West Central Valley Community School District
Section 504 Handbook

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Section 504 Overview

What is Section 504?

Section 504 is a federal civil rights law passed in 1973 that protects the rights of persons with qualifying disabilities. This law directs that recipients of federal funds are to make programs and activities accessible to all persons with disabilities. Section 504 has three areas of emphasis: employment; facility accessibility; and requirements for preschool, elementary, secondary, and post-secondary education programs/activities. This document focuses on the requirements associated with preschool through secondary education programs and activities.

Section 504 Definition of Disability

Section 504 of the Rehabilitation Act of 1973 protects persons from discrimination based on their disability status. A person is considered to have a disability, within the definition of Section 504, if he or she:

- Has a mental or physical impairment which substantially limits one or more of the individual's major life activities;
- Has a record of such impairments; or
- Is regarded as having such an impairment

Definition of Mental and Physical Impairment

A mental or physical impairment is defined as: 1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or 2) any mental or physical disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. Examples provided in this list are not exhaustive. The final determination as to whether or not a condition is considered impairment is left to the discretion of the student's 504 team. A medical diagnosis is not required.

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Definition of Major Life Activity

Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The ADA Amendments Act of 2008 expanded these functions and includes a non-exhaustive list of major activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of major bodily functions such as immunity, normal cell growth, elimination, digestion, and endocrine functions. School staff should consider possible 504 evaluations for any health condition that substantially impacts even one major life activity or major bodily function.

Substantially Limits and ADA Amendments Act of 2008

The ADA Amendments Act of 2008 broadened 504 eligibility and lowered the bar for showing that impairment substantially limits either a major life activity or major bodily function. The 2008 changes specified that impairment need not prevent or severely or significantly restrict a major activity to be considered substantially limiting. A substantial limitation is the inability to perform a major life activity or major bodily function when compared to how the person in the general population performs the same major life activity or major bodily function. The determination of a substantial limitation is made on a student-by-student basis.

Section 504 Eligibility

A student qualifies for and is entitled to receive a free appropriate public education under Section 504 when a student “has a physical or mental impairment which substantially limits one or more major life activities. The definition of impairment under Section 504 is wide open-any physical or mental impairment can qualify a student, as long as it substantially limits one or more of their major life activities in a way that requires the provision of accommodations or services in the school setting so that a student’s needs can be met as adequately as those of his or her peers. Generally, the Section 504 child-find and eligibility process are to identify students who have disability that impacts their functioning in the school setting to the point of needing an individualized and systematic plan of accommodations and services. The law provides no guarantee of achievement or of performance, but rather the law ensures provision of accommodations and services that will enable the student to have an equal opportunity, and which will be developed in accordance with certain procedural steps and safeguards.

Students Who Have a Disability But Do Not Need Accommodations

A district may conduct a 504 evaluation and determine that while a student meets the Section 504 disability definition, they do not need accommodations and an accommodation plan. For example, this could happen if a high school student is diagnosed with a food allergy that substantially limits the major life activity of eating and the function of the digestive system. However, based on the Section 504 evaluation, it could be determined that the student does not need accommodations as a result of the disability because the only symptoms of exposure are mild abdominal pain and an exacerbation of his eczema. Also, the student may choose to bring cold lunch. This student could fully participate in the school’s regular physical education program and in extracurricular sports; not need help administering topical medicine; and not require any modifications to the school’s policies, practices, or procedures. In this situation the school district is not obligated to provide the student with any additional services. The student is still a person with a disability and therefore remains protected by the general nondiscrimination provisions of Section 504. This student would be marked as qualifying for Section 504 in Infinite Campus and should be reevaluated every three years to determine if the student

continues to qualify under Section 504 and on a yearly basis have a review to determine if conditions have changed such that an accommodation plan is needed.

