



Rankin County School District


TRADITION OF EXCELLENCE


504 Coordinator- Wendi Murray
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504 Meeting Procedures & Information

Annual 504 Meetings

Students with a 504 must have annual meetings each year to be sure all teachers are aware of the accommodations that must be implemented. The meetings must occur within the first 30 days of school, which is September 19th, 2019. The counselor will contact parent and set up a meeting. These meetings can be conducted by phone. Be sure to send home an annual meeting invitation. *(Input forms are not required for annual meetings.)*

 Complete & sign the *Section 504 Annual Meeting* form. I have added a "notes" section to the annual meeting paperwork so you do not have to use the meeting minutes form. (You will provide the parent with a copy of the parent/student rights at the meeting.)

 Update 504 plan with current information. It's the file in Google Drive with the student's first and last name. It could be a Word or PDF file, just look for the one with first and last name only. **YOU MUST DOWNLOAD THE FILE AND DRAG TO YOUR DESKTOP BEFORE MAKING ANY CHANGES or the changes won't save.** [Teachers, Grade, and Subject Areas should be updated. Current School and District/State-Wide Testing may need to be updated.]

[Downloading the 504 plan from the Google Drive]

- Open your school's 504 folder and click open a student's folder.
- Click the document with the student's first and last name.
- Click the underlined arrow in the top right corner.
- You will see the file name on the bottom left of the screen. **Drag it to your desktop.**
- Open and make changes. Once changes have been made, **save**.
- Open the student's Google doc folder and drag in the updated plan from your desktop. If it asks do you want to save as a separate file, no. You want it to replace the file.
- Scan the signed plan and annual paperwork in one document. Name this document with the student's grade, first initial and last name.
(example: 10th WMurray). Email to me and I'll upload in Google for you.

*If you have issues updating plans, please call me so I can help!

MET/504 Requests (Initial 504 Meetings)

When a 504 is requested if the MET team has not met on the student, a MET/504 meeting should be scheduled with Shannon Boyce in the SPED Dept.

Send home the 504 parent input form with the SPED meeting invitation. If this is just a 504 meeting, send home a 504 meeting invitation with the parent input form.

MET paperwork is scanned to Shannon Boyce. **504 parent input form and teacher input forms, and a copy of any outside testing should be scanned to Wendi Murray at least 2 days prior to the meeting.** At this meeting, if MET decides to evaluate, we will wait until the eligibility meeting to further discuss a 504 plan. If the child is eligible for SPED services, the 504 coordinator will not attend the eligibility meeting.

If a 504 request is made and the MET team has already met and either refused testing or ruled ineligible, contact Wendi Murray to schedule a 504 meeting. In this case, a MET packet doesn't need to be completed, just the 504 parent and teacher input forms.

3 Year Re-Evaluation Meetings

These meetings are scheduled by the District 504 Coordinator. I will let you know the meeting date/time and you will contact the parents. This meeting can also be conducted by phone. **If the 3 YR Re-Eval date is August or September, you do not have to conduct an annual meeting, we will do the re-eval meeting only.** We will need teacher input forms for these meetings. The District 504 Coordinator will complete the 3 Year Re-Evaluation form and will make any changes to the plan.

504 Transfers

If a student enrolls with a 504 plan from a previous school, we do not immediately issue a RCSD 504 plan. The counselor should schedule a meeting with the parent and all teachers to review the accommodations that are on the current plan. Contact the District 504 Coordinator **after** the school has had time to see if the accommodations are needed and we will meet to determine 504 eligibility.

Dyslexia Action Plans: (This is new, please read carefully.)

Because students with a valid dyslexia diagnosis can now receive extended time on state-wide testing, we will not be creating dyslexia action plans.

There is a master list of all students that have a valid dyslexia diagnosis so that you know who can apply for the extended time accommodation for state-wide testing.

Data Management will generate a list of all students at each school with a dyslexia diagnosis (that do not have an IEP or 504). It would be a good idea to be sure teachers are aware of students with a dyslexia diagnosis. There will also be a form placed in the cumulative records indicating that a valid dyslexia diagnosis is on file.

Things to Remember

- ↪ Please review the sample 504 plan at the end of this packet. All of the purple highlighted fields must be updated/completed each year on each student's plan.
- ↪ Every year, we need signatures on **both** the annual meeting form and the updated plan.
- ↪ Who attends a 504 meeting? **Counselor, administrator, core teachers**, parent, interventionist, school nurse (if medical related) {District 504 Coordinator attends initial and 3 Yr re-eval meetings.}
- ↪ At annual meetings, if the team agrees that there are accommodations that are no longer needed, be sure to notate on the annual meeting form and remove the accommodations from the plan when it's updated. If at any time a parent/school feels that accommodations need to be *added*, alert the 504 Coordinator and a meeting will be scheduled to discuss changes.
- ↪ Be sure your school testing coordinator is aware of what students have 504 accommodations.
- ↪ Be sure that the school applies for ACT accommodations for students with a 504 when they are given district wide (10th and 11th graders).
- ↪ **Before a student can be sent to the Learning Center, a Manifestation Determination Evaluation must be conducted. (This form is in the last section of your packet.)**
- ↪ If you have a 504 student with medical impairments, be sure each teacher is aware of emergency procedures. Don't just hand them a plan or put one in their mailbox. There are videos on the RCSD website under the Nurses tab that all teachers should watch.
- ↪ From the [Section 504 Compliance Handbook](#)
Does the impairment substantially limit a major life activity? To answer this question, the team needs data. The more quantifiable the data, the easier it is to decide if it's substantially limiting. One way to do that is to create a chart with the major life activity, such as "completion of classroom assignments," and a scale from zero to 10 at the bottom. The more specific we can break down major life activity and the greater the volume of the data as to day-to-day completion of the activity the greater chance we can gauge substantial limitation.

RTI Defined

Tier II is for students who are not responding to tier I. New, more intense (in duration/frequency) interventions are considered, generating more data.

Tier III is more intensive interventions with weekly data. Consider tier III as intensive, individualized instruction.

Under the three-tier process, consideration for special education programming and services does not enter the picture until all general education interventions have failed convincingly.