

Section 504 Parent Presentation

April 28, 2021

A large, dark blue, diagonal shape that starts from the bottom left and extends towards the top right, covering the lower half of the slide.

What is Section 504?

Section 504 of the Americans with Disabilities Act was created and passed into law to prohibit discrimination on the basis of disability and to ensure that all students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities.

Who Qualifies for Section 504?

A student who has a physical or mental impairment that substantially limits one or more major life activities

OR

A student who has a record of such an impairment

OR

A student who is regarded as having such an impairment

Only students where a physical or mental impairment has been determined to cause substantial limitation in one or more major life activities would be considered for a 504 Student Accommodation Service Plan.

Major Life Activities

Examples:

Caring for oneself	Performing manual tasks
walking	Seeing
Hearing	Speaking
Breathing	Learning
Working Eating	Sleeping
Standing	Lifting
Bending	Reading
Concentrating	Thinking
Communicating	

This list is not exhaustive.

Major Bodily Functions

Examples:

Functions of the immune system

Normal cell growth

Digestive function

Bowel function

Bladder function

Neurological function

Brain function

Respiratory function

Circulatory function

Reproductive function

This list is not exhaustive.

504 Committee

The Section 504 Committee makes decisions regarding the evaluation and/or placement of students under Section 504.

The Section 504 Committee is composed of at least 2 persons, including persons knowledgeable about the student.

Accommodations

The term "accommodation" may be used to describe a change of environment, curriculum format, or equipment that allows a student with an impairment to gain access to content and/or complete assigned tasks.

Accommodations allow students with impairments to pursue a regular course of study.

Classroom Accommodations

Accommodations can help students learn the same material as other students.

Examples:

A student with dyslexia, might listen to an audio version of a book. It's still the same book that the rest of the class is reading.

A student who has trouble focusing might get seated next to the teacher. The student still has to do all the regular class assignments.

Test Accommodations

Statewide tests allow some accommodations in STAAR, EOC, TELPAS.

Examples:

Small group

Oral administration

Supplemental aides

Extra time

Presentation Accommodations

Presentation accommodations changes the way information is presented.

Listen to audio recordings instead of reading text

Learn information from audiobooks, movies, videos, and digital media instead of reading print versions

Work with fewer items per page or line

Work with text in a larger print size

Someone who reads test questions aloud to students

Record a lesson, instead of taking notes

Get class notes from another student

See an outline of a lesson

Get a written list of instructions

Response Accommodations

Response accommodations changes the way students complete assignments or tests.

Examples:

Give responses in a spoken or written form that's easier for the student

Dictate answers to a scribe who writes or types

Capture responses on an audio recorder

Use a spelling dictionary or digital spellchecker

Use a word processor to type notes or give answers in class

Use a calculator

Setting Accommodations

Examples:

Work or take a test in a different setting, such as a quiet room with few distractions

Sit where a student learns best (ex. near the teacher)

Use special lighting

Take a test in a small group

Use sensory tools such as a stress ball

Timing Accommodations

Examples:

Take more time to complete a task or a test

Have extra time to process spoken information and directions

Take frequent breaks, such as after completing a worksheet

Scheduling Accommodations

Examples:

Take more time to complete a project

Take a test in several timed sessions or over several days

Take sections of a test in a different order

Take a test at a specific time of day

Organizational Skills Accommodations

Examples:

Use an alarm or timer to help with time management

Use a highlighter

Use a planner or organizer to help coordinate assignments

Section 504 after High School

Begin planning for your child's future.

Have conversations with your child about what they would like to do after graduating from high school.

It's never too early to have these conversations with your child.

Section 504 after High School

Encourage your child to Dream BIG!

Colleges and Universities

STC

UTRGV

