

Lindale ISD

SECTION 504

SECTION 504 ACCOMMODATIONS

August 2025

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Section 504 Accommodations

What is Required

Accommodations are designed to assist students in accessing learning and the physical environment within the District. Accommodations are an important tool for allowing students to be educated with their non-disabled peers to the maximum extent appropriate based on their individual needs. Accommodations should address all areas of the student's school environment which are impacted by the disability, including classroom, assessment, and behavior.

During the Section 504 Committee meeting, the Section 504 Committee is responsible for determining what accommodations a student requires to receive FAPE. Accommodations should be unique to the individual student. Should the Section 504 Committee determine that the student requires classroom, assessment, and/or behavior accommodations, the accommodations must be documented in the student's Section 504 plan and written in a way that enables Campus Personnel to easily understand and implement them.

The student's Section 504 Committee will review the accommodations listed in the student's Section 504 plan to determine whether they are still necessary and appropriate at least once annually and upon request. See [ANNUAL REVIEWS]. Both parent and student participation are strongly encouraged during the initial discussions and periodic reviews of the student's accommodations.

Implementation of Accommodations

Accommodations provided in a student's Section 504 plan are legally binding, and the failure to implement accommodations required by a student's Section 504 plan may result in the denial of FAPE. Thus, Campus Personnel and Campus and District Testing Coordinators are responsible for providing accommodations to a student as directed in the student's Section 504 plan. Campus Personnel and Campus and District Testing Coordinators shall proactively provide accommodations as written in the Section 504 plan and may not require a student to request an accommodation, unless this method is specifically documented in the student's plan or required by the specific accommodation.

It is essential that the District has sufficient documentation supporting the implementation of accommodations for each eligible student. The Campus Section 504 Chairperson is responsible for disseminating a student's Section 504 plan and ensuring that Campus Personnel are implementing Section 504 accommodations outlined in a student's Section 504 plan with fidelity. Furthermore, the Campus Section 504 Chairperson shall ensure that Campus Personnel are conducting ongoing monitoring of student progress to determine if the accommodations are effective.

Campus Personnel and Campus and District Testing Coordinators shall keep detailed logs of accommodations provided, indicating the following: (1) what accommodation was provided, (2) when the accommodation was provided, (3) who provided the accommodation, and (4) any additional information regarding the provision of the accommodation, such as any issues with providing the accommodation.

Changes to Accommodations

No individual or Campus Personnel may deny accommodations granted to the student in a Section 504 plan. To change accommodations based on a need, or lack thereof, the Section 504 Committee must hold a Section 504 meeting to review the student's progress and determine whether the accommodation(s) listed within the Section 504 plan should be altered or removed. The Campus Section 504 Chairperson will ensure that any discussion relating to decisions involving accommodations is thoroughly documented in the minutes of the Section 504 meeting and, where appropriate, included in the Section 504 plan.

Additionally, if a student has not made adequate progress despite the implementation of the accommodations, a referral for a special education evaluation should be considered. Accommodations provided to a student in a Section 504 plan may not be used to delay or deny a referral for special education.

Examples of Accommodations

Common accommodations that are provided to eligible students through Section 504 plans include, but are not limited to, the following:

- simplified instructions,
- extra time,
- use of a dictionary or a glossary,
- small group administration,
- flexible scheduling,
- audio recorded instructions,
- oral administration,
- braille or large-print exam booklets,
- screen reading technology,
- scribes to transfer answers,
- wheelchair-accessible testing stations,
- physical prompts,
- permission to bring and consume snacks and drinks in the classroom or during an assessment, and

- permission to bring or take medications in the classroom or during an assessment.

Accommodations vs. Modifications

Accommodations are designed to “level the playing field” for students with disabilities rather than changing what a student learns or giving a student an unfair advantage over non-disabled peers. Accommodations involve changes in how information is presented to a student, how a student is allowed to respond, or how knowledge is assessed. However, accommodations do not substantially change instructional level or content.

Modifications, on the other hand, involve changes to the curriculum presented and what the student is expected to learn and demonstrate. Modifications may also require specialized instruction. An example of a modification includes changing the number of key concepts a student is required to master within a unit of study. Unlike accommodations, modifications are not typically set forth in a student’s Section 504 plan.