Mitigating Measures

The 2008 amendments to the ADA made clear that mitigating measures, with the exception of corrective lenses, could not be considered during the evaluation process. Examples of mitigating measures include but are not limited to medication, medical equipment and devices, prosthetic limbs, low vision devices, accommodations and behavioral modifications. The corrective effect of mitigating measures may not be used to rule out Section 504 eligibility. To determine eligibility for a student who is successfully using mitigating measures an evaluation should focus on how the student performed major life activities/major bodily functions without the use of mitigating measures.

Episodic Conditions or Conditions that are in Remission

An impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when active. Examples may include depression and bi-polar disorders; juvenile rheumatoid arthritis; inflammatory bowel disease; and congenital herpes.

Section 504 and Individual Health Plans (IHP)

The federal Office of Civil Rights has made clear that a district may not forego evaluating a student with asthma, food allergies, diabetes, or other health issues for Section 504 based on the fact that the student has an Individual Health Plan at school. If a district has reason to suspect that any student has a disability and may need special education or related services it must determine eligibility under Section 504 and provide procedural safeguards.

Extracurricular Sports & Activities

A school district that offers extracurricular activities and sports must do so in such manner as is necessary to afford qualified students with disabilities an equal opportunity for participation. This means districts must make reasonable modifications and provide accommodations that are necessary to ensure an equal opportunity to participate, unless the

school district can show that doing so would be a fundamental alteration to its program. A school district may adopt bona fide safety standards needed to implement its extracurricular athletic program or activity. A school district, however, must consider whether safe participation by any particular student with a disability can be assured through reasonable modifications or the provision of accommodations.

Section 504 Evaluations

Section 504 requires that eligibility determinations be made based upon a careful review of information from a variety of sources. Information provided by parents must be considered in the evaluation process along with other information supplied by the school district. Sources of information, which may be accessed when conducting a Section 504 evaluation include the following. (This is not an exhaustive list.) Medical records Scholastic record Report cards Work samples Assessment results Psychological evaluation Norm references assessments Curriculum-based assessments Academic & behavioral interventions Social and health history Information provided by parent Teacher anecdotal note Behavioral assessment Student/teacher/parent interview data School health office records Attendance records Standardized testing results

Section 504 Definition of Appropriate Education

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A free appropriate education is one provided by a public school that (1) is designed to meet the individual educational needs of person with a disability as adequately as the needs are met of persons without disabilities, and (2) is based upon adherence to evaluation, placement and procedural safeguard requirements of the Act.

Section 504 Decision Makers

Section 504 guidelines indicate that an educational team should make decisions. This team is to be composed of individuals who are: 1) knowledgeable of the student 2) knowledgeable about the meaning of assessment data and 3) knowledgeable of placement options and able to commit district resources. While one individual can fulfill more than one of these roles in order to be a team there must be more than one school staff member at Section 504 meetings. Depending on the nature of the suspected disability a team could consist of the building 504 lead contact, nurse, and a general education teacher. However, these three individuals are not all required to be in attendance. Other individuals may participate on the team as necessary. Parents should also be invited to participate in this process. OCR has ruled that parents have a special knowledge of their child's impairment and are uniquely positioned to provide information about the student. If a parent is scheduled to attend and does not appear at the meeting the team may proceed and notify the parent in writing regarding any decisions made. The student may also choose to be involved in the process, depending upon the age of the child, the nature of the disability, and the surrounding circumstances.

Parent Information

Additional Section 504 information can be found at the Iowa Department of Education Website.

Support for Accommodation Request (SAR) Form

Students who receive Section 504 services, graduate from high school, and go on to an institution of higher learning may need accommodations at that setting. The Support for Accommodation Request (SAR) form has been developed as a tool for summarizing documentation from a student's secondary school experience. School staff can use this form to summarize relevant and useful information from a variety of sources (accommodation plans, assessments, reevaluations, high school records). The SAR can be used as the basis for verifying eligibility and supporting requests for accommodations, academic adjustments, and/or auxiliary aids at the post-secondary level. Completing this form can be very helpful to students as they transition to post-secondary educational setting.

