

FCAT Live – Temporary 504's and FCAT information  
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**Temporary 504's are written for temporary disabilities** (disabilities likely to exist for 3 months or less). It is a plan for a disability that is temporary in nature, not a temporary plan for a permanent disability. Examples might be a broken limb or temporary physical needs due to recovery from surgery. If a disability is permanent but you are putting a 504 in place while looking at ESE, you do not do a temporary 504. You still write it as a permanent 504 for a permanent disability and hold a meeting to formally dismiss the student from 504 if he/she becomes ESE eligible.

The guidelines for writing a temporary 504 for broken bones are as follows:

1. If the student comes to school in a hard cast, you do not need doctor's documentation to consider a temporary 504 for a broken bone. Visual observation of the hard cast is sufficient. However, if the student comes to school with any other form of support in place (soft cast, sling, splint, ace bandage, etc.), you must have doctor's documentation regarding the nature of the injury.
2. A 504 plan is written only if the student requires accommodations on an ongoing basis and the accommodations must be only those required in the classroom. For example, if the student is able to write responses and complete testing within the assigned time frame when taking classroom tests, you cannot write "additional time" or give the student a scribe during FCAT or any other standardized test.
3. Avoid writing accommodations that are open-ended and open to interpretation, such as "extended time on tests." Be more specific in writing accommodations and base them on the actual need demonstrated by the student in the classroom. For example- "Student will be given time and a half to complete tests and written assignments."

#### **Procedure for writing a temporary 504:**

1. Complete the demographics at the top of the Checklist.
2. Go straight to Section VIII "Temporary 504 Considerations". You do not do all of Section 1 for a temporary 504.
3. Complete the actions in Section VIII (Consent, Action Form, and Accommodation Plan written).
4. Be sure to include a sentence in the "comment" section on the 2nd page of the Accommodation Plan stating, "This is a temporary 504 and expires when...", noting the conditions upon which the 504 will expire. (ex. "when the cast is removed" or "when the wound is healed"). This way the plan will automatically end when that occurs and you do not have to dismiss the student from 504. Otherwise, 504 plans do not expire and the plan would be legally binding until you hold an official 504 meeting and dismiss the student.

**One more reminder related to standardized testing:**

I know many schools are removing students with 504 plans from the regular classroom during standardized testing (e.g. FCAT), whether or not the student has removal for testing as an accommodation on their 504 plan. I have had a number of people attempt to justify this, usually due to the fact that the student requires extra time on testing. Often the decision comes from Administration and this may be an issue to discuss at the school level. I am just giving you this information as to proper procedure.

Students with 504 plans should be tested in their regular classroom with their peers unless they have removal for testing as an accommodation on their 504 plan due to their needing it on a regular basis for classroom testing throughout the school year. If they complete the test within the allowed time, nothing further needs to be done. If the student requires additional time for testing and it is written as an accommodation on their 504 plan, he/she may be moved to another location to finish the test once their class has completed testing and has proceeded with classroom instruction.

The removal of students from their regular classroom when it is not a 504 accommodation based on the student's need during classroom testing throughout the year provides an accommodation that they are not entitled to, in addition to violating their right to remain in the "least restrictive environment." In some cases, removing these students from their familiar classroom with peers and grouping them with ESE students or other students with 504 plans could serve as a detriment.

**If you have any further questions related to temporary 504 plans or 504 accommodations during FCAT testing, please, contact me by e-mail or phone before writing the plan.**