Classroom Assessment Accommodations

Under Section 504, assessments provided to students with disabilities must be selected and administered to accurately reflect what a student knows or is able to do, rather than a student’s disability, unless the test is designed to measure disability-related skills. An assessment accommodation is a tool or procedure that enables a student with a disability to participate in assessments. While accommodations are designed to lessen the effects of the student’s disability, they do not alter or lessen learning expectations related to an assessment.

State Assessment Accommodations

TEA has indicated that certain accessibility features and designated supports may be provided to students based on their needs for the State of Texas Assessments of Academic Readiness (“STAAR”), STAAR Spanish, and the Texas English Language Proficiency Assessment System (“TELPAS”). These accommodations or supports are divided into three main categories: (1) accessibility features; (2) locally-approved designated supports; and (3) designated supports requiring TEA approval.

District and Campus Testing Coordinators must ensure that all proctors and substitute proctors are aware of a student’s assessment accommodations and are properly trained to implement the accommodations. While the District cannot force a student to use an assessment accommodation, it may not allow students to voluntarily decline assessment accommodations required by a Section 504 plan. Whether an assessment accommodation is necessary and appropriate for a student must instead be reviewed and decided by the Section 504 Committee in advance.

Should a student with a Section 504 plan require accommodations on national

assessments—such as Advanced Placement exams, the SAT, and the PSAT—the Campus Testing Coordinator and Campus Section 504 Chairperson shall work together to assist the student with obtaining the necessary assessment accommodations for those assessments.

State Assessment Accessibility Features

Accessibility features are procedures and materials available to any student who regularly benefits from their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online test administrations. District and Campus Testing Coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test.

The following list is an overview of the accessibility features available to any student who regularly benefits from their use during instruction. Such features do not necessarily have to be documented in a student's Section 504 plan; however, for clarity, it is best practice to do so.

- signing test administration directions using American Sign Language (ASL) for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner (EL)
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the text aloud to facilitate comprehension (includes the use of a PVC pipe or recording device)
- reading aloud or signing the writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- providing assistive tools, which include:
 - various types of scratch paper, dry erase boards, or any other medium that

- can be erased or destroyed
- colored overlays and the color settings for online tests
- blank place markers and the line reader tool for online tests
- magnifying devices and the zoom feature for online tests
- enlarged mouse pointer options for online tests
- various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- allowing students to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student's headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
 - The number of students in a small group is determined based on individual student needs at the local level.
 - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
 - test administration directions
 - blank answer documents
 - state-supplied mathematics graph paper
 - state-supplied reference materials for grade 8 mathematics, science, and Algebra I

State Assessment Locally Approved Designated Supports

The following locally approved designated supports must be documented as part of a Section 504 student's Section 504 plan by the student's Section 504 Committee but do not require prior approval from TEA. However, such supports can only be provided if the student meets the eligibility criteria for the support and such supports must be recorded in the Accommodation field on the STAAR answer document.

- Basic Transcribing
 - This designated support allows a test administrator to transfer student responses onto an answer document or into the Test Delivery System (TDS) when a student is unable to accomplish this task independently.

- Eligibility criteria - if the student routinely and effectively uses it during classroom instruction and classroom testing
- Braille/Refreshable Braille
 - This designated support provides Brailled test materials or screen reader support for refreshable Braille displays to a student with a visual impairment who is unable to access printed test materials.
 - Eligibility criteria – if the student routinely uses Braille materials during classroom instruction and classroom testing.
- Calculation Aids
 - This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.
 - Eligibility criteria - A student may use this designated support if he or she receives Section 504 services, routinely, independently, and effectively uses it during classroom instruction and classroom testing, and meets at least one of the following requirements for the applicable grade:
 - Grades 3 and 4: the student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper) and/or the student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
 - Grades 5 through 7: the student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper); the student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier); and/or the student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

- Content and Language Supports
 - Content and language supports allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.
 - Eligibility criteria – A student may use this designated support if instructional and assessment decisions are made by the student's Section 504 Committee and that student routinely, independently, and effectively uses the designated support during classroom instruction and classroom testing.
- Extra Time (Same Day)
 - This designated support allows the student to have extra time to complete a state assessment, giving them until the end of the regularly scheduled school day to finish.
 - Eligibility criteria - A student may use this designated support if that student routinely and effectively uses it during classroom instruction and classroom testing; cannot effectively use any accessibility features or other designated supports to address their needs; and meets at least one of the following criteria (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures):
 - The student is a current English learner (EL) and takes a STAAR test in English.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment).
 - The student is identified with dyslexia or a related disorder per Texas Education Code, §38.003.
 - The student has documented evidence of reading difficulties.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student has a disabling behavioral or emotional condition that affects attention or focus.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
 - The student is identified with an autism spectrum disorder and

requires the entire school day to complete testing in order to maintain as much of that student's typical structure and routine as possible.