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Section 504 District Contacts

To determine Section 504 eligibility, a team of qualified adults will be formed to facilitate the process and ensure procedural integrity. Section 504 is a district responsibility; however, Heartland AEA Education Agency staff may participate at the request of the district if the AEA possesses expertise that is needed by the 504 team. Each Winterset School Building will identify a lead contact(s) for their building. This person is responsible for the coordination of 504 activities at the building level to include maintenance and accuracy of records, staff communication/education at the building level, plan implementation, transition within and between buildings, and coordination of annual reviews. The district contact person is responsible for overseeing the district 504 Program and ensuring that the district is appropriately identifying and serving students who are eligible for Section 504 services.

District Contact Person

Special Education Director/504 Coordinator

Amanda Nims

anims@wcv.k12.ia.us

Building Lead Contact

Stuart Elementary: Jessica Hammans, Principal - jhammans@wcv.k12.ia.us
Dexter Elementary: Ethan Calvert, Principal - ecalver@wcv.k12.ia.us
Redfield Middle School: Drew Stonewall, Principal - dstonewall@wcv.k12.ia.us
WCV High School: Dru McAnelly, Principal - dmcanelly@wv.k12.ia.us

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Section 504 Parental and Student Rights

Parents and students have specific rights under Section 504. The district must inform parents and students of these rights. Parents have the right to be notified in writing of any decision made by the school district concerning identification, evaluation, or educational placement of students eligible under Section 504. The Office of Civil Rights has interpreted Section 504 to require that districts obtain parental consent for initial evaluation. Parents have the right to examine, copy, and request amendments to the student's educational records. In addition, parents have the right to:

-Examine, copy, and request amendments to the student's educational record

-An impartial hearing regarding the school district's decisions. The impartial hearing officer needs to be an individual outside the school district or an AEA staff member from outside the AEA in which the home school is located. The parents have a right to counsel for the impartial hearing.

-Further view of the impartial hearing officer's decision.

Section 504 Parent and Student Rights

Parents have the right to:

-Ensure participation of their child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;

-Receipt of free educational services to the extend they are provided students without disabilities;

-Receipt of information about their child and your child's educational programs and activities in your native language;

-Notice of identification of their child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;

-Inspect and review their child's educational records including a right to copy those records for a reasonable free; youalso have a right to ask for the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;

-A hearing before an impartial hearing officer it you disagree with their child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Grievance Procedures

If a person believes that the West Central Valley Community School District or any of the district's staff has inadequately applied the principles and/or regulations of Section 504 of the Rehabilitation Act of 1973 that person may bring forward a complaint, which shall be referred to as a grievance to the District's Equity Coordinator. The complainant shall discuss the grievance informally and on a verbal basis with the Equity Coordinator, who shall, in turn, investigate the complaint and reply to the complaint. The complaint may initiate formal procedures as prescribed in board policy.

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West Central Valley Community School District SECTION 504 Forms

Required Forms

Below are listed the required forms that must be used when evaluating and serving a student in Section 504.

- Section 504 Notification Letter to Parents/Parent Consent
- Section 504 Eligibility Determination
- 504 Student Accommodation Plan

Optional Forms

Forms that are available and may be needed include:

- Section 504 Teacher Input Form
- Authorization for the Release of Health and/or Educational Information
- Support for Accommodation Request (SAR) Form

Section 504 Resources

Inquiries concerning the school district's compliance with Section 504 regulations or the Americans with Disabilities Act regulations pertaining to services provided to students should be directed to the District 504 Coordinator. This individual has been designated to coordinate the school district's efforts to comply with these Section 504/ADA regulations:

Section 504 District Coordinator:

Name: Amanda Nims Title: Director of Teaching & Learning/Special Education Director

Email: anims@wcv.k12.ia.us

Additional Section 504 Resources

- Heartland AEA: http://www.aea11.k12.ia.us/504/forms.html
- Iowa Association of School Boards: Section 504 Manual: http://www.ia-sb.org/policylegal.aspx?id=10532
- OCR Section 504 Q & A: http://www2.ed.gov/about/offices/list/ocr/504faq.html
- OCR Section 504 January 2012 (Q & A for IHP) http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq201109.html
- Examples of Accommodations and Adjustments http://www.aea11.k12.ia.us/504/SevierSection504.pdf
- OCR Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D http://www.aea11.k12.ia.us/504/USD504Guidelines.pdf

