

2020
Spirit. Opportunity. Future.



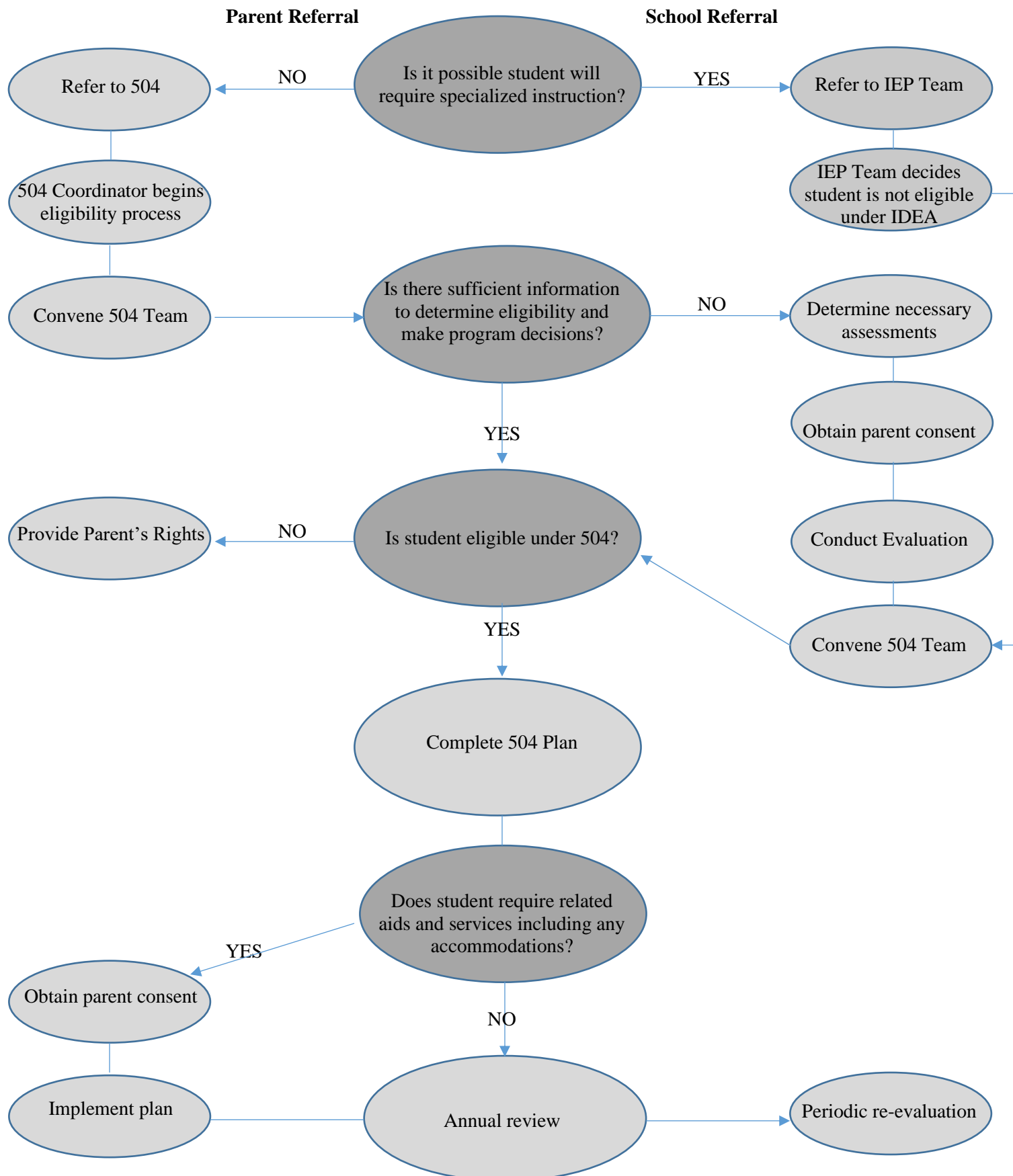
Section 504 Handbook

Inspire Learning. **Unlock Potential. Empower Achievement.**

The person at Linn-Mar Community School District's Section 504 Coordinator is:

Megan Burke-Brunschcen
Associate Director of Student Services
Linn-Mar Community School District
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Marion, IA 52032
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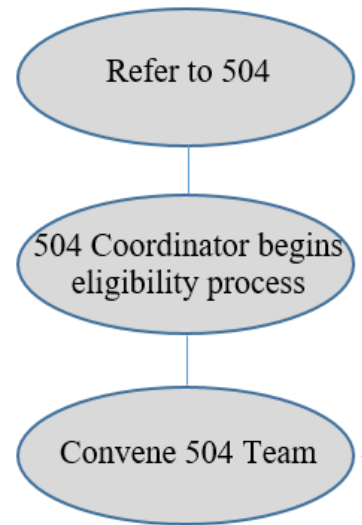
504 Process Flowchart



Linn-Mar Community School District

504 Team Process

Referral, Evaluation and Eligibility



- A. A referral to consider Section 504 eligibility may be made by a parent/guardian or school staff for a student who is believed to need specialized education or related aids and services beyond the accommodations routinely provided for all students. This referral can be verbal, written, or by completing a 504 Referral Form (**See Forms**). All referrals shall be forwarded to the building 504 Coordinator or other designated person.
- B. The 504 Coordinator will contact the parents to explain the process. The 504 Coordinator will send the parents the Initial Notice to Parent of 504 Evaluation (**See Forms**) along with a copy of Parent's Notice of Section 504 Rights (**See Parent Resources**).
- C. The building 504 Coordinator or other designated person will gather information using the 504 Eligibility Data Collection Form (**See Forms**) that will assist the 504 Team in making a determination regarding the student's eligibility and programming from appropriate sources (i.e. teachers, school nurse, parent, administrators, physician, etc.)
- D. The 504 Coordinator, the 504 Team or the parent may decide to move the referral into the special education referral process, rather than the 504 process, if it appears that the child may be in need of individualized specialized instruction as a result of the suspected disability.
- E. The building 504 Coordinator or other designated person will convene a 504 Team meeting within a reasonable time to consider the concerns raised in the referral and any available information. Members of the 504 Team may include the building 504 Coordinator or approved designee, a school nurse when appropriate, and any other appropriate school staff who are knowledgeable about the student, the evaluation data and/or the placement options.
- F. When determining a student's eligibility under Section 504, the Team will complete a 504 Eligibility Form (**See Forms**). A copy of the completed Eligibility Form will be sent to the parent/guardian within

a reasonable time after the meeting and placed with the student's education records. Team decisions should be made by consensus. It is not appropriate to make eligibility, placement, or programming decisions based on a majority "vote." In the absence of consensus, the 504 Coordinator or approved designee at the meeting will make the final decision regarding a child's eligibility and, if needed, the placement accommodations and related aids and/or services that the child needs to access school programming.

- G. If the student is found eligible and the team proposes a 504 plan for him or her, the designated person running the meeting will seek parental consent for the child's placement in the 504 System. Parental consent is suggested only for initial placement into the 504 system. Consent is not required and should not be sought for any other changes in the child's program once he or she is in the 504 system.

Determining substantial limitation

In order to be eligible for services under Section 504 and the ADA, a child must have a physical or mental impairment that substantially limits a major life activity. The determination of whether a disability substantially limits a major life activity is subjective, and Section 504 and the ADA do not provide any operational criteria of substantial limitation. School personnel must use their collective, professional judgment to make this determination.

Substantially limits can be defined as

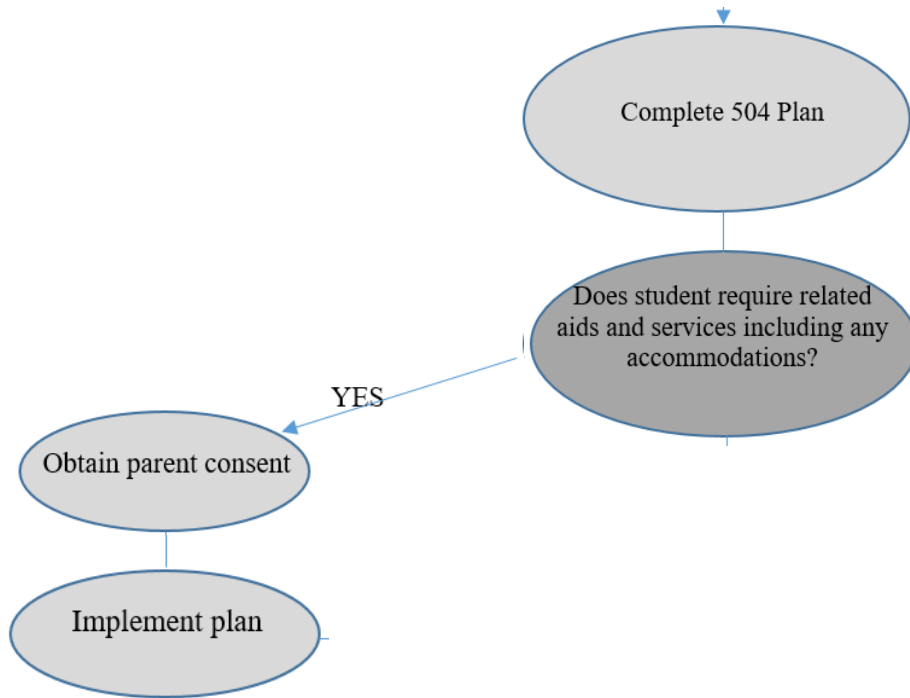
1. unable to perform a major life activity that the average person in the general population can perform, or
2. significantly restricted as to the condition, manner, or duration for which an individual can perform a particular major life activity as compared to the condition, manner, or duration for which the average person in the general population can perform that same major life activity.

The standard that should be used in determining substantial limitation, therefore, is average performance in the general population. If a student with ADHD is performing as well as average children in his grade level, and the student does not have to do significantly extra work to achieve at this level, it is unlikely that there is a substantial limitation in learning. This standard applies, regardless of the intellectual ability of the student.

When determining whether the substantial limitation requirement is met, school personnel should consider the nature and severity of the impairment, the duration of the impairment, and any long-term impact of the impairment. A substantial limitation must result from the physical or mental impairment.

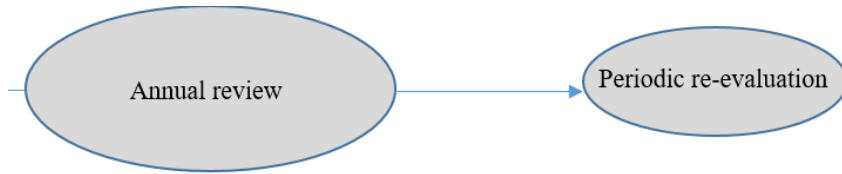
As previously noted in the definition of *substantial* limitation, the standard used to determine whether a physical or mental impairment results in a substantial limitation is average performance in the general population. Therefore, the standard used is not the optimal performance level for a person but the average performance of individuals found in the general population. For example, a child with an IQ of 140 who is achieving as well as average children are achieving does not have a substantial limitation in learning. This may be difficult for parents to understand, but the standard is average performance in the general population.

Programming and Placement



- A. If the team determines that a student is eligible under Section 504, the team will determine if a 504 plan for the student is appropriate. If the Team determines that, despite his or her eligibility, the student does not require accommodations and/or related aids or services, the Team will document this decision using the 504 Plan document (**See Forms**) and indicating nothing needed at this time. If the Team determines that accommodations and/or related services are required at this time, the Team will indicate this on the Section 504 Plan. Written consent from the parent or guardian will be sought prior to the initial provision of any accommodations and/or related aids or services through a Section 504 plan.
- B. The 504 Plan will be made available to all staff who work with the student and to the 504 Coordinator. A copy of the 504 Plan will also be provided to the parent/guardian, and placed in the student's records within a reasonable time after the 504 meeting. The plan will be reviewed annually.

Annual Review, Re-evaluation and Exiting



□

- A. The 504 Team will review the plan annually. A meeting to review the plan is best practice and only under special circumstances should the team not meet to review the plan. All attempts should be taken to meet with the family for the annual review. A copy of Parent's Notice of Section 504 Rights (**See Forms**) should be offered to the family at each annual review.
- B. All 504 students must be re-evaluated periodically, but not less than every three years, to determine their continued eligibility and, if eligible, their need for accommodations and/or related aids or services. A re-evaluation may consist of a review of existing evaluative information and other data.
- C. When a 504 Team is ready to exit a student, the exit process is to be held with a meeting. The 504 Team will mark on the 504 Plan the exit reason. A copy of the 504 Plan will be provided to the parent/guardian, and placed in the student's records within a reasonable time after the 504 meeting.

Parent Resources

Section 504

Notice of Parent/Student Rights

One Page Summary

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. It provides that "No otherwise qualified individual with a disability in the United States ...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance ...29U.S.C. Section 794(a) (1998).

