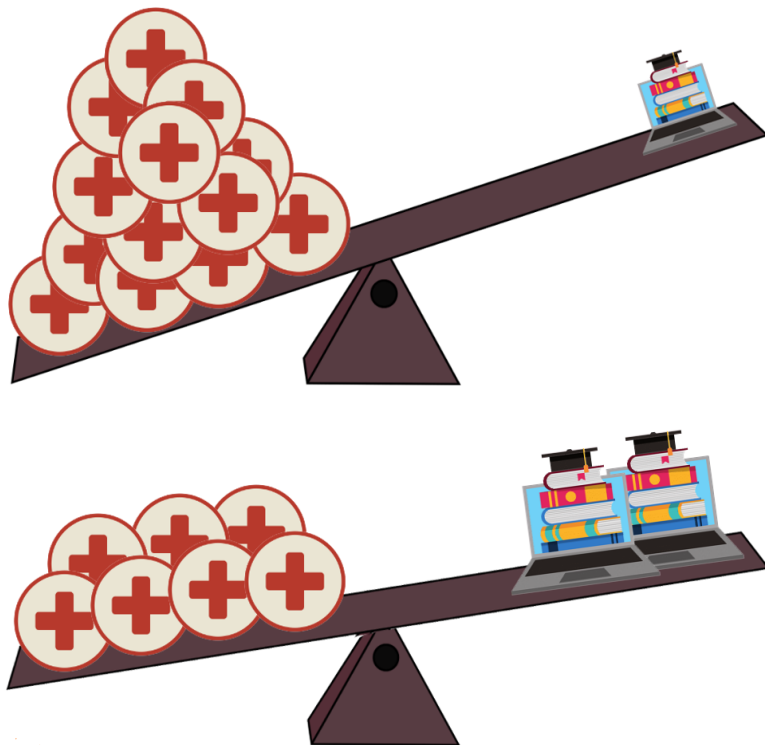
The role of the “**manager**”...

- Gather information for eligibility considerations
- Schedule & run the 504 team meeting(s)
- Ensure 504 process steps are followed
- Ensure all forms are complete and submitted / uploaded to Special Programs
- Put the plan in action by communicating with teachers and others who need to know

SECTION 504

A TEAM APPROACH

WHO TAKES POINT?



Nurse-Managed

- Diabetes
- Anaphylaxis
- Asthma

Counselor serves as consultant for the development & wording of **academic**-related accommodations

SECTION 504

A TEAM APPROACH

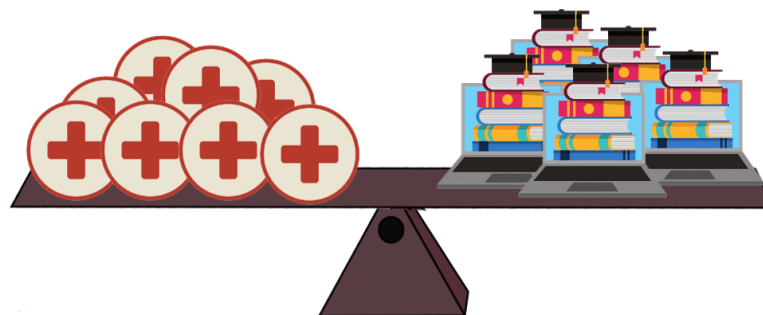
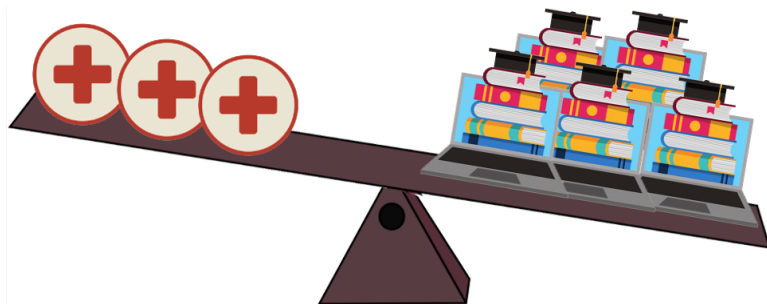
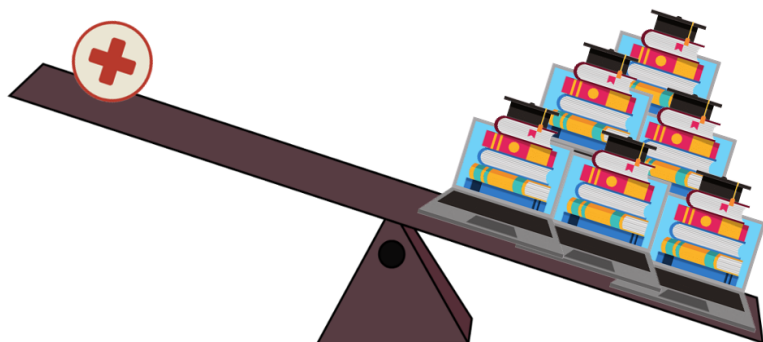
A NEEDED ADJUSTMENT