- Individualized Structured Reminders
 - This designated support allows a test administrator to provide a student with individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures (e.g. paperclips or adhesive notes used to divide the test into sections; more/less frequent reminders of time left to test; personal timer or clock set to remind student to move on to the next question, page or section or remind a student to stop at pre-established times during the test; index cards that have handwritten or color coded reminders to continue working).
 - Eligibility criteria – the student routinely and effectively receives individualized structured reminders during classroom instruction and classroom testing.
- Large-Print
 - This designated support provides students with enlarged test materials when they cannot effectively access test materials in standard print size.
 - Eligibility criteria - A student may use this designated support if that student routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing; and meets at least one of the following criteria:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment).
 - The student cannot accurately track letter to letter, word to word, or line to line.
 - The student has a physical disability which necessitates the use of large-print materials.
- Manipulating Test Materials Per Student Directions
 - This designated support allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently (e.g. turning test booklet pages, positioning the ruler, operating technology, highlighting and/or positioning mathematics manipulatives per student directions).

- Eligibility criteria - the student routinely and effectively uses it during classroom instruction and classroom testing
- Mathematics Manipulatives
 - The mathematical manipulatives are concrete objects or pictures of concrete objects that a student can touch and move in order to visualize abstract concepts.
 - Eligibility criteria - the student routinely and effectively uses it during classroom instruction and classroom testing
- Oral/Signed Administration
 - The oral/signed administration designated support allows certain portions of test materials (designated by TEA) to be read aloud or signed to a student. An online oral/signed administration is administered via text-to-speech or American Sign Language videos.
 - Eligibility criteria - A student may use this designated support if that student routinely and effectively uses the designated support during classroom instruction and classroom testing, and meets at least one of the following criteria:
 - The student is a current English learner (EL) and takes a STAAR test in English.
 - The student is identified with dyslexia or a related disorder per Texas Education Code, §38.003.
 - The student has documented evidence of reading difficulties.
- Spelling Assistance
 - This designated support provides indicated spelling assistance for a student with a disability (only visual sound cards; frequently misspelled word list; spellcheck function on a word processor or as an online embedded support on STAAR; pocket spellchecker; word prediction software; text-to-speech (TTS) software or devices; and speech-to-text (STT) software, applications, or devices, including the use of the speech-to-text online embedded support in the Test Delivery System (TDS)).
 - Eligibility Criteria - A student may use this designated support if that student receives Section 504 services; routinely, independently, and effectively uses it during classroom instruction and classroom testing; and organizes and develops ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a

disability that is so severe that the student cannot apply basic spelling rules or word patterns (e.g., prefixes, suffixes) to written responses.

- Supplemental Aids
 - This designated support allows a student to use the paper-based supplemental aids listed on the TEA website at the following link to assist in recalling information:
<https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793210400/Supplemental+Aids>
 - Eligibility criteria - the student routinely, independently and effectively uses it during classroom instruction and classroom testing

State Assessment Accommodations Requiring TEA Approval

Unlike the accessibility features and locally-designated accommodations listed above, certain designated supports require the prior approval of TEA. Specifically, the following designated supports require the submission and approval of TEA using the below Accommodation Request Process:

- Complex Transcribing
 - This designated support allows a test administrator to record a student's dictated or signed responses to the writing prompts onto an answer document or into the online testing platform when a student with a disability is unable to accomplish this task independently. It is used on the STAAR English I or English II written composition ONLY.
 - Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use Basic Transcribing to address this need; and meets at least one of the following:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of Braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Test Delivery System (TDS).
- Mathematics Scribe

