



504 Plans, DCAPs, and IHPs

Presentation to SEPAC
February 15, 2022



What are 504 Protections?

- Section 504 is a federal statute that **prohibits** recipients of federal funding (e.g. public schools) from engaging in **disability discrimination** in the provision of programs and activities.
- Section 504 statute and regulations are much less lengthy and prescriptive than IDEA; however, Section 504 does require students receive a “**free and appropriate** public education.”

Who is an Individual with a Disability?

- Under Section 504, an “individual with a disability” is a person who:
 - (1) has a **physical or mental impairment**
 - (2) which **substantially limits**
 - (3) **1 or > major life activities** of such individual.
- Section 504 also provides protection from discrimination to individuals who have **record of impairment** or who are **regarded as having** an impairment.

Who makes a referral?

The following individuals typically refer a student for a 504 plan:

- Teacher
- Student Support/MTSS Team (MTSS= multi-tiered system of supports)
- Parents
- Student
- District staff members with knowledge of the student
- Outside community agencies or providers

Anyone can make a referral.

How can I make a referral?

- Parents can make a referral if they suspect that their child has a potentially disabling condition which may require accommodations.
- Parents should contact their child's school counselor. *Contact information will be found at the end of this presentation.*

What are typical accommodations?

- Specific accommodations (or services) needed to provide students with **equal access** to educational programming
- Vary based on **disability**
- Also vary based on the **setting**

Sample Accommodations for ADHD might include:

- Have clear expectations, give short concise **directions**, and establish a routine that stays the same
- Allow the student to take 15-20 min. brain **breaks**
- Establish a **nonverbal cue** between teacher and student
- Allow the student to run errands or to **stand** at times while working
- Provide **peer assistance** in note-taking and ask student questions to encourage participation and discussion
- Allow **extra time** for student to complete assignments
- Pair **written instructions** with oral instructions
- Provide access to a **calming space** for the student
- Use picture **cue cards** to remind the student of what they should be doing
- Adjust the expected time it will take to complete an assignment to **accommodate** the student's **attention span**
- Have student **write** down **directions** or write them on the board
- Provide student with **fidget items** during instructional periods

504 Protections

- A 504 Plan is the equivalent of a *federal **contract*** between public school and the student and his/her parents.
- 504 Plans must be implemented fully by staff.
- The Team should be proactive and meet when the student is struggling or when there is a **change in circumstances** (e.g. psychiatric hospitalization, grades dropping, etc.) to consider whether the 504 needs amending or if additional or updated evaluations are necessary.

No “Stay Put”

- IDEA has the concept of “stay put,” which maintains the status quo whenever parents and the school district disagree. This concept does not exist under Section 504.
- 504 Plans are **location- specific** building-based accommodation plans (i.e. different accommodations are necessary for different environments).

District Curriculum Accommodation Plan (DCAP)

- Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP).
- This plan is intended to guide principals and teachers in **ensuring that all possible efforts are made to meet student needs in general education classrooms.**
- The DCAP also supports teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school and helps families to become aware that there are a **variety of supports** available to students who **do not require specialized instruction** in an Individualized Education Program.

Instructional Support Teams

- Part of multi-tiered system of supports (MTSS)
- building-based groups of teachers and counselors who meet regularly to **problem solve** learning challenges for individual students
- recommend strategies, monitor interventions, and work collaboratively to identify **appropriate building resources** for children with learning, attendance, and/or social-emotional challenges
- allow consultative time for teachers to consider and pilot general education alternatives in addressing learning needs

Individual Health Plans (IHP's)

- Used for most medical needs, such as Celiac Disease, epilepsy, allergies, or diabetes
- Exceptions: If a student requires complex or **coordinated efforts** to meet needs such as constant monitoring, exchange of information among staff/parents/doctors in different environments; or
- Health & Safety Risk - **greater risk** of serious injury or death from failure to provide appropriate health plan services across all environments - likely to require a Section 504 Plan.

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**Contact
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THANK YOU

Do you have any questions?
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