To comply with Section 504 the school district will:

- 1) Provide a free appropriate education to students with disabilities
- 2) Seek out, identify, and evaluate students who may have a disability under Section 504
- 3) Provide special accommodations and services to students identified under Section 504 as defined in their written individual accommodation plan
- 4) Discipline students in accordance with the law
- 5) Ensure that extracurricular activities are accessible to students identified under Section 504
- 6) Provide notice to parents/guardians regarding evaluation, identification, reevaluation, and due process rights 7) Provide all staff access to information regarding Section 504

Section 504 Parent/Student Rights

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of her/his disabling condition.
- Have the school district advise you of your rights under federal law in your native language.
- Receive notice with respect to Section 504 identification, evaluation, and/or placement of your child.
- Have your child receive a free appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the school district make necessary accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided to nondisabled students.
- Have your child receive special education and related services if she / he is found to be eligible under the Individuals with Disabilities Education Act (IDEA) or to receive reasonable accommodations under Section 504 of the Rehabilitation Act.
- Have eligibility and educational placement decisions based upon a variety of information sources, and by individuals who know the student, the eligibility data, and placement options.
- Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities.
- Examine all relevant records relating to decisions regarding your child's Section 504 identification, eligibility, evaluation, educational program, and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Receive a response from the district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child.
- File a complaint with the district when you believe your child's rights have been violated.
- Request an impartial hearing regarding the Section 504 identification, evaluation, or educational placement of your child. You and the student may take part in the hearing and have an attorney represent you at your own cost.
- File a formal complaint with the Iowa Department of Education or the U.S. Department of Education Office for Civil Rights (Region VII).

Section 504 Coordinators / Compliance Officers

If you have general questions about your student and Section 504 or would like information about the grievance procedure please contact your principal, building 504 coordinator, or district-level support personnel.

A Parent Guide to
SECTION 504
of the
Rehabilitation Act of 1973



Mission Statement:

***We are a learning community
working together to develop
our students by educating
them to confidently meet
life's challenges.***

The person at Linn-Mar Community School District's Section 504 Coordinator is:

Megan Burke-Brunschcen

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A Parent Guide to Section 504 is designed to give parents a short overview of Section 504 of the Rehabilitation Act of 1973 as it pertains to Linn-Mar Community Schools. While Section 504 defines the equal access requirements for both students and employees, this publication will focus on students. This information has been organized around questions parents frequently ask when trying to understand this civil rights statute. Please note that when working with disabled students, Section 504 serves the same purpose as the ADA (Americans with Disabilities Act). Consequently, this publication focuses solely on Section 504.

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is Congress' directive to schools receiving any federal funding to eliminate discrimination based on disability from all aspects of school operation. Since the Linn-Mar Community School district receives federal dollars, it is required to provide eligible disabled students with equal access to services, programs, and activities offered by the District. Section 504 is a civil rights statute and not a special education statute. Therefore, it is the responsibility of regular education staff and building administration to implement those practices and procedures necessary for a school to fulfill the requirements of this law. It is also important to understand that schools receive no additional funding to implement Section 504 accommodations. At each school, the responsibility for ensuring Section 504 compliance rests with the building principal or principal's designee.

What criteria are used to determine if a student is eligible for a Section 504 plan?

Like other students, those students with a disability, as defined by Section 504, are entitled to a free appropriate public education. An appropriate education for a Section 504 disabled student may require the provision of specific accommodations and related services in order to meet the needs of the student. Section 504 focuses on ensuring a level of access to educational services and the learning process for qualified disabled students that is equal to that given non-disabled students.

Students eligible for Section 504 accommodation plans must meet three criteria. The three criteria are (1) **A mental or physical impairment**, (2) **which substantially limits**, (3) **one or more major life activities**. It is important to understand that all three criteria **must be present** for a student to be eligible for a Section 504 accommodation plan. Equally important, this disability must be why the student cannot equally access or receive benefit from the school's programs and services. Here is additional information on each of the three criteria.

Mental or physical impairment:

This includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Additionally, this can include any mental or psychological disorder. This criterion does not limit eligibility to specific diseases or categories of medical conditions. The law was intentionally written this way to avoid limiting the range of diseases or medical conditions that might be considered for Section 504 eligibility.

Substantially limits:

Section 504 does not specifically define the term "substantially limits." The basis for evaluating this criterion is the impact a disability has on one or more of a student's major life activities. It is vital to understand that for a student to qualify for Section 504, the impairment must impose a considerable limitation on one or more major life activities. The eligibility team will consider the nature and severity of the disability as well as how long the disability is expected to last. **Simply having a condition or disability does not automatically qualify a student for Section 504 protection. The condition must present a barrier to the student's ability to access the same education opportunities as a non-disabled student.**

Major life activities:

Major life activities include such things as: seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, working, breathing, learning, reading, communicating, thinking, concentrating, caring for oneself, and performing manual tasks. The operation of major bodily functions (*e.g.*, the functions of the immune system, normal cell growth, and digestive, bowel, bladder, respiratory, circulatory, endocrine, neurological, brain, and reproductive functioning) count as major life activities. Please note that this list of major life activities is not exhaustive.

How is a Section 504 review request made?

A parent guardian, teacher, building team, counselor, related service provider, other school staff, administrator, or community agency can initiate a referral for Section 504 eligibility to the building intervention team. This team looks different in each building, but usually involves administrators, counselors and GWAEA staff. It is a good idea to discuss the appropriateness of a 504 Plan with your child's teacher, counselor, building 504 coordinator or principal before making the referral, as there are numerous intervention strategies used with students. By discussing your concerns with one of these people, it can be determined if pursuing a 504 Plan will best support the student's needs.

What process is used in determining if a student is eligible for a Section 504 plan?

Upon receipt of a 504 referral, the school-level building intervention team will determine whether or not an evaluation will occur. If an evaluation will occur, the Coordinator will arrange a meeting (or have a phone call) with parents to review the referral and discuss the evaluation process. The Coordinator will also make arrangements for a 504 team meeting to review the referral and determine the evaluation data that should be collected, as well as set a date for an eligibility determination meeting.

As mentioned above, a student is eligible for Section 504 protection when it is determined by the 504 team that he/she has a physical or mental impairment that substantially limits one or more of the major life activities, and the impairment is impacting access and student benefit from school programs and services. A properly convened eligibility team needs to include individuals who are knowledgeable about the needs of the student, the interpretation of the data being reviewed, and the accommodation/service options available. This team can include (but is not limited to) parents/guardians, teachers, counselors, related service providers, other school staff and administrators, and staff from community agencies. Parents/guardians should be included in this process whenever possible.

The team's first responsibility is to review the nature of the impairment and determine how it affects the student's access to educational programs and activities. Section 504 eligibility meetings are not intended to be as comprehensive as a special education evaluation. However, in every case the eligibility team needs to investigate the specific concern that triggered the request. Information that might be considered includes (but is not limited to): grades, attendance reports, behavior plans, cumulative file information, psychological evaluations, medical information, observations, and standardized testing information. As needed, the eligibility team may administer and use other formal and informal measures that help them determine 504 eligibility. Parents will be asked for their consent to obtain these measures.

How are 504 accommodations and related services documented and reviewed?

If the eligibility team determines that a student has a Section 504 disability, the team's second responsibility is to identify the specific accommodations or services that will support equal access. Documentation of these accommodations is done in a Section 504 Accommodation Plan. This plan provides a summary of the accommodations that a student requires to ensure equal access to the learning process and/or district programs, activities, and services. This document becomes part of the student's cumulative file.

504 eligibility teams review active Section 504 Accommodation Plans yearly with more frequent meetings occurring if needed. The purpose of a yearly review is to add, subtract and/or modify student accommodations as needed. If a student no longer needs a 504 Plan, the eligibility team terminates it at a review session.

What is meant by the word "accommodation"? Where will the accommodations occur?

Section 504 requires that a student with an eligible disability be educated with students who do not have disabilities to the maximum extent appropriate. This is referred to as educating the student in the least restrictive environment. Implementation of most Section 504 Plans occurs in the regular classroom. Accommodations generally are those minor adjustments to things like seating arrangements, lesson presentation, assignments, and other facets of the learning environment that provide the student with equal access to learning opportunities. An example might be moving the student to a position in the room that best supports his/her ability to focus on schoolwork. Accommodations might involve the use of such things as special visual aids, large print, or using video recordings. Allowing a student additional time to complete a specific kind of task is also an accommodation.

There are countless accommodations that can support a student's equal access to educational opportunities. It is the job of the eligibility team to identify those accommodations that will support the needs of a given student resulting from the identified impairment. Please keep in mind that each school will include accommodations that it has the ability to accomplish based on what the school offers to all students and resources available to implement its programs and services. This means that the accommodations will be designed differently at different schools and at different levels (elementary, middle, high school).

What rights do parents (and students) have under Section 504?

The following is a list of parent rights granted by federal law. The intent of the law is to keep parents fully informed concerning decisions made about their children and to inform them of their rights should disagreement occur over a 504 decision.

As a parent, you have the right to:

- Have your child take part in, and receive benefit from, public education programs without discrimination based on a disability.
- Have the district advise you as to your rights under the law.
- Receive notice with respect to the identification, evaluation, or placement of your child.
- Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided students without disabilities.

- Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act (IDEA), or to receive reasonable accommodations under Section 504 of the Rehabilitation Act.
- Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the eligibility data, and placement options.
- Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the district through the provision of reasonable accommodations.
- Examine all relevant records relating to decisions regarding your child's identification, eligibility, educational program, and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Receive a response from the district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
- File a complaint with the district when you believe your child's rights have been violated.
- Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational placement. You and your child may take part in the hearing and have an attorney present at your own cost.
- File a formal complaint with the Iowa Department of Education or the U.S. Department of Education Office for Civil Rights (Region VII):

Whom should parents contact when they have a Section 504 complaint?

The best solutions to parent and student concerns occur at the school level. Therefore, the first step in resolving a complaint involves the parent or guardian contacting the building principal and discussing the issue with the principal and other appropriate building staff. If the issue is not resolved through these discussions, the parent or guardian can file a Section 504 Complaint Form with the school principal. A sample Complaint form is included in this handout. The form is also available at your local school.

If the issue is not resolved at the building level, the parent or guardian can continue the complaint process by forwarding a copy of the complaint to the district's Section 504 Coordinator. The Section 504 Coordinator will work with the Section 504 Compliance Officer in reviewing and responding to the parent concern. If the concern is still not resolved, the Superintendent or designee will review the decision to determine if all district and 504 policies have been followed.

As noted above, you also have the right to request an impartial hearing related to any decisions regarding your child's identification, eligibility, and educational placement. Request for hearings shall be submitted to the District 504 Compliance Officer. Upon receiving a written request for a hearing, the District 504 Compliance Officer will contact a Resolution Facilitator from Grant Wood Area Education Agency who hears cases pursuant to the Individuals with Disabilities Education Act and who has been trained regarding

Section 504. The hearing officer will schedule a due process hearing to occur as soon as reasonably possible for the parent/legal guardian and district. The parent/legal guardian and district may be represented by legal counsel at the hearing, may examine relevant records, and participate in the hearing. Within ten (10) days after the conclusion of the hearing, the hearing officer will render a written decision. The written decision shall include applicable findings of fact and conclusions of law. The hearing officer shall submit the written decision to the parent/legal guardian and to the Board of Education. The decision of the hearing officer shall constitute the final administrative decision on the Section 504 matter.

Finally, note the Office for Civil Rights (OCR) is the federal agency responsible for enforcing Section 504 compliance. While we believe that the best resolutions occur at the school level, parents/guardians always have the right to initiate a complaint with the OCR.

MODEL GRIEVANCE PROCEDURE



A Model Grievance Procedure for Schools, Area Education Agencies,

A model to assist educational agencies
process complaints of discrimination on
the basis of gender, race, national origin, religion,
sexual orientation, gender identity,
disability, marital status, and age

Iowa Department of Education
Teaching and Learning Services

2008

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family, or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, **20 U.S.C. §§ 1681 – 1688**), Section 504 (Rehabilitation Act of 1973, **29 U.S.C. § 794**), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204. 281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Grievance Procedures: Major Issues

An internal grievance procedure is a convenient vehicle for dealing with small problems before they become big ones. Title IX of the Education Amendments of 1972 (Gender Equity), Section 504 of the Vocational Rehabilitation Act of 1973 (Disability Equity) and Chapter 19B.11 of the Iowa Code (Equal Employment Opportunity/Affirmative Action) all require educational agencies to have a procedure for processing complaints of discrimination.

The grievance procedure must be available to students, employees, applicants for employment, and parents of students in elementary/secondary schools. The procedure should cover grievances claiming discrimination on the basis of gender, race, national origin, religion, age, marital status, sexual orientation, gender identity, and disability.

Although grievance procedures may take varying forms, they should clearly specify the format and procedures for filing grievances. They should clearly specify any applicable time limits in the process. The grievance procedure should clearly identify the institutional/agency staff that has responsibility for the receipt of grievance and the facilitation of the grievance process (usually the local educational equity/affirmative action coordinator). Specific forms for filing and documenting grievances should be available.

Grievance procedures get used only when people know they exist. The laws require that information about the grievance procedure be disseminated to students, employees, parents of students, and applicants for employment on an annual or on-going basis. Information about the grievance procedure must be included in the major annual publications or formal communications targeted at these groups.

The master employee contract grievance procedure may be used as the non-discrimination grievance procedure for employees, but only if two conditions are met. The first is that there is a non-discrimination clause in the master contract. The second condition is that employees be notified annually or in an on-going fashion in employee handbooks that the master employee contract grievance procedure will serve as the non-discrimination grievance procedure for employees.

There may be a need to make modifications in this model to fit the context of a community college, area education agency, or school district.