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Section 504 and Discipline

Students who are eligible for Section 504 accommodations and services are held to a similar standard, with regard to discipline, as students eligible under IDEA. A student who is currently receiving Section 504 accommodations must undergo a process similar to a manifestation determination before disciplinary consequences are assigned. In disciplining a student:

- The administrator will determine whether the student committed the infraction of which the student is accused;
- For suspensions beyond 10 days the student's 504 team will determine whether the behavior was caused by the disability (manifestation determination)

Suspension/Placement

A disabled student may not be suspended for more than ten days without a manifestation determination. The student's 504 team must make the determination of the relationship between the misconduct and the disability. If the team determines the behavior was not caused by the disability, the student may be disciplined in the same manner as students who do not qualify under Section 504. The student's team may modify the current educational placement when the misconduct is directly caused by the disability. If appropriate, an alternative educational placement may be considered.

Substance Abuse

Students with substance abuse violations are excluded from the definition of handicapped under Section 504 and ADA. Therefore, current drug or alcohol offenders are subject to the same disciplinary action to the extent applied to nonhandicapped students for a similar code of conduct infraction.

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Section 504 Protocol

Upon parental request or teacher/staff concern, the 504 Team will convene and begin the process defined below. It is important that this process be completed in a timely manner. No more than 60 days should transpire from the time the parent/guardian signs consent to when the evaluation is completed.

Step 1 – Defining the Disability

• Upon parental request or teacher/staff concern, the Section 504 building lead will begin the process of verifying and defining the child's disability.
• A meeting may be held with the parent to complete this initial step.
• The Section 504 building lead obtains written parental consent to begin the 504 Evaluation process using the Parent Consent form.
• When available, obtain copies of psychological evaluation, physician's report, or other evaluations from the parents.
• For medical or mental health conditions, consult with the school nurse, prior to meeting with the parent, to determine what information may already be available in the nurse's office and what additional information may be needed. Obtain consent for release of information to talk with identified medical or mental health providers that could provide the team with the necessary information.
• Consideration should be given to having the registered school nurse conduct a health screening on all students evaluated for Section 504 eligibility.
• The Section 504 building lead distributes a copy of the publication, A Guide to Section 504 of the Rehabilitation Act available through Heartland AEA at: http://www.aea11.k12.ia.us/504/AEA504prnt.pdf to the parents.
• once filled out, all original and supporting documents should be filed in the student's Section 504 folder. Section 504 folders will be located in an area designated by the Section 504 representative in each school building.

Step 2 – Collection of Information to Document Section 504 Eligibility

• School personnel will begin gathering evidence/data to determine the impact of the child's disability on their school functioning. This could include information not only on how the student is functioning during the school day but also on the bus and during extracurricular activities outside of the traditional school day.
• The 504 team will use the "Section 504 Eligibility Determination" form as a guide during this process. All sections of this document must be thoroughly completed.

Step 3 – Eligibility Determination

• Based on a comprehensive review of the student's data, the 504 team will meet to determine if the student qualifies for protections under Section 504. Eligibility is discussed in greater detail on page 4 under Section 504 Eligibility. This should be documented on the "Section 504 Eligibility Determination" form.
• The evaluation must include multiple sources of information and be completed within 60 days from the time signed consent is obtained.

• Section 504 teams are to make eligibility decisions based upon information that they possess and not on unsubstantiated statements. For example, if a parent indicates their child has been diagnosed with ADHD, ODD, and OCD but the medical record only notes ADHD, the team cannot consider the other reported diagnoses as a basis for determining Section 504 eligibility.
• Section 504 teams must ensure that the Section 504 Eligibility Determination form is thoroughly completed and indicates data reviewed, decision made concerning eligibility, and lists appropriate signatures.
• It is not required that a copy of the eligibility worksheet be provided to parents but it may be provided.