Counselor-Managed

- All other scenarios

Nurse serves as consultant for the development & wording of **medical**-related accommodations





What are key differences between a “**health plan**” and a “**504 plan**”?

Do **all** 504's need an accompanying health plan?

Do **all** health plans need an accompanying 504 plan?

SECTION 504

A TEAM APPROACH

504 ELIGIBILITY



Substantial Impairment Determination

EXTREME

EXTREME

In relation to the impaired major life function, the student is **unable to perform** the major life function or **cannot do so without accommodations** to the conditions, manner, or duration when compared to same age peers.

SUBSTANTIAL

SUBSTANTIAL

In relation to the impaired major life function, the student demonstrates **signs of great difficulty** with performing the major life function and **can generally not do so** without accommodations to the conditions, manner, or duration when compared to same age peers.

MODERATE

MODERATE

In relation to the impaired major life function, the student demonstrates **signs of difficulty** with performing the major life function **but can generally do so with personal adjustments** to the conditions, manner, or duration when compared to same age peers.

MILD

MILD

In relation to the impaired major life function, the student demonstrates **signs of some difficulty** with performing the major life function but **can generally do so** under the same conditions as, in the same manner, for the same duration when compared to same age peers but with some variance.

NEGLIGIBLE

NEGLIGIBLE

In relation to the impaired major life function, the student demonstrates signs of **minimal difficulty** with performing the major life function and **can do so** under the same conditions as, in the same manner, for the same duration when compared to same age peers.

SECTION 504

A TEAM APPROACH

504 ELIGIBILITY



Impact Below Threshold

MODERATE

In relation to the impaired major life function, the student demonstrates **signs of difficulty** with performing the major life function **but can generally do so with personal adjustments** to the conditions, manner, or duration when compared to same age peers.

MILD

In relation to the impaired major life function, the student demonstrates **signs of some difficulty** with performing the major life function but **can generally do so** under the same conditions as, in the same manner, for the same duration when compared to same age peers but with some variance.

NEGLECTIBLE

In relation to the impaired major life function, the student demonstrates signs of **minimal difficulty** with performing the major life function and **can do so** under the same conditions as, in the same manner, for the same duration when compared to same age peers.

SECTION 504

A TEAM APPROACH

504 ELIGIBILITY



Impact Above Threshold

EXTREME

In relation to the impaired major life function, the student is **unable to perform** the major life function or **cannot do so without accommodations** to the conditions, manner, or duration when compared to same age peers.

SUBSTANTIAL

In relation to the impaired major life function, the student demonstrates **signs of great difficulty** with performing the major life function and **can generally not do so** without accommodations to the conditions, manner, or duration when compared to same age peers.



SCENARIO

During a conversation, a parent explains to you that they believe their student needs a 504 plan.

How might you respond, and what are some appropriate steps to take?



APPROPRIATE STEPS

- 1) Ask questions to gauge their understanding the **purpose** of a 504
- 2) Help **fill in any gaps in understanding** if/as needed
 - To determine whether the student has an impairment that substantially limits one or more major life activities
 - And if so, to provide accommodations so that the student can access and benefit from their education



APPROPRIATE STEPS

3) Explain the parts of the 504 process

- Request a referral for evaluation
 - Provide them a 504-3 form
- Provide consent for an evaluation
 - Provide them a 504-4 form
- The school team evaluates
 - Although Section 504 does not give parents/guardians the right to participate in a 504 meeting, EPS considers this best practice whenever possible/appropriate.
- If eligible, the team creates a 504 plan
- The school puts the plan in action
- The school reviews and evaluates the plan



APPROPRIATE STEPS

- 4) After receiving a submitted 504-3 form – or when adequate information is available – determine appropriate **manager** to organize/communicate
- **NURSE** * - Diabetes, Anaphylaxis, Asthma
 - **COUNSELOR** * - All other scenarios

**unless mutually agreed otherwise in the best interest of the student*



WHAT NOT TO DO

Avoid sharing your initial **speculations** about whether the student will/won't qualify for a 504. In other words, don't inadvertently hold an informal evaluation meeting.