Model Grievance Procedures

Students, parents of students, employees, and applicants for employment in the Linn-Mar Community School District shall have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One – Principal, Immediate Supervisor or Personnel Contact person (Informal and Optional – may be passed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status, sexual orientation, gender identity, or disability are encouraged to first discuss it with their principal, dean, or immediate supervisor, with the objective of resolving the matter informally. A student, a parent of a student, or an applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status, sexual orientation, gender identity, or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator, or personnel contact person directly involved.

Level Two – The Equity Coordinator

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, they may formalize it by filing a complaint in writing on a Grievance Filing form, which may be obtained from the Educational Equity Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Educational Equity Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Equity Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity Coordinator regarding action taken will be sent to the involved parties within fifteen (15) working days after receipt of the complaint.

Level Three – The Grievance Committee

If the grievance is not resolved at level two, the grievant may appeal it at level three by presenting a written appeal to the Grievance Committee within ten (10) working days after the grievant receives the report from the Equity Coordinator. The Grievance Committee shall include five persons, including one administrator, one instructor/teacher/consultant, one classified/non-certificated employee, one student, and one parent/community representative. At least two members of the Grievance Committee shall be selected from the current Educational Equity Advisory Committee (Multicultural, Non-sexist Education/Affirmative Action Advisory Committee(s)). The Grievance Committee shall include both men and women and reflect racial/ethnic diversity and persons with disabilities when possible. The grievant may request a meeting with the Grievance Committee to discuss the appeal and the Grievance Committee may request a meeting with the grievant. A decision will be rendered by the Grievance Committee within ten (10) working days after receipt of the written appeal.

Level Four – Superintendent/Administrator

If the complaint is not resolved at level three, the grievant may appeal it to level four by presenting a written appeal to the Superintendent/Administrator within ten (10) working days after the grievant receives the report from the Grievance Committee. The grievant may request a meeting with the Superintendent/Administrator or his/her designee. The Superintendent/Administrator may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent/Administrator or his/her designee within ten (10) working days after the receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, Equal Employment Opportunity Commission, the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

The Education Equity Coordinator is:

Nathan Wear

Associate Superintendent

Linn-Mar Community School District

2999 N 10th Street, Marion, IA 52302

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Email: nathan.wear@linnmar.k12.ia.us



Grievance Form for Complaints of Discrimination or Non-Compliance with Federal or State Regulations Requiring Non-Discrimination

I, _____, am filing this grievance because

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)

Grievance Documentation Name of Individual Alleging Discrimination or Non-Compliance

Name: _____

Grievance Date: _____

State the nature of the complaint and the remedy requested:

Indicate principal's or supervisor's response or action to above complaint:

Signature of Principal or Supervisor

Forms

Section 504 Compliance Document Checklist

Student:			Date:
✓	Form	When to Use	Completed Copy To
	Section 504 Referral Form - Optional	When parent or school staff is interested in beginning the 504 process for a student.	504 Coordinator
	Initial Notice to Parent of 504 Evaluation	After determining that the evaluation should be pursued to gain consent for evaluation / <i>send with parental rights.</i>	Parent, Cum File, 504 Coordinator, LRC
	Section 504 Notice of Parent/Student Rights One Page Summary	Can be used as talking points by 504 Coordinator to families on their rights. Can also be sent with families along with the Parent Guide to Section 504.	Parents
	A Parent Guide to Section 504	Send with consent for evaluation and offer a new copy at each 504 meeting for the student.	Parents
	504 Eligibility Data – Collection Form	During the evaluation process when determining 504 eligibility.	Parent, Cum File, 504 Coordinator, LRC
	Section 504/ADA Student Eligibility Form	At the eligibility determination meeting and each reevaluation to determine continued eligibility.	Parent, Cum File, 504 Coordinator, LRC
	Section 504 Accommodation Plan	When writing the initial plan, at annual reviews, and to document dismissal from 504.	Parent, Cum File, 504 Coordinator, LRC
	Receipt of 504 Accommodation Plan	When the plan is distributed to teachers to inform them and ensure agreement in carrying out the plan.	504 Coordinator



Linn-Mar Community School District

SECTION 504 REFERRAL FORM

Student: _____	Date of Birth: _____
School: _____	Grade: _____
Referral Teacher: _____	Counselor: _____

1. Has the parent been informed of your concerns? ☐ Yes ☐ No
2. Briefly describe the areas of concern for this student: _____
3. Briefly describe any attempts that have been tried to address these concerns: _____

4. Has the student been discussed at a building team meeting convened to address the concerns of children?
☐ Yes ☐ No If yes, detail what is known about those discussions: _____

5. Has this student ever been referred or identified for special education services? ☐ Yes ☐ No If yes, identify history and indicate prior evaluations that may have been conducted to the extent known: _____

6. Please list and attach any supporting documentation or information (testing, reports, etc.): _____

7. Suspected or diagnosed impairments: _____
8. Other information that may be of benefit in handling the referral: _____

Person Completing Form Signature:

_____	_____	_____
Name	Title	Date

Building's 504 Coordinator Signature:

_____	504 Coordinator	_____
Name	Title	Date

Copies: 504 Coordinator



INITIAL NOTICE TO PARENT OF 504 EVALUATION

Your child _____ has been referred to the building intervention team at _____ School because of a concern that he/she has a physical or mental disability that substantially limits a major life activity – possibly making him/her eligible for protection under Section 504.

Like other students, those students with disability, as defined by Section 504, are entitled to a free appropriate public education. An appropriate education for a Section 504 disabled student may require the provision of specific accommodations and related services in order to meet the needs of the student. Section 504 focuses on ensuring a level of access to education services and the learning process for qualified disabled students that is equal to that given non-disabled students.

Students eligible for Section 504 accommodation plans must meet three criteria. The three criteria are (1) A **mental or physical impairment**, (2) **which substantially limits**, (3) **one or more major life activities**. It is important to understand that **all three criteria must be present** for a student to be eligible for a Section 504 accommodation plan. Equally important, this disability must be why the student cannot equally access or receive benefit from the school's programs and services.

In order for your son/daughter to be eligible for 504 services, a team of school personnel must conduct an evaluation. This will involve acquiring information from a variety of sources. Sources of information may include, but are not limited to: your child's student file, discipline reports, teacher information, observation data, parent information, and information from medical and/or mental health professionals.

PARENT PERMISSION FOR EVALUATION

The school asks your permission to conduct an evaluation in order to determine eligibility for Section 504 accommodations.

I hereby **GRANT / DENY** (circle one) permission for the Linn-Mar Community School District to conduct a Section 504 evaluation on my child. I have received a copy of the *Parent's Notice of Section 504 Rights*.

Signature of Parent/Guardian

____/____/____
Date

Copies: Parent, Cum File, 504 Coordinator, LRC



Student: _____

Student Grade Level: _____

Staff Member: _____

Current Percentage: _____ %

Mental or Physical impairment: _____

Student Strengths:

☐ Attendance
☐ Behaviors
☐ Homework Completion
☐ Test/Quiz Scores
☐ Class Participation/Effort

"Skill" Level
☐ Reading ☐ Mathematics
☐ Writing ☐ Comprehension
☐ Takes advantage of remediation opportunities
☐ Self-Advocacy Skills
☐ Other _____

Area of Concern (as compared to peers): Please use "**c-d**" for Substantial Concern related to disability or "**c-o**" concern other

☐ Attendance
☐ Discipline/Behaviors: Types of behaviors _____
☐ Office Referrals
☐ Homework Completion
☐ Test/Quiz scores are discrepant from content knowledge
☐ Finishing Tests/Quizzes on time
☐ Poor Executive Functioning Skills: mental processes that enable us to plan, focus attention, remember instructions, control impulses and juggle multiple tasks successfully.
☐ Focus/Attention

Low "Skill" Level:
☐ Reading ☐ Mathematics
☐ Writing ☐ Comprehension
 Low "Will" Level: Participation, Effort, Motivation
☐ Transportation
☐ Self-Advocacy Skills
☐ Personal Care
☐ Medical/Health Issues
☐ Not taking advantage of remediation opportunities
☐ Other _____

School or Classroom Supports:

- Has the student routinely used academic supports offered to all students when compared to peers? ☐ Yes ☐ No
- What supports have been utilized or would have benefited the student? _____

Supports Attempted: (Use the following symbols: Implemented "**X**"; Positive Impact "**P**" or No Impact "**N**")**Pacing**

☐ Adjust time for assignment completion
☐ Extra time on assessments

Environment

☐ Locate student in a successful spot

Presentation of Subject Matter

☐ Utilize individual/small group instruction
☐ Provide notes or skeleton notes
☐ Provide hard copies of assignment calendar to student & parents
☐ Provide Learning Strategies
☐ Verbal or Visual Prompts to Improve Engagement
☐ Use of Early Session
☐ Remedial/Study Sessions after School (Core subjects)

Testing Accommodations

☐ Extra time on Assessments
☐ Break Apart Tests: Able to take parts of assessments at different times:
 During class, Guided Studies, Focus Lab, during early session
☐ Provide test-taking strategies
☐ Allow student to explain essay questions orally
☐ Test in a different location
☐ Remediation Opportunities after Re-Teaching

Assignments

☐ Provide written directions to student & parent
☐ Chunk assignments into smaller assignments and due dates
☐ Provide examples, Study Sheets/Guides
☐ Consistent reminders
☐ Provide reminders to stay on task
☐ Provide study skills strategies
☐ Organizational strategies
☐ Provide Timely Feedback
☐ Remediation Opportunities

Communication

☐ Individual progress meeting with student
☐ Timely parent communication
☐ Discuss student with PLC

Behavior

☐ Individually go over Expectations and Consequences
☐ Respite Break (cool down period and location)
☐ Avoid Power Struggles
☐ Behavior Contract (developed with student, parent & teacher)

Other

☐ _____
☐ _____

The student is **Substantially** limited by an impairment and does not
 Have the ability to access and/or cannot benefit from the same
 Educational opportunities as a non-disabled student.

☐ Yes
☐ No

Other relevant factors/information considered:



Student: _____

Student Grade Level: _____

Staff Member: _____

Class and Current Course Grade: _____

Mental or Physical impairment: _____

Student Strengths:

☐ Attendance
☐ Behavior: Responsibility, Respect, Integrity
☐ Homework Completion
☐ Test/Quiz Scores
☐ Class Participation/Effort

☐ Performance Level
☐ Reading ☐ Mathematics
☐ Writing ☐ Comprehension
☐ Self-Advocacy Skills
☐ Other _____

Area of Concern (as compared to peers): Please remember that the concern must be related to the disability and substantially discrepant

☐ Attendance
☐ Discipline/Behaviors: Types of behaviors _____
☐ Office Referrals
☐ Homework Completion
☐ Test/Quiz scores are discrepant from content knowledge
☐ Finishing Tests/Quizzes on time
☐ Poor Executive Functioning Skills: mental processes that enable us to plan, focus attention, remember instructions, control impulses and juggle multiple tasks successfully.
☐ Focus/Attention

☐ Performance Level:
☐ Reading ☐ Mathematics
☐ Writing ☐ Comprehension
☐ Participation, Effort, Motivation
☐ Mobility
☐ Self-Advocacy Skills
☐ Personal Care
☐ Medical/Health Issues
☐ Other _____

School or Classroom Supports:

- Has the student routinely used academic supports offered to all students when compared to peers? ☐ Yes ☐ No
- What supports have been utilized or would have benefited the student? _____

Supports Attempted: (Use the following symbols: Implemented "X"; Positive Impact "P" or No Impact "N")**Pacing**

☐ Adjust time for assignment completion
☐ Extra time on assessments

Environment

☐ Locate student in a successful spot

Presentation of Subject Matter

☐ Utilize individual/small group instruction
☐ Provide notes or skeleton notes
☐ Provide hard copies of assignment calendar to student & parents
☐ Provide Learning Strategies
☐ Verbal or Visual Prompts to Improve Engagement
☐ Re-teaching during iExcel
☐ Re-teaching/Study Sessions before/after School

Testing Accommodations

☐ Extra time on Assessments
☐ Break Apart Tests/take parts of assessments at different times
☐ Provide test-taking strategies
☐ Allow student to explain essay questions orally
☐ Test in a different location

Assignments

☐ Provide written directions to student & parent
☐ Chunk assignments into smaller assignments and due dates
☐ Provide examples, Study Sheets/Guides
☐ Consistent reminders
☐ Provide reminders to stay on task
☐ Provide study skills strategies
☐ Organizational strategies
☐ Provide Timely Feedback
☐ Remediation Opportunities

Communication

☐ Individual progress meeting with student
☐ Timely parent communication
☐ Discuss student with PLC

Behavior

☐ Individually go over Expectations and Consequences
☐ Respite Break (cool down period and location)
☐ Avoid Power Struggles
☐ Behavior Contract (developed with student, parent & teacher)

Other

The student is **Substantially** limited by an impairment and does not
 Have the ability to access and/or cannot benefit from the same
 Educational opportunities as a non-disabled student.