Step 4 – Determining Need for an Accommodation Plan
• If the student is found eligible and will not require an accommodation plan then the parent must be informed of this decision and the eligibility is noted in JMC. Each following year information must be reviewed to determine if an accommodation plan is now required.
• If the student is found eligible and will require accommodations to compensate for the disability, the 504 team will write a Section 504 Accommodation Plan.
• All accommodations listed in the accommodation plan must be consistent with and result from the impaired major life activity.
• Accommodations should be stated in concrete terms and identify person responsible.
• A staff member must be designated to oversee implementation of the accommodation plan, serve as contact person, and communicate with the parent.
• Building contact person must ensure that appropriate school staff members are made aware of contents of the accommodation plan.
• The 504 team must ensure that implementation is monitored and if accommodations are not obtaining desired results, ensure that the Section 504 team is reconvened.
• The District must insure accurate accounting to DE for all Section 504 Eligible students. Building leads will note in JMC that each identified student has a Section 504 plan.
• The Section 504 Accommodation plan must also be uploaded to JMC.
• All original and supporting documents will be filed in the student's Section 504 folder.

Step 5 -- Annual Review and Three-Year Reevaluation
• All accommodation plans for students who are Section 504 eligible will be reviewed and updated on an annual basis. Parents/guardians will be notified when the annual and three- year reevaluation is due, and the 504 building lead will schedule a meeting to include the parent either in person or by speakerphone. If, after repeated documented attempts to identify an agreeable meeting date and when within 5 days of the annual meeting due date, the meeting can be held without the parent and the parent then notified in writing of any decisions made.
• Every three years, a Section 504 Eligibility Determination form will be filled out for all students with an Accommodation Plan to ensure continued eligibility for accommodations. Note on this form that a three-year reevaluation is being conducted and the decision made as a result of the reevaluation pertaining to the students continued eligibility under Section 504.
• Each building 504 lead will ensure that accommodation plan reviews occur on an annual basis as well as insure that three-year reevaluations are conducted.

• At the end of each school year the 504 lead contact or designee will insure that information on students who will be transitioning to a different school building is provided to the 504 contact person in that building.

Step 6—Reporting Through JMC

Students who are identified as qualifying under Section 504 are reported annually to the DE. This information is pulled from Infinite Campus. All students who qualify under Section 504 must have this indicated in JMC. This information can be entered by going to the student's Enrollment tab, clicking on the appropriate school year, then scrolling down and checking the box titled “Section 504”.

Copies of the student’s 504 Accommodation Plan should also be uploaded into Infinite Campus so that it is available for administrative purposes as well as to ensure that it is readily available to individuals who may have responsibilities for implementing it. To upload an accommodation plan in JMC, after accessing that student’s information, find the heading “PLP” along the left edge of the screen, then click on “Documents” and then “Upload Document”.

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Section 504 Procedures Checklist

Section 504 Procedures - Initial Referral

• Situation is recognized that calls for consideration of a referral. Concern can originate from parent, staff member or others.

• Section 504 lead contact (and others if determined appropriate) may meet with parent to discuss referral and determine need for evaluation. Request/obtain all relevant information from the parent. If it is determined that an evaluation is needed, the parent will be asked to give signed consent.

Complete the following:

- "Section 504 Notification Letter Given to Parents"
- Ask parent to sign "Parent Consent" Form
- Provide parent with copy of "A Guide to Section 504"
  • Determine additional information necessary to complete Section 504 evaluation. Ensure that necessary staff members are informed of their responsibility to collect data needed to complete theevaluation.
  • Complete evaluation. Collect data from appropriate sources (within 60 days from date of consent)
  • Parent Interview - Student Interview - Teacher Input - School Nurse - School Records - Outside Sources (Physician, Counselor, Psychologist) - Other:
  • When the evaluation is complete, notify parent and schedule a 504 team meeting to determine 504 eligibility. If the student is determined to not be eligible under Section 504, the parent must be informed of this in writing and provided a copy of their parental rights.
- Notify parents and other participants of Determination Meeting
- Hold meeting to Determine Eligibility
- Complete "Section 504 Eligibility Determination"Form
- Provide copy of Eligibility form to parent (if requested)

• If the student is eligible for 504 protections and needs accommodations, a Section 504

Accommodations Plan must be developed. Implementation of the accommodation plan typically begins immediately. Ensure that all individuals responsible for implementation of the plan are notified of their specific responsibilities.