- Remember, you need **consent** to evaluate
- Determination is a **team decision**, not individual



Hypothetical Scenario

The team is meeting to determine if a student is eligible for a 504 plan.

For the sake of this role play, here's what you know:

- ***The student has a broken bone***

Is the student eligible for a 504 plan? Explain your thinking as a table group.



Hypothetical Scenario

The team is meeting to determine if a student is eligible for a 504 plan.

For the sake of this role play, here's what you know:

- ***The student has a broken wrist***

Is the student eligible for a 504 plan? How does this additional information influence your thinking?



Hypothetical Scenario

The team is meeting to determine if a student is eligible for a 504 plan.

For the sake of this role play, here's what you know:

- ***The student has a broken **left wrist** – and they are right hand dominant***

Is the student eligible for a 504 plan? How does this additional information influence your thinking?



Hypothetical Scenario

The team is meeting to determine if a student is eligible for a 504 plan.

For the sake of this role play, here's what you know:

- ***The student has a broken **right wrist** – and they are right hand dominant***

Is the student eligible for a 504 plan? How does this additional information influence your thinking?



★ Important Takeaways ★

Do we have enough information to conclude eligibility using the following 3 questions (see 504-5)

1. Does the student have a physical or mental **impairment**?
2. If so, does the impairment **substantially limit** one or more major life activities?
3. If so, are there **accommodations, aids, and/or services** that the student needs in order to access and benefit from their education?

SECTION 504

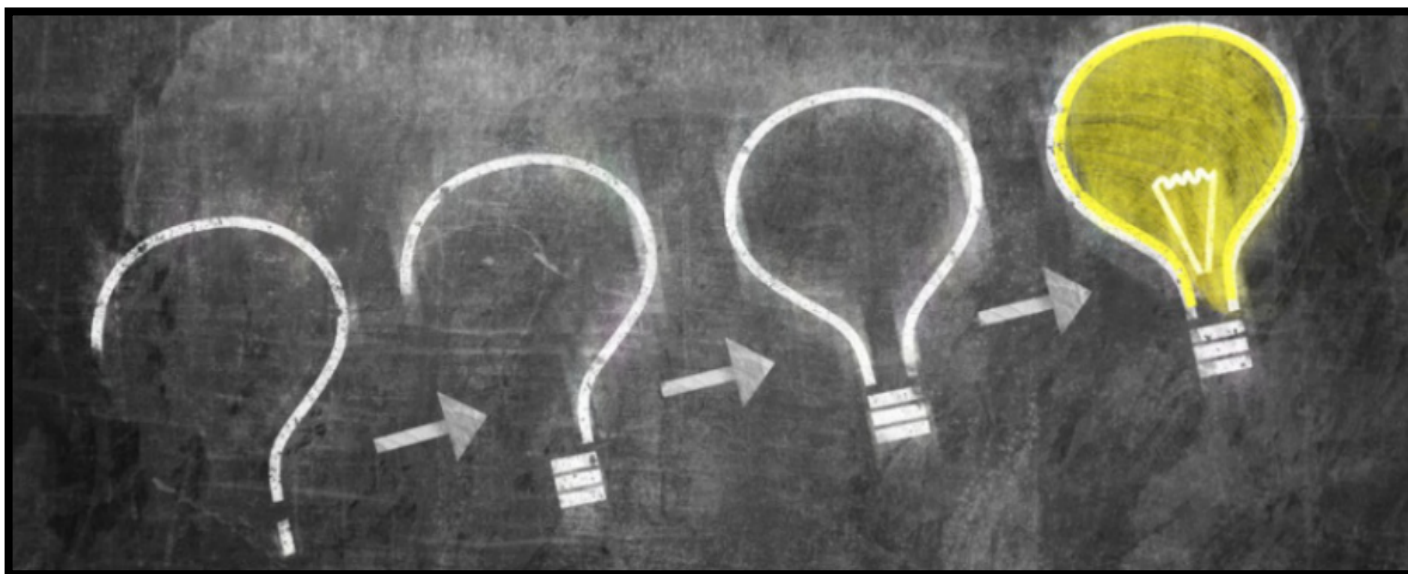
A TEAM APPROACH

Q & A TIME



“Clear is kind.” - Brené Brown

What questions do you have that would benefit from further clarity?



Thank you!