☐ Yes
☐ No

Other relevant factors/information considered:



Linn-Mar Elementary Schools 504 Eligibility Data Collection

Today's Date: _____

Student: _____

Student Grade Level: _____

Staff Member: _____

Mental or Physical impairment: _____

Student Strengths:

____ Attendance
____ Behaviors
____ Homework Completion
____ Test/Quiz Scores
____ Class Participation/Effort

____ Academics
 ☐ Reading ☐ Mathematics
 ☐ Writing ☐ Comprehension
____ Self-Advocacy Skills
____ Other _____

Area of Concern (as compared to peers): Please use "c-d" for Substantial Concern related to disability or "c-o" concern other

____ Attendance	____ Focus/Attention
____ Discipline/Behaviors: Types of behaviors _____	____ Academics:
____ Office Referrals	<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics
____ Homework Completion	<input type="checkbox"/> Writing <input type="checkbox"/> Comprehension
____ Test/Quiz scores are discrepant from content knowledge	____ Skills for Learning: Participation, Effort, Motivation
____ Finishing Tests/Quizzes on time	____ Self-Advocacy Skills
____ Poor Executive Functioning Skills: mental processes that enable us to	____ Personal Care
plan, focus attention, remember instructions, control impulses and juggle	____ Medical/Health Issues
multiple tasks successfully.	____ Other _____

School or Classroom Supports:

Supports Attempted: (Use the following symbols: Implemented "X"; Positive Impact "P" or No Impact "N")

Pacing

____ Adjust time for assignment completion
____ Extra time on assessments

Environment

____ Locate student in a successful spot

Presentation of Subject Matter

____ Utilize individual/small group instruction
____ Provide notes or skeleton notes
____ Provide hard copies of assignment calendar to student & parents
____ Provide Learning Strategies
____ Verbal or Visual Prompts to Improve Engagement

Testing Accommodations

____ Extra time on Assessments
____ Break Apart Tests/take parts of assessments at different times/places
____ Provide test-taking strategies
____ Allow student to explain essay questions orally
____ Test in a different location

Assignments

____ Provide written directions to student & parent
____ Chunk assignments into smaller assignments and due dates
____ Provide examples, Study Sheets/Guides
____ Consistent reminders
____ Provide reminders to stay on task
____ Provide study skills strategies
____ Organizational strategies
____ Frequent Check-ins

Communication

____ Timely parent communication

Behavior

____ Individually go over Expectations and Consequences
____ Calm Down Break (cool down period and location)
____ Tier 2/3 Interventions (CICO, FBA/BIP)

Other

The student is **Substantially** limited by an impairment and does not
Have the ability to access and/or cannot benefit from the same
Educational opportunities as a non-disabled student.

☐ Yes
☐ No

Other relevant factors/information considered:



SECTION 504/ADA STUDENT ELIGIBILITY FORM*

Student: _____

DOB: _____

School: _____

Grade: _____

Evaluation Information: (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Psychological Evaluation | <input type="checkbox"/> Health Plan |
| <input type="checkbox"/> Physician Report | <input type="checkbox"/> Discipline History |
| <input type="checkbox"/> Achievement Tests | <input type="checkbox"/> Parent Information |
| <input type="checkbox"/> Teacher/Staff Observations | <input type="checkbox"/> Curriculum Based Assessments |
| <input type="checkbox"/> Other (specify): _____ | |

1. Does the student have a mental or physical **impairment** (as recognized in DSM-V or other respected source if not excluded under 504/ADA, e.g., illegal drug use)? ☐ **No** (list supporting data to support 504 plan if it is to be implemented) ☐ **Yes** (if yes, identify the impairment and supporting data)

Concerns/Impairment: _____

Supporting Data: _____

2. Describe how the impairment limits a Major Life Activity or Major Bodily Function:

3. Place an "X" on the following scale to indicate the specific degree that the impairment limits the major life activity:

- Make an educated estimate **without the effects of mitigating measures**, such as medication; low-vision devices (except eyeglasses or contact lenses); hearing aids and cochlear implants, mobility devices, prosthetics, assistive technology; learned behavioral or adaptive neurological modifications; and reasonable accommodations or auxiliary aids/services.
- Similarly, for impairments that are episodic or in remission, make the determination for the time they are active.

- | | |
|-----------------|-------|
| * Substantially | _____ |
| * Moderately | _____ |
| * Negligibly | _____ |

*Adapted with permission from Perry A Zirkel, author of *Section 504, the ADA and the Schools*.

Eligibility Determination continued

Based on the analysis of the evaluation data, does the student have a disability that substantially limits a major life activity?

- ☐ **No**, the student is not Section 504 eligible.
- ☐ **Yes**, the student is Section 504 eligible, but does not require a plan because (1) of the corrective effects of mitigating measures or (2) the impairment is episodic or in remission. The 504 team will be re-convened as necessary to review the status of the student’s disability.
- ☐ **Yes**, the student is 504 eligible and requires an accommodation plan.

Team Signatures	Date	Position
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____

Parental Notice

- ☐ Yes, I consent to placement of my eligible child in the Section 504 system and implementation of a 504 Plan.
- ☐ No, I do not consent to placement of my eligible child in the Section 504 system or to implementation of a 504 Plan.

Parent Signature

____/____/____
Date

*Adapted with permission from James McKethan,, author of

Student Name: _____ School: _____

SECTION 504 ACCOMMODATION PLAN Continued

Area of Concern:		
THE SCHOOL WILL: (State Action and person responsible)	THE PARENT(S) WILL:	THE STUDENT WILL:

Area of Concern:		
THE SCHOOL WILL: (State Action and person responsible)	THE PARENT(S) WILL:	THE STUDENT WILL:

Area of Concern:		
THE SCHOOL WILL: (State Action and person responsible)	THE PARENT(S) WILL:	THE STUDENT WILL:

Other Pertinent Information:

- ___ 1. Plan continues through Home School.
- ___ 2. Plan discontinued because:
- ___ a. Student is no longer substantially limited.
- ___ b. Student meets IDEA eligibility requirements and will have an IEP.
- ___ c. Parents decline services.

Student Name: _____ School: _____

Team Signatures	Date	Position
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____
_____	____/____/____	_____

Parent Notice

I participated in the development of this 504 Plan and have received a copy of the *Parent’s Notice of Section 504 Rights*.

_____	____/____/____
Parent Signature	Date



Receipt of 504 Accommodation Plan

Dear Educator,

Attached you will find classroom modifications to be implemented as a result of the Section 504 meeting for _____. It is important that these accommodations be implemented in every classroom so that we are in compliance with Section 504, a federal law which protects the rights of students with disabilities.

Failure to comply with the law regarding classroom accommodations can result in an investigation and ruling by the U.S. Office of Civil Rights. Such a ruling can result in loss of federal funds as well as civil rights suits against employees who fail to comply with the law.

Confidentiality and sensitivity dictate the disability and the accommodations be discussed and implemented without making others in the classroom aware of either the disability or the accommodations. In some instances, it will be impossible to avoid others in the room being aware of certain accommodations. However, please handle as discretely as possible to protect the student's right to confidentiality.

Please sign below to indicate that you have received documentation related to this student and return this for to me to be included in the student's 504 folder.

Thank you,

504 Coordinator

I, _____, verify that I have received and reviewed the 504

Accommodation Plan for _____.

Teacher's Signature

Date

Please return his portion to the Building 504 Coordinator

Other Resources

Educator Guide

Section 504

Iowa Department of Education

Iowa Department of Education

Grimes State Office Building

400 East 14th Street

Des Moines, IA 50319



October 2015

Table of Contents

Contact Information	1
Federal Laws	2
Definitions	3-4
Determining Eligibility	5
Process	6-9
Student Health Plans	10-12
Discipline and Section 504	13
Parental/Guardian Rights	14
Resources	15
Sample Forms	15

State of Iowa Section 504 contact information:

Fred E. Kinne – Section 504 Coordinator

Iowa Department of Education

Cell: 515-326-5350

Office: 515-281-6293

E-mail: fred.kinne@iowa.gov

Area Education Agency (AEA) Section 504 contact information:

Keystone AEA (1)

Name: Alicia Helle

Phone: 1-800-942-4668

E-mail: ahelle@aea1.k12.ia.us

Grant Wood AEA (10)

Name: Sarah Kruse, Facilitator

Phone: 319-399-6806

E-mail: skruse@gwaea.org

AEA 267

Name: Melissa Clarke, Educational Consultant

Phone: 319-273-8215

E-mail: mclarke@aea267.k12.ia.us

Heartland AEA (11)

Name: MaryAnn Strawhacker

Phone: 515-270-0405, ext. 14513

E-mail: mstrawhacker@heartlandaea.org

Northwest AEA (12)

Name: Mona Yanacheak

Phone: 712-222-6095, ext. 6095

Email: Myanacheak@nwaea.org

Green Hills AEA

Name: Kerry Aistrophe, Regional Administrator

Phone 712-623-2476

E-mail: kaistrophe@ghaea.org

Prairie Lakes AEA (8)

Name: Linda Linn

Phone: 712-262-4704 x 2007

E-mail: llinn@plaea.org

Great Prairie AEA (15)

Name: Doreen Underwood, Diverse Learner Consultant

Phone: 319-753-6561 ext. 4108

E-mail: doreen.underwood@gpaea.org

Mississippi Bend AEA (9)

Name: Kim Hofmann, Special Education Coordinator

Phone: 563-344-6415

E-mail: KHofmann@mbaea.org

Federal Laws

Section 504 of 1973

Section 504 of the Civil Rights Act of 1973 is a federal civil rights law designed to eliminate disability discrimination in programs and activities receiving federal funds. Because public school districts receive federal funds they must adhere to Section 504 law and provide a free appropriate public education (FAPE) to those students who meet the requirements of Section 504. Denial of Section 504 accommodations to students is deemed disability discrimination.

Americans with Disabilities Act of 1990 – ADA

The ADA is a wide-ranging civil rights law prohibiting discrimination based on disability. It affords similar protections against discrimination to Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal. In addition, the ADA also requires covered employers to provide reasonable accommodations to employees with disabilities, and imposes accessibility requirements on public accommodations. The ADA applies to places of public accommodation and to state and local governments.

The ADA Amendments Act of 2008 - ADAAA

The ADAAA amended the (ADA) and other disability nondiscrimination laws at the Federal level of the United States. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition—and therefore the number and types of persons who are protected under the ADA and other Federal disability nondiscrimination laws. It was designed to strike a balance between employer and employee interests.

How Section 504, ADA and ADAAA Intersect

Section 504 and the ADA are closely related. A public school district that receives federal financial assistance is covered both by Section 504 (because it receives federal financial assistance) and the ADA (because it is a unit of local government). Coverage and standards are, in all material respects, the same. The ADAAA's alteration of the definition of individual with a disability applies to both the ADA and Section 504.

Definitions

Accommodations — Adaptations made by classroom teachers and other school staff to enable the students with disabilities, under Section 504, to benefit from an appropriate education. Adjustments in academic requirements and expectations may be necessary to accommodate the needs of an individual student with a disability to enable him/her to participate in the general education program.

- Accommodations must be individualized.
- Accommodations should be designed to meet the individual educational needs of students with disabilities as adequately as the needs of other students are met.
- Modifications can be made to general education programs or the provision of different programs may be necessary.

Americans With Disabilities Act (ADA)—A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Appropriate – Meeting the needs of a student with a disability as adequately as the needs of students without a disability. Providing sufficient individualized services to enable a disabled student to receive educational benefit.

Consent for 504 Evaluation/Placement — OCR policy interpretation requires parental consent prior to conducting a Section 504 evaluation. Although it is implied in the OCR on-line Q & A that consent is required prior to a Section 504 placement, neither Section 504 nor its regulations require consent prior to Section 504 placement.

Emergency Action Plan/Emergency Care Plan (EAP/ECP)

A plan of action developed by the registered nurse for actions carried out by qualified trained personnel of the school nurse to use that is student specific in the event that an actual or potential healthcare emergent need occurs during the school day or school activities, including medical emergencies and disaster preparedness or evacuation needs.

Family Educational Rights and Privacy Act (FERPA) — Federal law and regulations that address student record keeping and confidentiality.

Free Appropriate Public Education (FAPE) under Section 504 – Related aids and services that are designed to meet individual educational needs of a students with a disability as adequately as the needs of nondisabled persons are met, based upon procedures satisfying Section 504's identification, evaluation, placement and due process requirements. An appropriate education can consist of:

- education in regular classes or school activities
- education in regular classes or school activities with related aids or services □ special education
- a combination of such services

Individual Health Plans (IHP) —A document of individualized plan of care using the nursing process pursuant to Iowa Administrative Code Chapter 655-6, written by the registered nurse using nursing judgment after an initial student assessment, with collaborative input from the student's parents or legal guardians, healthcare professionals, and educational personnel to provide written directions for managing student health needs and adaptations for enhancing the student's independent functions in the school setting.

Individual with a Disability — An individual with a disability is anyone (1) who has a physical or mental impairment which substantially limits one or more major life activities, (2)* who has a record of such an impairment, or (3)* who is regarded as having such an impairment. (34 CFR §104.3(j))

Least Restrictive Environment (LRE) – To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without a disability. Special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if

the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Office for Civil Rights (OCR) —A federal agency with three, primary responsibilities: (1) investigating complaints, (2) conducting compliance reviews, and (3) providing technical assistance. In addition to its national office, 10 regional OCR offices are located throughout the United States.

Qualified Student — “Qualified disabled person” means an elementary or secondary student with a disability is (1) of an age during which non-disabled persons are provided services, (2) or any age during which it is mandatory under state law to provide such services, or (3) to whom a state is required to provide a FAPE under the IDEA.

