

Wanna Play a Game?

504

Kahoot!



POINTS OF INTEREST | Accommodations



A 504 accommodation should not change the level, content, or performance criteria of a lesson, class, or activity.

◆ True

▲ False

504 accommodations should also not change the reliability and validity of any assignment (OSPI)

POINTS OF INTEREST | Plans of Support



A student can have both a 504 plan and an IEP

◆ True

▲ False

A student may have multiple disabilities that would qualify for both, but an IEP is written to include the accommodations that would otherwise be covered in a 504 plan.

POINTS OF INTEREST | Eligibility



All students with ADHD are eligible for a 504 plan

◆ True

▲ False

Remember, students who are entitled to a 504 plan **(1)** have a physical or mental impairment which substantially limits one or more major life activities, and **(2)** need accommodations, aids, or services—*because of their disability*—so they can access and benefit from their education.

Since some students with ADHD will not meet the threshold of #1, #2, or both, not ALL will be eligible for a 504 plan.

[Resource Guide on Students with ADHD](#)

POINTS OF INTEREST | Eligibility



Does a student with a life-threatening health condition automatically qualify for a 504 plan?



YES



NO

By definition, a student with a “life threatening health condition” has a physical or mental impairment that substantially limits a major life activity and qualifies as a disabled student under Section 504.

POINTS OF INTEREST | Roles & Responsibilities

Can a doctor prescribe a 504 plan for a student?

▲ YES

◆ NO

The 504 team is responsible to gather and analyze data about the student's condition to answer three questions:

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

POINTS OF INTEREST | Medical Diagnosis



Is a doctor's diagnosis required to confirm a student's disability?

▲ Yes

◆ No

● Not Always

Evaluation and the Role of a Medical Diagnosis

There are three important ideas parents should understand about a medical diagnosis:

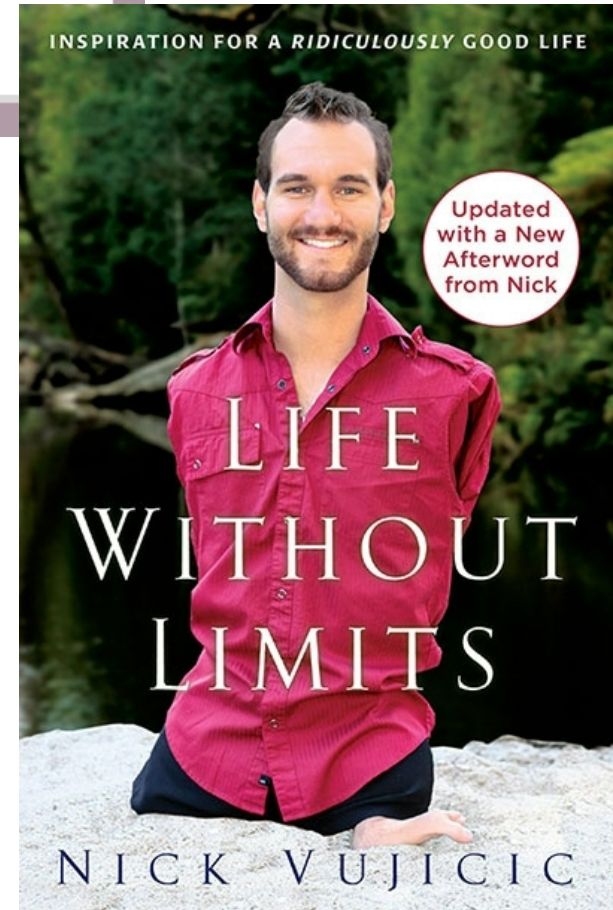
- A school cannot require a parent to provide a medical diagnosis to evaluate a student. However, a diagnosis can provide very helpful information for the 504 team.
- The school could request a medical evaluation, at no cost to the parent, if the 504 team needs medical information to make a decision.
- A medical diagnosis does not always mean that a student needs a 504 plan. Doctors cannot *prescribe* a 504 plan—only the 504 team can make that decision. However, the 504 team must consider the information a doctor provides when evaluating a student.

POINTS OF INTEREST | Medical Diagnosis



Is a doctor's diagnosis required to confirm a student's disability?

- Not Always



POINTS OF INTEREST | Responsibility to Refer

If a parent/guardian doesn't request a 504 evaluation, the school is not obligated to evaluate a student for a 504 plan

▲ **True, the parents must request a 504 evaluation**

◆ **False, if the school suspects the student has a disability**

Anyone, including a parent or guardian, can refer a student for evaluation. Schools have a special responsibility to make a Section 504 referral for every student they know or suspect has a disability and may need accommodations, aids, or services.

