



JPS Equal Education Opportunity Plan

504 Guidance Document

INITIAL REFERRALS

1. If school personnel has reason to believe a student may be eligible under Section 504 as a result of a disability that is impacting the student's education, and the student may be in need of special accommodations or related services in the regular education setting in order to participate in the school program, the school must first follow the district's procedures for a comprehensive evaluation for IDEA, which includes the requirement to implement the Three-Tier Intervention Process.
2. School personnel will update the student's MTSS portfolio to include current academic and/or behavior data, following the JPS Multi-Tiered System of Supports Portfolio Checklist.
3. The school MTSS/TST Coordinator will schedule to meet with the district MET team.
4. If the student is found ineligible for IDEA, then the student may receive a recommendation for consideration for a 504 plan. Within five days of the recommendation, the School 504 Coordinator should then contact the 504 Coordinator, located in the Office of Student Academic and Behavior Support, for assistance with determination of eligibility under Section 504.
5. The District 504 Eligibility Team should include people knowledgeable about the student as well as disabilities, including, but not limited to, the school principal or his/her designee, school counselor, school interventionist, the student's teacher(s), parents, and the District 504 Coordinator. This team will determine whether the student has a disability that substantially limits a major life activity or bodily function and how that disability impacts the child's educational performance.
6. If a student is determined eligible under Section 504 and in need of accommodations, the 504 Planning Team will develop a 504 plan. The 504 Planning Team should include the school principal or his/her designee, school counselor, school interventionist, the student's teacher(s), parents, and any other school or district personnel with knowledge of the student's needs as well as factors relating to the disability. This team is responsible for determining what special accommodations are required and developing the Equal Education Opportunity Plan. In the Jackson Public School District, 504 plans are referred to as Equal Education Opportunity Plans. The 504 Planning Team shall consider all relevant information, including parental input and any assessments conducted. The parent or guardian **must** be invited to attend any meetings where services for the student will be determined. Upon development, all school personnel who work with the student must be informed of the plan and provided a copy of the student's accommodations and modifications.
7. The 504 plan should include allowable accommodations, aimed at ensuring the educational program is equally accessible to the student within the student's least restrictive environment. MDE's Allowable Accommodations document should be used when determining accommodations for students.
8. The School 504 Coordinator is responsible for maintaining an updated list of all 504 Equal Education Opportunity Plans at the school and monitoring regularly for effectiveness.