Related Aids or Services – A broad definition including any service a student needs to participate in and benefit from a district’s education program. These include, but are not limited to:

- school health services
- counseling
- environmental
- instructional
- behavioral
- transportation

Section 504 — Section 504 of the Rehabilitation Act of 1973 is the federal law prohibiting discrimination on the basis of disability.

Section 504 Coordinator — A coordinator is required by regulations for school districts employing 15 or more persons, to coordinate compliance with Section 504 regulations.

School 504 Contact — A School 504 contact is generally a student services or general education staff member appointed by the principal to coordinate school-based 504 efforts including convening the 504 team, ensuring accommodations are implemented and providing outreach to parents of 504 students with disabilities.

Substantial Limitation — A substantial limitation means an individual is substantially limited in the performance of a major life activity as compared to most people in the general population.

Temporary Impairments — A temporary impairment is an impairment of short duration with limited or no residual effect that does not result in substantial limitation of one or more major life activities/major bodily functions for an extended period of time. Whether or not a temporary impairment is substantial enough to be a disability under Section 504 must be determined on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

Determining Eligibility for a Section 504 for the purpose of FAPE

“A Physical or Mental Impairment”

“That Substantially Limits”

“One or More Major Life Activities”

Physical or Mental Impairment

Broadly defined, any physical or mental disorder or condition substantially limiting students from functioning in one or more major life activities. Determining physical or mental impairment is a local decision based on data and information concerning each specific student. A non-exhausted qualifying list of Section 504 and ADA definitions of major life activities is set forth below.

Substantially Limiting

Determining if a student is substantially limited by an impairment, in performing a major life activity on an equal basis with his non-disabled peers, is a local decision based on the Section 504 Team’s collection of data and evidence pertaining to the student. As a general rule, a student with a physical or mental impairment who is able to participate in or benefit from a district’s education program without the provision of special education or related aids or services, is not a student with a disability under Section 504 for the purposes of FAPE. The Americans with Disabilities Act (ADA) and its 2008 Amendments did not change the “substantially limits” language but it does suggest that while a significant limitation must be present it need not prevent or severely restrict the performance of a major life activity. Another change is that when a district determines limitation they may not consider ameliorative effects of medication or other medical treatments. Contact lenses and ordinary eyeglasses are the only mitigating measures that can be considered to determine whether impairment is substantially limiting. A minor impairment that limits a student, but not substantially so, is not a disability under Section 504.

One or More Major Life Activity – Section 504 and ADA

Variations and/or additions to this list is at the discretion of those determining major life activity interruption. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504.

Section 504	ADA
Caring for oneself	Eating
Performing manual tasks	Concentrating
Walking	Communicating
Seeing	Standing
Hearing	Bending
Speaking	Reading
Breathing	Thinking
Learning	Sleeping
Working	Lifting

In addition, the following and/or similar major life functions may include, but are not limited to:

Functions of the immune system	Normal cell growth
Digestive	Bowel
Bladder	Neurological
Brain	Respiratory
Circulatory	Endocrine
Reproductive functions	Other*

***These lists are not exhaustive. Other major life activity/function may be determined by the Section 504 Team.**

Section 504 Process

Referring a Student

Any person; parent, guardian, school personnel, should refer a student for evaluation if they know or suspect, due to a disability, the student needs special education and/or related services to participate in or benefit from a district education or activity program.

Receiving a Referral

Upon receiving a referral a district should:

- Collect all data necessary to decide if the student
 - Has a Physical or Mental Impairment
 - That is Substantially Limiting the student
 - In One or More Major Life Activity
- Decide, by using the district Section 504 team, whether or not to evaluate.
- Notify the parent of the district decision to evaluate or not to evaluate. (see pg. 14 – Parent Due Process Rights)

Best practice would dictate evaluating a referred student if the district is aware the student, because of a disability, is not:

- Attending school regularly
- Advancing grade to grade
- Showing personal independence
- Taking social responsibility within his/her age group

Best practice would also dictate evaluation if it appears special education or related services would benefit the student.

A Section 504 Team

Section 504 requires evaluation, eligibility and placement of students be made by a group of individuals. The Section 504 Team is responsible for receiving the Section 504 referral, securing evaluation information and determining eligibility and appropriate accommodations, related aid or services for eligible students with disabilities. The district/building team shall be composed of a group of persons who: are knowledgeable about the student, understand the meaning of evaluation data and are familiar with placement options. This team determines eligibility. After eligibility is determined a typical team for determining accommodations and school, student and parent responsibilities could consist of:

- Section 504 coordinator
- At-risk coordinator
- An administrator
- The child's teacher/teachers
- School Nurse
- Parent
- Student (unless age inappropriate)

A Section 504 Team Meeting – Best Practice

- A detailed agenda ○ Consensus review and definition (see Effective Consensus Building below) ○ Review of the disability ○ Review of the accommodations ○ Reason(s) for meeting
- Detailed notes distributed to entire team upon completion

Consensus Building

A consensus building model should be developed and reviewed/used at each Section 504 meeting. The following might assist you in developing your district or school consensus building strategy.

Effective Consensus Process

All Members Contribute

Everyone's opinions are heard and encouraged

Differences are viewed as necessary and helpful

Agreement not to sabotage action/decision by the team

Team agrees to take responsibility for decision ... "Own It"

Consensus

IS	IS NOT
Arriving at an acceptable decision	Everyone agreeing
A gathering or syntheses of ideas	A unanimous vote
A process for group decision making	A majority vote
Achieving better solutions	Everyone's first choice

An Evaluation under Section 504 – Determining Need

Evaluations can be individually designed and can include more than one data point (broad) or one data point (narrow).

Data collected and used could include, but is not limited to:

- Student achievement data
- Medical data and/or diagnosis
- Social interactions/discipline referrals

It is the responsibility of a district to determine the scope of each student's Section 504 evaluation. As a general rule, the scope of a student's evaluation should be broad enough to enable the district to determine whether a student has a disability under Section 504 and, if so, what special education related services the student needs to participate in and benefit from the district's education and/or activity program.

Placement and Accommodation Requirements under Section 504

If a Section 504 placement/plan for a student is recommended, accommodations/services to provide FAPE are required. Placement, accommodations and services must be documented, based upon a student's evaluated needs. Decision must ensure students with a disability are educated in the least restrictive environment.

A Section 504 Plan

A Section 504 Plan is a written document describing the disability and the educational/related services a district determined a student needs to receive a FAPE. The content of a Section 504 Plan is fluid and may change within a school year or between school years as a student's needs and services change. A district must provide the services identified in a student's Section 504 Plan.

For a student whose only disability is a life threatening health condition see: ***"Individual Health Plans Relationship to Section 504"*** on page 10.

Educational and Related Services - Accommodations

After placement, and within the document describing educational and related services and/or accommodations, all services should be listed with descriptions and explanation. Accommodations must be shared with instructional and non-instructional staff who have a legitimate education interest for the student, on a yearly basis. Best practice would dictate the review of accommodations before the beginning of each grading period.

Accommodations should be based on the findings of the Section 504 Team, taking into consideration to what extent the student is limited in comparison to his/her non-disabled peers. Justifications should be documented.

Be sure accommodations are:

- Designed to address the specific major life activity in question
- Designed to meet individual educational needs equal to the needs of non-disabled students
- Supported by evaluation data
- Written clearly and specifically
 - Leave no room for interpretation
 - Avoid open-ended accommodations
 - Avoid giving teachers discretion to implement
- Modifications can be made to general education programs or the provision of different programs may be necessary

Best practice dictates, at minimum, a yearly evaluation to determine:

- Accommodation success/failures and or adjustments
- Need to continue with 504 plan

Although the law does not require a yearly evaluation, a district could decide to include annual reevaluations in its Section 504 program

Annual Review

It is recommended the accommodation plan/student progress be reviewed at least once annually and more often upon a review request from the parent, teachers or others. Attendees at annual reviews are generally the student's current teachers and members of the original Section 504 Team. All relevant teachers should provide the team with information about the student's classroom performance, even if they are unable to attend the review meeting.

Student Transfer into District

When a student transfers from another system with an existing accommodation, the 504 team should meet to review the accompanying plan. If there are no concerns about the transfer student's eligibility or the accommodation plan, the transfer plan should be implemented without delay. If the Section 504 team does not agree with the decision and plan from the previous district, the student should be promptly evaluated to determine eligibility and the need for accommodations.

Section 504 Records

A copy of a current Section 504 information should be located in the cumulative school record of the student. Other copies may be kept in the nurse's office and current building office. All documents are confidential and are to be maintained, disclosed and managed according to FERPA regulations.

Closure of a Section 504 Plan

When a student no longer needs Section 504 accommodations, the student's team should meet to make the determination. The team should document that the student no longer needs the accommodations. The team should also notify the parents in writing, if the parents were not involved in the team's determination. Records of the student's prior accommodations should be kept in the same manner as IDEA records when a student no longer needs special education services. If the need arises again for a Section 504 Plan the team should convene and follow local process for re-implementing the plan.

***“If you can’t describe what you are doing
as a **PROCESS**
you don’t know what you are doing”***

W. Edwards Deming – American Engineer



Student Health Plans

What is an Individual Health Plan - IHP?

An Individual Health Plan (IHP) is a document consisting of an individualized plan of care;

- decided upon by using the nursing process pursuant to Iowa Administrative Chapter 655-6
- written by the registered nurse after an initial student's health assessment;
- with collaborative input from the student's parents or legal guardians, healthcare professionals, and educational personnel; and
- provides written directions for managing student health needs and adaptations for enhancing the student's independent functions in the school setting

What is an Emergency Action Plan (EAP) or an Emergency Care Plan (ECP)?

- A plan of action developed by the registered nurse with input from parents, health care providers, and educational personnel; to be carried out by the school nurse or qualified personnel.
- That is student specific to address an actual or potential health related emergent need during the school day or school activities,
- Including health related emergencies, disaster preparedness or evacuation needs.

Additional information

The **Nursing Process**, as stated in the Iowa Nurse Practice Act, is used in the development of an individual health plan.

The IHP includes:

- an initial assessment of data
- nursing diagnosis
- identifiable and/or expected outcomes
- nurse plan
- nursing interventions
- student goals (applicable only when student can participate in the plan)
- and evaluation

The planning of an IHP is a registered nurses responsibility and standard of care regulated by the **Iowa Nurse Practice Act** and is necessary for successful management of a student's health condition to enable the student to: ☐ fully access their educational programs

- prevent the development of life threatening emergencies
- prevent serious complications
- develop independent health management skills
- and prolong life

The school nurse is accountable and responsible for creating the IHP or EAP to:

- document the nursing practice provided according to the standards of care
- that the nurse provides to the student
- within his or her scope of practice under the nurse's licensure regulated by the Iowa Board of Nursing

The IEP and 504 accommodation plans are mandated by federal laws to ensure qualified students receive services or accommodations needed to access their education to provide FAPE. The school nurse uses the individual health care plan data or emergency plan to develop the health component of the IEP or 504 Plan within the multidisciplinary educational team meeting initiated by the special education or Section 504 coordinator. The school nurse provides a unique perspective and a separate body of knowledge as a related service provider regarding the student's health needs and accommodations to provide FAPE in a safe learning environment.

The school nurse has an essential role in the development of 504 Accommodation Plans for students who require health related services and accommodations to obtain equal access to school or school sanctioned activities. Students with an IHP receive specialized health services that allows for the student to attend their educational program throughout the entire day. The authority of the Section 504 process encompasses all of the necessary accommodations for a student to obtain FAPE, to include students who require health services to access their education. All public educational institutions are mandated to comply with and protect the equal opportunity rights for all students with disabilities to access and participate in school programs and extracurricular activities.

The school nurse, as part of the multidisciplinary education team, can collaborate, contribute, and utilize the IHP or EAP data to assist in the development of a 504 Accommodation Plan as identified in the table (see the attachment).

Student Goals - IHP's

- If the student was a part of the 504 Planning, the **Student Goals of the IHP** could be contributed as part of the data used in the 504 team decision "describing reasonable accommodations that are necessary":
- Student Goals means a measurable long or short term action or behavior of the student that is stated in the individual health plan using the nursing process and is evident after nursing interventions have been completed
- Student Goals are:
 - Student focused and Student described desired outcomes
 - Clear, Concise, and Measurable
 - Developed from the Nursing Diagnosis
 - Outcome Criteria driven
 - Provided with a Timeline

Student Goal Scenario: David is a 15 years old student who has been diagnosed with Hemophilia

Nursing Assessment

- David has moderate Hemophilia A with a 4% Factor VIII Deficiency. He has had 5 bleeding episodes:
 - 1) During an appendectomy surgery when he was 5 years old,
 - 2) Joint Bleed from a fall when he was 6 yrs. old
 - 3) Joint Bleed from a fall when he was 7 yrs. old
 - 4) Joint Bleed from a fall when he was 10 years old
 - 5) Joint Bleed from a sports related injury when he was 13 yrs. old

Nursing Diagnosis

- Risk for Injury causing prolonged bleeding r/t deficiency of clotting factor

Outcome

- David will verbalize understanding of safety measures and demonstrate actions to be carried out in the emergency care plan in the school setting by a specific month, day and year.