POINTS OF INTEREST | Consent to Evaluate



A parent/guardian must consent before a school team can evaluate a student for 504 eligibility

◆ True

▲ False

The school must have **consent from a parent or guardian** before the evaluation begins. Without consent, a 504 team cannot evaluate a student or continue the 504 process.

POINTS OF INTEREST | Private Schools



Public schools are required to develop 504 plans for eligible private school students who live within their boundaries

◆ True

▲ False

POINTS OF INTEREST | Private Schools



Private schools are required to follow 504 plans for students who transfer from public schools



Always true



Always false



True when they receive federal funding

POINTS OF INTEREST | Extra-Curricular



A 504 student who receives 1:1 school-day supports must also be provided 1:1 supports for extra curricular activities

◆ True

▲ False

Public schools must provide appropriate accommodations, aids, and services to eligible students who need these accommodations to participate in, and benefit from, their education. This includes all programs and activities sponsored by the school, such as sports and field trips.

POINTS OF INTEREST | Extra-Curricular



Regarding participation in school athletics for a student with a 504 plan, select the **INCORRECT** option:

▲ May be denied if it would require a fundamental program alteration

◆ Must always be allowed and accommodated if requested

● May be denied for a cut-sport if student's accommodated ability is too low

■ May be denied if it cannot be safely and reasonably accommodated

School districts can require a level of skill or ability for a student to participate in sports, so long as the selection criteria are not discriminatory. That said, students with disabilities should be allowed to try out similarly to their non-disabled peers.

POINTS OF INTEREST | Manifestation



Regarding school suspensions for a student with a 504 plan, which is true about manifestation determination meetings ?

▲ Required prior to the 11th consecutive day or cumulative day (if a pattern)

◆ Not needed. Manifestation determination meetings are only related to IEP's

● Optional unless the behavior qualifies as "exceptional misconduct"

■ Required only if the behavior is directly related to the disability

*Note: This is one of the **purposes** of the manifestation meeting (which is why it wasn't the correct answer)*

POINTS OF INTEREST | Manifestation



Use form 504-10 for manifestation determinations

Long-Term Removals

- If the student is being removed 10 or more consecutive days, the school must conduct a manifestation determination.

Short-Term Removals

- If the student is removed less than 10 total school days in a school year, no manifestation is required.
- If the student is removed for 10 or more total school days in a school year, a manifestation determination may be required. For short-term removals, the school must conduct a manifestation determination when there is a “pattern of exclusion,” considering the length of each removal, the total days removed, and the proximity of removals to one another.

POINTS OF INTEREST | Manifestation



OSPI NOTE:

When conducting a manifestation determination, a Section 504 team must consider:

1. Was the conduct caused by, or did it have a direct and substantial relationship to, the child's disability?
2. Was the conduct the direct result of the school's failure to implement the Section 504 plan?

If the answer to **either question is yes**, the school cannot remove the student for the behavior. Rather, consider revisiting the Section 504 plan and conducting a re-evaluation.



POINTS OF INTEREST | Service Animals



In Washington, which type of animal(s) can be considered a service animal at school

▲ Dog Only

◆ Dog & Cat

● Dog & Miniature Horse

■ Dog & Hamster

POINTS OF INTEREST | Service Animals



Regarding service animals at school, select the **INCORRECT** option from the following:

Animal's work or task must be
▲ directly related to the student's disability

Not a "service animal" if sole
◆ function is for comfort or companionship

● Animal must be certified or trained by a professional

School may ask, "What work or
■ tasks has the animal been trained to do?"

POINTS OF INTEREST | Service Animals



What is a service animal in Washington?

A dog or miniature horse that is **individually** trained to do work or perform tasks for the person with a disability

- Work or task must be **directly** related to person's disability.
- An animal is NOT a service animal if their sole function is to provide comfort or companionship.

What can we ask?



1. Is the animal required because of a disability?
2. What work or tasks has the animal been trained to perform?

When can a service animal be **excluded** from school?



1. Animal is out of control and student/handler does not take effective action to control it, or
2. It is not housebroken

Click here for helpful EPS resources:
[Service Animal Requirement Checklist | 2030P](#)

ADDITIONAL RESOURCES



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- ★ [Navigating Section 504 Webinar](#) | [Slide Deck Handout](#)
- ★ [Section 504: Beyond the Basics Webinar](#) | [Slide Deck Handout](#)
- ★ [OSPI's Section 504 Resources for School Districts](#)
- ★ [OSPI's Section 504 Resources for Families](#)