- This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently. It may be used on the STAAR grades 3-8 mathematics and Algebra I, STAAR grades 5 and 8 science and Biology, STAAR Spanish grades 3-5 mathematics, and STAAR Spanish grade 5 science.
- Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally-approved designated supports (e.g., calculation aid) to address this need; and meets at least one of the following criteria:
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of Braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.
 - The student has a developmental disability that is included on the autism spectrum.
- Extra Day
 - This designated support allows a student with a disability an extra day to complete a state assessment.
 - Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use any of the accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally-approved designated supports (e.g., Extra time, Individualized Structured Reminders) to address this need; and meets at least one of the following:
 - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student has a hearing impairment.
 - The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due

- to severe fatigue or decreased energy and stamina.
 - The student has a severe behaviorally or emotionally disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
 - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions (i.e. perseveration, physical harm to self or others, a breakdown of self-control from over-stimulation or too much input) that cannot be appropriately managed without an additional day of testing.
- Other
 - Designated supports that fall into the Other category are for students with unique needs not addressed explicitly with any accessibility features or designated supports located on TEA's Accommodation Resources webpage (<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>). These designated supports are not intended to provide additional supplemental aids not listed as allowed or for students who fail to meet established eligibility criteria for designated supports.
 - Eligibility criteria – The student routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing and is unable to effectively use any accessibility features or designated supports to address this need.

TEA State Assessment Accommodation Request Process

Should the Section 504 Committee determine that a student needs the above designated supports that require TEA approval and meet the specific eligibility criteria, the Section 504 Committee shall document that the student will receive the specific accommodation(s) "pending TEA approval" in the student's Section 504 plan.

The Campus Section 504 Chairperson will then complete the Accommodation Request Form located on TEA's website. The Campus Section 504 Chairperson must ensure that the form is completed in accordance with the following guidelines:

- Do not include confidential student information, such as the student's first or last name, Social Security number, pages from the Section 504 plan, or medical documents;

- Complete a separate request form for each student needing a designated support; and
- Include the rationale for the accommodation in the form, along with the required information for each accommodation, as indicated by the TEA.

Upon completion of the Accommodation Request Form, the Campus Section 504 Chairperson shall print the completed confirmation page with the request ID number to include in the student's file. The request will be automatically forwarded to the District Section 504 Coordinator for review, who will then sign the Accommodation Request Form indicating that the request is necessary and appropriate and approving TEA to review the request.

Accommodation Request Forms must be submitted to the TEA in a timely manner to ensure sufficient time to process and review the requests. The Campus Section 504 Chairperson must submit requests no later than one (1) week prior to the individual student's test administration window. Should a circumstance arise that prevents the request from being submitted within this timeframe, the District Section 504 Coordinator or District Testing Coordinator shall contact TEA's Accommodation Task Force directly.

TEA will notify the Campus Section 504 Chairperson and District Section 504 Coordinator of its decision to approve or deny the requested accommodation(s). Both the Campus Section 504 Chairperson and District Section 504 Coordinator are responsible for reviewing the TEA decision email and acknowledging any special guidelines that accompany an approved accommodation request. The Campus Section 504 Chairperson and District Section 504 Coordinator shall also consider whether the testing administrator will need any additional training to administer the assessment with the approved accommodation.

All approved accommodation requests will expire after the last summer test administration. A new Accommodation Request Form must be submitted annually if the student continues to need that support.

Evidence of Implementation

- Section 504 Plan
- Documentation of Implementation of Classroom Accommodations
- Documentation of Implementation of Assessment Accommodations
- Documentation of Implementation of Behavior Accommodations
- Documentation of Communication with Parent
- Invitation for Parent to Attend Section 504 Meeting
- Documentation of Discussion Relating to Accommodation Decisions
- Annual Review
- Acknowledgement of Receipt of Section 504 Plans by Campus Personnel
- Completed Accommodation Request Forms
- TEA Response to Accommodation Request

Resources

[Title 34, Section 104 of the Code of Federal Regulations \(“Section 504 Regulations”\) - Electronic Code of Federal Regulations](#)

[Technical Assistance: 504 - Texas Education Agency](#)

[Section 504 Fact Sheet for Parents - Texas Education Agency](#)

[Accommodations Request Process - Texas Education Agency](#)

[Accommodation Resources - Texas Education Agency](#)

[STAAR Accessibility Educator Guide - Texas Education Agency](#)

CITATIONS

Board Policy FB; 29 USC 794; 34 CFR 104.33