One Student Goal

- David will identify and treat bleeding episodes in the school setting promptly (clear) by implementing the emergency care plan (concise) during the school year resulting in zero school absences (measurable).

****If a student is eligible under Section 504, the student's health services (described in any health related plan or emergency plan) must be developed under Section 504's regulations for evaluation, placement, and procedural safeguards in addition to the requirements for IHP development. An IHP for a 504-eligible student may not be developed outside of Section 504's requirements. For further information concerning the conjunction of Section 504 and IHP please refer to the memorandum found at this link on the Department of Education website: <https://www.educateiowa.gov/documents/school-nurse/2015/03/intersection-504-andihp>***

For other information concerning student health plans please contact

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Iowa Department of Education

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Discipline and Section 504

Students who are eligible for Section 504 accommodations and services, as well as services under the IDEA, are disciplined consistent with the IDEA. To discipline a student who is receiving Section 504 accommodations, but who is NOT receiving services under the IDEA, administrators need to conduct an analysis similar to IDEA, but it may have different results.

Disciplining a Student

- The administrator needs to determine whether the student committed the infraction of which the student is accused. The determination of whether the student committed the infraction is not the jurisdiction of the 504 Team.
- The student's 504 team determines whether the behavior was caused by the disability or caused by the lack of implementation of accommodations – a manifestation conference.
 - If yes, the student's team determines whether the accommodation plan is appropriate and whether the student needs a change in the plan.
 - If no, the student is referred to administration for discipline as a general education student.

Note – Section 504 students who participate in extracurricular activities who violate a district's **Good Conduct/Code of Conduct** policy are not entitled to the manifestation determination process. The same disciplinary measures should apply to Section 504 students that are applied to non-disabled students.

Note - It is important to note that the **Office for Civil Rights** advises that Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.



Parental/Guardian Rights

Parent Due Process Rights under Section 504

Section 504 gives parents and guardians the right to challenge district decisions regarding the identification, evaluation and educational placement of their child. Under Section 504, a district must notify a student's parent or guardian before it takes any action regarding the identification, evaluation, or placement of their child and provide the parent or guardian an opportunity to challenge the action if they disagree. The minimum necessary due process rights include:

- Prior notice of any action
- A right to inspect records
- An impartial hearing with a right to counsel
- A review procedure

Parent Consent

Under Section 504, a district must obtain parent or guardian consent in two circumstances:

1. Before a child's initial evaluation – the first time a child is evaluated by any district
2. Before a child's initial placement – the first time a child is placed on a Section 504 Plan

Other Parent Consent Information

- If a parent or guardian refuses consent to either, a district may, but is not required to, initiate a Section 504 Due Process hearing to override the refusal to consent.
- A district must notify a parent or guardian, but need not obtain consent, before it reevaluates or significantly changes a student's placement.

AEA Mediation (also known as Resolution Facilitation)

Parents and guardians may resolve issues concerning Section 504 without first resorting to formal hearings and civil suits. The AEA Mediator process is available to provide an informal resolution-to-conflict with the assistance of a trained mediator. The process is initiated through the relevant Area Education Agency (AEA). If impartiality is a concern, a facilitator from a different AEA is available. Parents are not required to use this process before more formal procedures; however, many parents choose this process because of its voluntary nature. For more information, go to http://www.educateiowa.gov/search/Resolution_Facilitation

Office for Civil Rights

The Office for Civil Rights is the federal entity with primary responsibility for ensuring compliance with Section 504 of the Rehabilitation Act of 1973. More information including links to Section 504, OCR guidance, and how to file a complaint at the federal level is available by first going to <http://www.ed.gov/about/offices/list/ocr/index.html> and clicking on "Office Contacts."

Resources

Section 504 and ADA – Wrightslaw

<http://www.wrightslaw.com/info/sec504.index.htm>

Questions and Answers on the ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>

Council of Chief State School Officers (CCSSO) and its partnership with the Access Center at the American Institutes for Research (AIR)

www.ccsso.org/Resources/Resources_Listing.html?search=Section+504+Resources

Protecting Students with Disabilities

<http://www.ed.gov/print/about/offices/list/ocr/504faq.html> **ADA Compliance with the American With Disabilities Act**

A Self-Evaluation Guide for Public Elementary and Secondary Education: Office for Civil Rights, United States Department of Education, Washington, D.C. This guide is intended to serve as a resource to assist school districts in conducting their self-evaluations under the Americans with Disabilities Act. The guide was developed by the U.S. Department of Education's Office of Civil Rights in cooperation with Adaptive Environments, Inc. The guide reflects the interpretations of the Office for Civil Rights to which the U.S. Department of Justice has delegated responsibility for compliance activities. It does a good job of explaining the requirements of and the relationship between IDEA (Individuals with Disabilities Education Act), Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act.

****The Iowa Department of Education has mailed a copy of this guide to all school districts in Iowa as well as to all area education agencies. Additional copies of the guide can be purchased from the U.S. Government Printing Office, (202) 512-1800.***

For further technical assistance in understanding the responsibilities of school districts under Title II of the ADA school officials may contact the U.S. Department of Education's ADA Information Line at (800) 514-0301 (voice), (800) 514-0383 (TDD). School personnel can also contact the ADA national Access for Public Schools project at Adaptive Environments, Inc. (800) 893-1225 (Voice/TDD).

Office for Civil Rights Region VII, U.S. Department of Education, The OCR office for Iowa: Office for Civil Rights

Office for Civil Rights

U.S. Department of Education

Citigroup Center

500 W. Madison Street - Suite 1475

Chicago, IL 60661-7204

Phone: 312-730-1560

FAX: 312-730-1576

Email: OCR.Chicago@ed.gov

The Division of Persons with Disabilities, Iowa Department of Human Rights

Lucas State Office Building
321 East 12th Street – 2nd Floor
Des Moines, IA 50319
Phone: 888-219-0471
FAX: 515-242-6119
Website: <http://www.humanrights.iowa.gov/pd/>
Email: dhr.disabilities@iowa.gov

The Great Plains Disability and Business Technical Assistance Center <http://www.humanrights.iowa.gov/pd/>

The National Institute on Disability and Disability and Rehabilitation Research

Provides information, training, and technical assistance to both public and private entities with responsibilities under ADA.
<http://www2.ed.gov/programs/nidrr/index.html>

The Architectural and Transportation Barriers Compliance

The Compliance Board provides telephone assistance and training on the removal of architectural, transportation and communications barriers affecting persons with disabilities. Publications available include: ADA Accessibility Guidelines (ADAAG) for Buildings and Facilities.
<https://www.federalregister.gov/agencies/architectural-and-transportation-barriers-compliance-board>

Adaptive Environments, Inc.

Founded in 1978 as a non-profit organization, adaptive environments develops and conducts educational programs and produces publications on accessibility for private and public agencies including school districts.
<http://www.fctd.info/organizations/4831>

Sample Forms

The following link will lead you to the State of Iowa Section 504 Manual. Scroll down to sample forms.

(under construction)

CLASSROOM AND FACILITY ACCOMMODATIONS

As local districts develop policies and procedures for guiding the referral and identification of students determined to be disabled under Section 504, it is critical that information concerning this law and its impact on local school districts be shared with principals and building-level staff. The intent of Section 504 is to “accommodate” for differences within the regular education environment. For this to be accomplished, all staff must be provided with awareness activities and given specific information concerning the district’s procedures for dealing with Section 504 referrals.

As individual students are identified, the classroom teacher may need specific training in the area of the identified disability (e.g., training from the school nurse on a danger signs of an impending asthma attack, training from a physical therapist on correct positioning of a wheelchair-using student at this/her desk, etc.) The following classroom/facility accommodations are presented as examples of ways in which Section 504 disabilities may be successfully addressed within the regular education environment.

The following information provides examples of ways in which the needs of children with disabilities (or Section 504 disabilities) may be accommodated in the regular classroom environment.

AREA OF CONCERN	ACCOMMODATIONS
Parent/student/teacher communications	<ul style="list-style-type: none">• Develop a daily/weekly journal.• Develop parent/student/school contacts.• Schedule periodic parent/teacher meetings.• Provide parents with duplicate set of texts.
Staff Communications	<ul style="list-style-type: none">• Identify resource staff.• Network with other staff.• Schedule building team meetings.• Maintain ongoing communication with building principal.
School/community/agency communication	<ul style="list-style-type: none">• Identify and communicate with appropriate personnel working with student.• Assist in agency referrals.• Provide appropriate carryover in the school environment.
Instructional day	<ul style="list-style-type: none">• Allow student more time to pass in hallways.• Modify class schedule.
Modification of classroom/building climate to accommodate student needs	<ul style="list-style-type: none">• Plan for evacuation for wheelchair-using students.• Schedule classes in accessible areas.
Building health/safety procedures	<ul style="list-style-type: none">• Administer medication.• Apply universal precautions.• Accommodate special diets.
Difficulty sequencing and completing steps to accomplish specific tasks (e.g., organized paragraphs, division problems, etc.)	<ul style="list-style-type: none">• Break up task into workable and obtainable steps.• Provide examples and specific steps to accomplish task.
Shifting from one uncompleted activity to another without closure	<ul style="list-style-type: none">• Define the requirements of a completed activity (e.g., Your math is finished when all 6 problems are complete and corrected; Do not begin on the next task until it is finished).

AREA OF CONCERN	ACCOMMODATIONS
Difficulty following through on instructions from others	<ul style="list-style-type: none"> • Gain student's attention before giving directions. Use alerting cues. Accompany oral directions with written directions. • Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions. • Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in student's notebook.
Difficulty prioritizing from most to least important	<ul style="list-style-type: none"> • Prioritize assignments and activities. • Provide a model to help students. Post the model and refer to it often.
Difficulty sustaining effort and accuracy over time	<ul style="list-style-type: none"> • Reduce assignment length and strive for quality (rather than quantity). • Increase the frequency of positive reinforcement (catch the student doing it right and let him know it).
Difficulty completing assignments	<ul style="list-style-type: none"> • List and/or post (and say) all steps necessary to complete each assignment. • Reduce the assignment into manageable sections with specific due dates • Make frequent checks for work/assignment completion. • Arrange for the student to have a "study buddy" with phone number in each subject area.
Difficulty with any task that requires memory	<ul style="list-style-type: none"> • Combine seeing, saying, writing and doing--student may need to subvocalize to remember. • Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, numerous repetitions).
Difficulty with test taking	<ul style="list-style-type: none"> • Allow extra time for resting, teach test-taking skills and strategies, and allow student to be tested orally. • Use clear, readable and uncluttered test forms. Use test format that the student is most comfortable with. Allow ample space for student response. Consider having lined answer spaces for essay or short answer questions.
Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> • Directly teach (tell the student) what nonverbal cues mean. • Model and have student practice reading cues in a safe setting.
Confusion from written material (difficulty finding main idea from a paragraph, attributes greater importance to minor details)	<ul style="list-style-type: none"> • Provide student with copy of reading material with main ideas underlined or highlighted. • Provide an outline of important points from reading material. • Teach outlining, main idea/details concepts. • Provide tape of text/chapter
Confusion from spoken material, lectures and audio-visual material (difficulty finding main idea from presentation, attributes greater importance to minor details)	<ul style="list-style-type: none"> • Provide student with a copy of presentation notes. • Allow peers to share notes from presentation (have student compare own notes with copy of peer's notes). • Provide framed outlines of presentations (introducing visual and auditory cues to important information). • Encourage use of tape recorder. • Teach and emphasize key words (the following... the most important point. etc.).
Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli)	<ul style="list-style-type: none"> • Reward attention. Break up activities into small units. • Reward for timely accomplishments. • Use physical proximity and touch. Use earphones and/or study carrels, quiet place, or preferential seating.
Frequent messiness or sloppiness	<ul style="list-style-type: none"> • Teach organizational skills. Be sure student has daily, weekly and/or monthly assignment sheets, list of materials needed daily, and consistent format for papers. Have a consistent way for students to turn in and receive back papers, reduce distractions. • Give reward points for notebook checks and proper paper format. • Provide clear copies of worksheets and handouts and consistent format for worksheets. Establish a daily routine; provide what you want the student to do. • Arrange for a peer who will help with organization. • Assist student to keep materials in a specific place (e.g., pencils and pens in pouch). • Be willing to repeat expectations.

AREA OF CONCERN	ACCOMMODATIONS
Poor handwriting (often mixing cursive and manuscript and capitals with lower-case letters)	<ul style="list-style-type: none"> • Allow for a scribe and grade for content, not handwriting. • Allow for use of a computer or typewriter. • Consider alternative methods for student response (e.g., tape recorder, oral reports, etc.). • Don't penalize student for mixing cursive and manuscript (accept any method of production).
Difficulty with fluency in handwriting (e.g., good letter/word production but very slow and laborious)	<ul style="list-style-type: none"> • Allow for shorter assignments (quality vs. quantity) • Allow alternate method of production (computer, scribe, oral presentation, etc.).
Poorly developed study skills	<ul style="list-style-type: none"> • Teach study skills specific to the subject area – organization (e.g., assignment calendar), textbook reading, note taking (finding main idea/detail, mapping, outlining, skimming, summarizing).
Poor self-monitoring (careless errors in spelling arithmetic, reading)	<ul style="list-style-type: none"> • Teach specific methods of self-monitoring (e.g., Stop-Look-Listen). • Have student proofread work when it is cold.
Low fluency or production of written material (takes hours on a 10 minute assignment)	<ul style="list-style-type: none"> • Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps pictures, etc.) with reduced written requirement. • Allow for alternative method of writing (e.g., typewriter, computer, cursive or printing, or a scribe).
Apparent inattention (underachieve, daydreaming, not there)	<ul style="list-style-type: none"> • Get student's attention before giving directions, tell student how to pay attention, (Look at me while I talk; watch my eyes while I speak.) Ask student to repeat directions. • Attempt to actively involve student in lesson (e.g., cooperative learning).
Difficulty participating in class without being interruptive, difficulty working quietly	<ul style="list-style-type: none"> • Seat student in close proximity to the teacher. • Reward appropriate behavior (catch student at "being good"). • Use study carrel if appropriate.
Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts into other children's activities, needles others)	<ul style="list-style-type: none"> • Show student (model) how to gain other's attention appropriately. • Catch the student when appropriate and reinforce.
Frequent excessive talking	<ul style="list-style-type: none"> • Teach student hand signals and use to tell student when and when not to talk. • Make sure student is called upon when it is appropriate and reinforce listening.
Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to "find pencil," gives up, refuses to leave previous task; appears agitated during change	<ul style="list-style-type: none"> • Program student for transitions. Give advance warning of when a transition is going to take place (Now we are completing the worksheet, next we will) and the expectation for the transition (and you will need). • Specifically say and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment. • Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.). • Arrange for an organized helper (peer).
Difficulty remaining seated or in a particular position when required to	<ul style="list-style-type: none"> • Give student opportunities to get up and move around. Allow space for movement.
Frequent fidgeting with hands, feet or objects; squirming in seat	<ul style="list-style-type: none"> • Break tasks down into small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration). • Allow alternative movement when possible.
Inappropriate responses in class often blurted out; answers given to questions before they have been completed	<ul style="list-style-type: none"> • Seat student in close proximity to teacher so that visual and physical monitoring of student behavior can be done by the teacher. • State behavior that you do want (tell the student how you expect him to behave).
Agitation under pressure and competition (athletic or academic)	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities; structure class for team effort and cooperation.
Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations)	<ul style="list-style-type: none"> • Give the student a responsible job (e.g., team captain, care and distribution of the balls, scorekeeping, etc.); consider leadership role. • Have student in close proximity to teacher.

AREA OF CONCERN	ACCOMMODATIONS
Frequent involvement in physically dangerous activities without considering possible consequences	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan for in advance. • Stress Stop-Look-Listen. • Pair with responsible peer. (Rotate responsible students so that they don't wear out!)
Poor adult interactions Defies authority Sucks up Hangs on	<ul style="list-style-type: none"> • Provide positive attention. • Talk with student individually about the inappropriate behavior (What you are doing is..., A better way of getting what you want or need is...). •
Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem	<ul style="list-style-type: none"> • Structure for success. • Train student for self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?) • Allow opportunities for the student to show his strength. • Give positive recognition.
Difficulty using unstructured time – recess, hallways, lunchroom, locker room library, assembly	<ul style="list-style-type: none"> • Provide student with a definite purpose during unstructured activities (The purpose of going to the library is to check out..., the purpose of...is...). • Encourage group games and participation (organized school clubs and activities).
Losing things necessary for task or activities at school or at home (e.g., pencils, books, assignments before, during and after completion of a given task)	<ul style="list-style-type: none"> • Help student organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks. A place for everything and everything in its place. • Provide positive reinforcement for good organization. • Provide student with a list of needed materials and their locations.
Poor use of time (sitting, staring off into space, doodling, not working on task at hand)	<ul style="list-style-type: none"> • Teach reminder cues (a gentle touch on the shoulder, hand signal, etc.). • Tell the student your expectation of what paying attention looks like: (You look like you are paying attention when...). • Give the student a time limit for a small unit of work with positive reinforcement for accurate completion. • Use a contact, timer, etc., for self-monitoring.

Resource:

Anchorage School District – *Attention Deficit Disorders, Suggested Classroom Accommodations for Specific Beh*

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

General Areas of Concern

Assignments / Homework:

- Frequent work breaks
- Allow use of computer or technology to complete assignments
- Allow projects / written assignments to be presented orally or on tape
- Allow projects to be presented through demonstration pictures and / or models
- Extended time to complete assigned work
- Shorten or chunk assignments / work periods
- Simplify complex directions
- Break long assignments into manageable chunks
- Assist student in setting short-term goals
- Pair written instructions with oral instructions
- Develop private signal so that student can let teacher know if repetition of instruction is needed
- Check homework daily
- Reduce amount of homework
- Limit homework to specified # of minutes / night
- Permit re-submitted assignments
- Grade written work on content, not spelling, handwriting, or mechanics
- Adapt assignments to minimize writing (e.g. circle, cross out, etc.)
- Provide study skills training / learning strategies
- Reduce the reading level of assignments
- Use self-monitoring devices (checklists, visual aids, etc.)
- Provide distributed review and drill

Attention:

- Provide cognitive behavioral feedback: positive feedback for attention to task with frequency based on what student can currently do
- Short-term reinforcers that provide feedback (happy face, check mark, star, in-class rewards) or long-term (accumulated points to exchange for positive reinforcement at school or home)
- Plan academic instruction for student's peak attention time
- Allow student to stand at times during seatwork
- Require active responses in instruction (e.g. talking, moving, organizing, work at whiteboard or slate, interacting with computer, etc.)
- Provide short break between assignments
- Give child substitute verbal or motor responses to make while waiting
- Provide fidget object for manual activity (eg. Koosh ball, clay, worry beads, etc.)
- Teacher proximity
- Preferential seating
- Positive feedback / reward for short periods of waiting
- Increase novelty to gain / sustain attention
- Alternate high and low interest tasks
- Increase choice of tasks
- Place student first in line or avoid lines altogether
- Build in opportunities for movement
- Teach compensatory strategies for organization
- Provide increased supervision during unstructured times (e.g. recess, transitions, field trips, etc.)
- Home-school communication procedures / strategies
- Non-verbal cues between teacher / student for behavior monitoring
- Highlight important or required information
- Student checklists for self-monitoring
- Adapt student's work area to help screen out distractions
- Grade for content, not neatness, spelling, mechanics
- Avoid withholding physical activity as negative reinforcer

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Classroom Environment and Seating:

- Predictable daily routines
- Schedule changes addressed ahead of time
- Consistent and clear expectations / procedures / boundaries set for classroom behavior
- Work alternates short, concentrated periods with breaks
- Minimize visual or auditory distractions
- Small group instruction
- Team teaching
- Identify teaching-style / student match (e.g. structured, nurturing, etc.)
- Preferential seating (near teacher, near study buddy, front of classroom, etc.)
- Allow personal space around desk
- Allow legitimate movement
- Use study carrel or partitions at independent work times

Learner Needs / Behavior:

- Allow for short breaks between assignments
- Allow student more time to pass in the hallway
- Allow student time out of seat to run errands, etc.
- Cue student to stay on task (non-verbal signal)
- Implement a behavior management system
- Use visual depictions of expected procedures
- Clear, simple, consistent classroom rules and procedures
- Point out positive behaviors
- Provide positive reinforcement
- Set defined limits
- Use self-monitoring strategies
- Provide behavioral feedback frequently (written, non-verbal signal, etc.)
- Ignore minor, inappropriate behavior
- Increase immediacy or rewards or consequences
- Supervise closely during transition times
- Call on only when student has followed classroom procedure (raising hand, waiting to be called on, etc.)
- Establish behavior contract with specified goals (2-3 at most), student input on goals as appropriate
- Prudent use of negative consequences
- Provide immediate feedback for both appropriate and inappropriate behaviors
- Avoid lecturing or criticism
- Implement home-school communication system
- Communicate with student in writing if behavior is intended to engage verbal interaction
- Provide opportunities for student to show responsibility for classroom tasks (e.g. straighten classroom shelves, water plants, etc.)

Lesson Presentation:

- Allow students to tape lessons or lectures for replay
- Break long presentations into short segments
- Emphasize multi-sensory teaching: auditory, visual, tactile-kinesthetic
- Emphasize critical information / key concepts
- Include a variety of activities during each lesson
- Pair students to check work
- Pre-teach vocabulary (front-load)
- Peer note-taker
- Peer tutor
- Provide visual aides
- Provide written outline or other written material
- Written steps / checklist for multiple step directions
- Frequent checks for understanding / comprehension
- Have student repeat directions to teacher or peer
- Provide key points in writing / visually / as well as in auditory format
- Use advanced organizers / study guides
- Computer assisted instruction
- Use of manipulatives
- Specialized curriculum

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Organization:

- Extra set of texts at home
- Assign volunteer homework buddy
- Assignment notebook with home / school connection
- Adult / peer to review assignment notebook and materials before leaving for home
- Organizational aids such as outlines, graphic organizers, checklists
- Photographs or visual aids that depict what desk, book bag, folders, etc. should look like in an organized manner
- Colored folders
- Color and physical / spatial organizers

Socialization and Social Skills:

- Provide recess / lunch opportunities with friend in structure setting
- Provide lunch buddies
- Establish social behavior goals and reward program
- Establish social stories for areas that are difficult for the student
- Non-verbal prompts to remind of appropriate social behavior
- Avoid placing student in situations that have a pattern of being difficult for him / her
- Provide social skills training (school-related skills, friendship skills, dealing with feelings, alternatives to aggression, dealing with anxiety / stress, etc.)

Testing:

- Allow extra time
- Allow open book tests
- Give test orally
- Take home tests
- Adjusted setting for test-taking (small group or individual)
- Provide written outline of main points prior to test
- Untimed
- Give extended time if necessary
- Break test into shorter chunks and testing periods
- Identify whether test will assess abilities or disabilities
- Grade test for content, not handwriting, spelling, or mechanics
- Give frequent short quizzes, rather than long exams
- Allow outlines or notes during quiz / test

Specific Areas of Disability

Allergies

Example: The student has severe allergic reactions to certain pollens and / or foods. For purposes of this example the condition substantially limits the major life activity of breathing and may interfere with the students' ability to get to school or participate once there.

Possible accommodations and services:

- Avoid allergy –causing substances: soap, weeds, pollen, food
- In-service necessary persons: dietary staff, peers, coaches, etc.
- Allow time for shots / clinic appointments
- Use of air purifiers
- Adapt physical education curriculum during high pollen time
- Improve room ventilation (e.g. when remodeling has occurred and materials may cause reaction)
- Develop health care and / or emergency plans
- Address pets / animals in the classroom
- Involve school health consultant in school related health issues
- Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
- Address pets / animals in the classroom

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Arthritis

Example: A student with severe arthritis may have persistent pain, tenderness or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program. For purposes of this example, the condition substantially limits the major life activity of learning.

Possible accommodations and services:

- Provide a rest period during the day
- Accommodate for absences for doctors' appointments
- Provide assistive devices for writing (e.g. pencil grips, non-skid surface, typewriter / computer, etc.)
- Adapt physical education
- Administer medication following health protocol
- Train staff for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Arrange for assistance carrying materials and supplies (e.g. books, lunch tray, etc.)
- Implement movement plan to avoid stiffness
- Provide seating accommodations
- Allow extra time between classes
- Provide locker assistance
- Provide modified eating utensils
- Develop health and emergency plans
- Provide for accommodations for writing tasks: a note taker, copies of notes, computer or tape recorder, etc.)
- Make available access to wheelchair / ramps and school van / bus for transportation
- Provide time for massage or exercise
- Adjust recess time and activities
- Provide peer support groups
- Instructional aide supports
- Record lectures / presentations
- Padded chairs / comfortable seating
- Adjust attendance policy
- Altered school day
- Extra set of books for home
- Warmer room and seating near heat source
- Allow student to respond orally for assignments, tests, etc.
- Awareness program for staff and students
- Monitor special dietary considerations
- Involve school nurse in health protocols and decision making
- Provide post-secondary or vocational transition planning

Asthma

Example: A student has been diagnosed as having severe asthma. The doctor has advised the student not to participate in physical activity outdoors. For purposes of this example, the disability limits the major life activity of breathing.

Possible accommodations and services:

- Adapt activity level for recess, physical education, etc.
- Provide inhalant therapy assistance
- Train staff/student for proper dispensing, monitoring, and distribution of medication, monitor for side-effects
- Remove allergens (e.g. hairspray, lotions, perfumes, paint, latex, etc.)
- Accommodate medical absences
- Adapt curriculum expectations as appropriate (e.g. science, physical education, etc.)
- Develop health and emergency plans
- Have peers available to carry materials to and from classes (e.g. lunch tray, books, etc.)
- Make health care needs known to appropriate staff
- Place student in most easily controlled environment
- Provide indoor space for before and / or after school activities
- Provide rest periods

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Bipolar Disorder or Mood Disorder – NOS (not otherwise specified)

Example: The student was diagnosed as having a bipolar disorder, however the severity (frequency, intensity, duration considerations) of the condition did not qualify the student for Special Education support under IDEA. A properly convened 504 team determined that the condition did significantly impair the major life activity of learning and designed a 504 accommodation plan for the student.

Possible accommodations and services:

- Break down assignments into manageable parts with clear, simple directions, given one at a time
- Plan advanced preparation for transition
- Monitor clarity of understanding and alertness
- Provide extra time on tests, class work, and homework if needed
- Strategies in place for unpredictable mood swings
- Provide appropriate staff training for mood swings
- Create awareness by staff of potential victimization from other students
- Allow most difficult subjects at times when student is most alert
- Implement a crisis intervention plan for extreme cases where students is out of control and may do something impulsive or dangerous
- Provide positive praise and redirection
- Reports any suicidal comments to counselor / psychologist immediately
- Consider home instruction for times when the student's mood disorder make it impossible for him / her to attend school for an extended period
- Adjusted passing time

Cancer (or other long-term medical concerns)

Example: A student with a long-term medical problem may require special accommodations. A condition, such as cancer, may substantially limit the major life activities of learning and caring for oneself (e.g. a student with cancer may need a class schedule that allow for rest and recuperation following chemotherapy or other treatment).

Possible accommodations and services:

- Adjust attendance policy
- Limit number of classes taken; accommodate scheduling needs
- Hospital-bound instruction (this is sometimes arranged through the hospital)
- Home-bound instruction
- Take whatever steps necessary to accommodate student involvement in extracurricular activities if they are otherwise qualified
- Adjust activity level and expectations in classes based on physical limitations; don't require activities that are physically taxing
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Provide appropriate assistive technology
- Provide a private rest area
- Adjusted school day
- Send additional sets of texts and assignments to hospital schools
- Adjust schedule to include rest breaks
- Tape lessons, adjust expectations for homework and assessment
- Provide counseling; peer support
- Adapt physical education
- Provide access to school health services
- Provide awareness training for staff and students as appropriate
- Develop health care emergency plan
- Peer tutor
- Student buddy for participation in sports
- Initiate a free pass system from the classroom
- Ongoing home / school communication plan
- Notify family of communicable diseases at school
- Designate a person in school to function as liaison with parents as a means of updating changing health status
- Adjusted passing time

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Cerebral Palsy

Example: The student has serious difficulties with fine and gross motor skills, although cognitive skills are within the average to above average range. A wheelchair is used for mobility. For purposes of this example, the condition substantially limits the major life activity of walking.

Possible accommodations and services:

- Assistive technology devices
- Arrange for use of ramps and elevators
- Allow for extra time between classes
- Assistance with carrying books, materials, lunch tray, etc.
- Adapt physical education curriculum
- Provide for physical therapy as appropriate
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Adapt eating utensils
- Transportation
- Initiate a health care plan that also addresses emergency situations
- Paraprofessional support (e.g. trained in the specific needs of this student – feeding, transporting, etc.)
- Adapted assignments
- Educate peers / staff with family permission
- Ensure accessibility to all programs during the school day as well as extracurricular activities
- Ensure that bathroom facilities, sinks, water fountains are accessible
- Adjusted passing time

Chronic Infectious Diseases (i.e. Acquired Immune Deficiency Syndrome – AIDS, etc.)

Example: The student frequently misses school and does not have the strength to attend a full day. For purposes of this example, the student has a record of a disability which substantially limits the major life activity of learning.

Possible accommodations and services:

- Review district policies regarding communicable diseases
- In-service staff (and students as appropriate) regarding the disease, how it is transmitted, how it is treated (consult appropriate district policies)
- In-service staff regarding confidentiality issues
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Adjust attendance policies, school day, and / or schedule
- Provide rest periods
- Adapt Physical Education curriculum
- Establish routine communication with health professionals, school nurse, and home
- Develop health care and emergency plan
- Train appropriate school staff on medical / emergency protocol
- Provide 2-way audio / video link between home and classroom via computer
- Home-bound instruction
- Adapt assignments and tests
- Provide an extra set of textbooks for home
- Provide transportation to and from school
- Tape books or provide a personal reader
- Participation in a support group
- Videotape classroom lessons
- Promote the most supportive, least restrictive classroom environment

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Cystic Fibrosis

Example: The student has an extensive medical history, which includes the diagnosis of cystic fibrosis. He has significant difficulty breathing and will be absent often due to respiratory infection. For purposes of this example, learning and breathing are the major life activities that are substantially impaired.

Possible accommodations and services:

- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Health care plan for management of acute and chronic phases
- Establish routine communication with health professionals, school nurse, and home
- Adjust attendance policies, school day, and / or schedule
- Educate peers / staff with family permission
- Home-bound instruction
- Adapted assignments / tests
- Tutoring
- Support group
- Adapt Physical Education curriculum
- Allow for rest periods
- Transportation

Deaf / Hearing Impairment

Example: A student was diagnosed with a substantial hearing impairment at an early age, which resulted in hearing loss and a mild speech impediment. He compensates through both lip reading and sign language. Academic abilities test in the average range. For purposes of this example, hearing is the major life activity that is substantially impaired.

Possible accommodations and services:

- Allow for written directions / instructions in addition to oral presentation
- Ensure delivery of instruction facing the student to allow lip reading
- Provide visual information as primary mode of instruction
- Allow for provision of interpreter services during school day or school events
- Install acoustical tile, carpeting
- Seat in a location with minimal background noise
- Provide paper / pencil / slate / technology to write or draw responses or requests
- Facilitate acquisition of TDDs and related assistive technology
- Allow for extra time between classes
- Provide post-secondary or vocational transition planning

Diabetes

Example: A sixth grade student with Type I Diabetes requires numerous accommodations to maintain optimal blood sugar, even though he is quite independent in managing the disease. For purposes of this example, he is substantially limited in the major life activity of caring for oneself.

Possible accommodations and services:

- Assistance with and privacy for blood glucose monitoring or insulin injections
- Snacks / meals when and wherever necessary
- Free access to water and bathroom
- Full participation in any extra-curricular programs
- Scheduling physical education around meal times
- Allowances for increased absences
- Health care plan for management of condition in the school setting and in emergencies
- Educate staff to signs / symptoms of insulin reaction / hypoglycemia (e.g. hunger, shakiness, sweatiness, change in face color, disorientation, drowsiness, etc.)
- Provide assistance to walk to the clinic if the student is feeling poorly
- Create an emergency signal with office to alert health personnel when they need to come to the child
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Establish routine communication with health professionals, school nurse, and home
- Store equipment and documentation in a readily accessible location for student, family, and school nurse or health secretary

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Emotionally Disturbed

Example: An emotionally disturbed student may need an adjusted class schedule or assignments due to allow for regular counseling or therapy. For purposes of this example, the condition substantially limits the individual's major life activity of learning.

Possible accommodations and services:

- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Maintain weekly / daily journals for self-recording of behavior
- Establish home-school communication system
- Schedule periodic meetings with school, family, and treatment specialists
- Provide carry-over of treatment plans into school setting
- Assist with inter-agency referrals
- Behavior management programs
- Frequent positive feedback
- Develop student behavior contracts
- Develop visual cues and non-verbal signals for feedback
- Teach specific procedures and behavioral expectations
- Counseling, social skills instruction
- Adapt schedule
- Schedule shorter work / study periods according to attention span capabilities
- Provide post-secondary or vocational transition planning

Encopresis / Enuresis

Example: A student urinates or defecates in clothing, not because of physical incontinence but a needed behavior change (e.g. toilet training, bowel / bladder retraining, etc.) For purposes of this example, the student is substantially limited in the major bodily function of bowel and / or bladder functioning and the major life activity of caring for oneself.

Possible accommodations and services:

- Create a specific plan for instances of soiling, including: student goes to specific location for clean-up and change of clothing, plan for soiled clothing, parent contact, etc.
- Maintain clean change of clothing at school in the clinic or alternate location
- Record events to attempt to determine consistent triggers of behavior
- Establish home, school, medical personnel communication
- Support bowel / bladder retraining program that is recommended by physician
- Schedule time for student to use the restroom

Epilepsy (other seizure disorder)

Example: The student is on medication for seizure activity, but experiences several petit mal seizures each month. This condition substantially limits the major life activity of learning.

Possible accommodations and services:

- Consistent school, home, medical personnel communication
- Documentation procedure to record and communicate characteristics of each seizure
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Train staff and peers as appropriate
- Develop health plan and emergency protocol
- Anticipate process should a seizure occur: Move seating / clear space during seizure, do not insert objects into student's mouth during seizure, administer no fluids if student is unconscious, turn unconscious student on side to avoid aspiration, provide rest time, accommodate return to academic demands following seizure, etc.
- Arrange a buddy system or adult assistance, especially during field trips
- Alternative recess, adapt physical activities
- Accommodate for make-up work or class time missed
- Observe for consistent triggers of seizure activity (e.g. smells, bright light, perfume, hair spray, etc.)
- Provide post-secondary or vocational transition planning

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Learning Disabilities (non-specific)

Example: The student has a learning disability that impacts her ability to read. She has more difficulty with word decoding and spelling than comprehension. Completing reading tasks is difficult and slow. She does not qualify for Special Education services, but there is ample evaluative evidence that she is substantially limited in the major life activity of learning.

Possible accommodations and services:

- Provide reading materials that cover course context at a lower readability level
- Extended time on tests
- Arrange for volunteer readers
- Provide information regarding accessing books on tape and other materials Allow access to spell checkers and / or word processing
- Oral directions in addition to written
- Frequent checks for understanding
- Visual or non-verbal signals cues to check for understanding
- Clearly sequenced instruction
- Visual graphs / charts / organizers / diagrams to support instruction
- Provision of computer access
- Tests read aloud to student
- Computer access
- Direct instruction of time-management / organizational skills
- Direct instruction of coping skills / strategies
- Support in helping student recognize areas of strength and how to capitalize on them
- Support in use of strategies to assist memory and problem-solving
- Multi-sensory instructional methods / differentiated instruction specific to this student
- Provide post-secondary or vocational transition planning

Orthopedically Impaired

Example: The student has limited mobility and uses a wheelchair. For purposes of this example, the student is substantially limited in the major life activity of walking.

Possible accommodations and services:

- Develop a health care and emergency plan
- Adaptive physical education program
- Physical therapy at school
- Provide extra between class periods
- Supply a set of textbooks for home
- Provide a copy of class notes from peer
- Plan for and practice emergency exits from school building
- Ensure accessibility of facilities / pathways / programs / school events
- Assistance carrying materials, lunch trays, etc.
- Provide post-secondary or vocational transition planning

Special Health Care Needs

Example: The student has a special health care problem that requires clean intermittent catheterization twice each day during the school day. For purposes of this example this condition substantially limiting in the major life activity of caring for oneself.

- Provide trained personnel to perform special medical procedures. Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Provide student with private location and time to perform procedures if independent
- Involve school nurse, family, school staff, and medical personnel in regular communication
- Preferential seating
- Adapt recess, physical education, transportation
- Develop health care and emergency plans
- Adapt attendance policy
- Adapt homework / instruction for class time missed for medical reasons
- Homebound instruction

Possible Areas of Concern/Accommodations

(These lists are not intended to be all-inclusive)

Tourette's Syndrome

Example: The student exhibits tics and some inappropriate gestures and sounds. For purposes of this example, the condition is substantially limiting in the major life activities of learning and caring for oneself.

Possible accommodations and services:

- Provide student with a means of catching up on missed assignments
- Pair with a peer for studying
- Educate staff / peers about associated outbursts, tics, gestures with family permission
- Arrange for frequent home / school /medical personnel communication
- Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
- Implement a behavior management program if indicated
- Use visual or non-verbal signals to cue student about behaviors (positive and negative)
- Provide supervision for transition activities, during agitated periods
- Provide alternative / larger work-space area or appropriate space for the child
- Direct instruction of compensatory strategies
- Adapt assignments if indicated
- Provide post-secondary or vocational transition planning

Traumatic Brain Injury

Example: The student sustained a brain injury in an automobile accident. Many academic and motor skills have been seriously affected by the injury. The student does not qualify for Special Education services. The condition is substantially limiting to the major life activities of learning and performing manual tasks.

Possible accommodations and services:

- Adjusted school day
- Adjust assignments and homework
- Provided tutoring
- Furnish memory / organizational aids
- Provide alternative testing
- Arrange an emergency plan / health protocol
- Monitor for seizure activity
- In-service staff and peers with student / parent permission
- Monitor for fatigue / mental exhaustion
- Provide frequent breaks during periods of intense concentration
- Provide strategies and assistance with organizing / sequencing tasks
- Provide post-secondary or vocational transition planning

Visual Impairment

Example: A student has a progressive medical disorder, which results in increasing loss of visual acuity. He now requires both enhanced lighting and enlarged print materials in order to read. For purposes of this example, the condition is substantially limiting in the major life activity of seeing.

Possible accommodations and services:

- Preferential seating
- Adaptations to physical environment (e.g. consistent room arrangement, removal of obstacles, etc.)
- Copies of text / reading materials for adaptation (e.g. enlarged type, etc.)
- Modified writing tools (e.g. dark felt tip pens, dark lined writing paper, desktop slantboard, etc.)
- Slate and stylus
- Braille accommodations (e.g. Perkins Brailler, textbooks, materials, tests, in Braille, etc.)
- Raised lines on writing paper
- Low vision devices including magnifiers, monocular glass, closed-circuit TV
- Books on tape
- Oral, instead of written tests
- Tactile maps
- Computer with enlarged print screen / adaptations
- Speech synthesizer for input and output
- Screen reading device
- Optical Character Recognition System Scanner