- Write 504 Accommodation Plan
- Provide copy of finalized plan to parent
- Document Section 504 eligibility and upload accommodation plan in JMC

Section 504 Procedures Checklist Annual Procedures

The 504 Accommodation Plan is to be reviewed annually. An annual meeting with the parents must be held. At this meeting, any revisions, if needed, to the 504 Accommodation Plan will be made. It may

also be determined that a plan is no longer needed and the student may be determined ineligible or eligible but not in need of a plan. A copy of the parent rights titled, “A Guide to Section 504 of the Rehabilitation Act” is given to the parent.

- Notify parents and other participants of Annual Section 504 Meeting
- Review 504 Accommodation Plan and edit if needed
- Provide parents with copy of parental rights
- Provide parent with copy of current plan

Section 504 Three-Year Reevaluations

• At least every three years, or more often if deemed appropriate, a Section 504 reevaluation must be conducted.
• Parents must be notified of the reevaluation and invited to the reevaluation meeting. At the team meeting, identify individuals responsible for collecting data needed to complete the Section 504 evaluation. Obtaining signed parental consent for a Section 504 reevaluation is not required but may be considered best practice.
• Request/obtain relevant information from parent. As necessary, obtain signed parental consent for release of information.
• Collect data from appropriate sources (60 days from date ofmeeting)
• Parent Interview • Student Interview • Teacher Input • School Nurse • School Records • Outside Sources (Physician, Counselor, Psychologist) • Other:
• Once evaluation data has been collected, notify parent, and schedule meeting to discuss the evaluation results and determine continued 504 eligibility. The team decision is documented.
• If the student is determined to be ineligible for 504 protections, the parent is notified and the parent rights are provided.

- Notify parents and other participants of Determination Meeting
- Meeting to Determine Eligibility
- Complete Section 504 Eligibility Determination Form
- Provide parent with copy of finalized plan to parent

• If the student is eligible for continued 504 protections, the Section 504 Accommodations Plan is developed or modified at the meeting. Implementation typically begins immediately. Ensure that all individuals responsible for implementation of the plan are notified of their specific responsibilities.

- Write 504 Accommodation Plan
- Send copy of finalized plan to parent
- Upload new accommodation plan into Infinite Campus
- Provide parent with a copy of the finalized plan

WCV Section 504 Student Identification Process

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Parent Notification & Consent

Student Name: _____

Date: _____

Referral (Date received: _____)

Notification Letter sent to parents on date: _____

Parents given copy of their rights on date: _____

Parent Consent Form signed (Date received: _____)

Collect data from appropriate sources (within 60 days from date of consent):

- Parent Interview
- Student Interview
- Teacher Input
- School Nurse
- School Records
- Outside Sources (Physician, Counselor, Psychologist)

Notify parents and others of Determination Meeting (Date Sent_____)

Fill out Determination Form (Date Sent: _____)

If ineligible, send notification letter to parents (Date Sent: _____)

If eligible, team may proceed to write plan

If eligible and team needs to reconvene, notify parents of meeting date to finalize 504 Plan (Date Sent: _____)

Write draft 504 Accommodation Plan (Date Sent: _____)

Meeting with parents & staff assigned responsibilities under the Section 504 Plan

Document Section 504 eligibility and upload accommodation plan in JMC

WCV Section 504 Eligibility Determination

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Student:	**Eligibility Date:**	**Grade**:
Parent/Guardian Name(s):	**School**:	**Date of Birth**:

Eligibility Determination Team Members		
District 504 Coordinator:	**Teacher**:	**School Nurse**:
Principal:		**Other**:

Evaluation Information Considered and Impact of Disability on Major Life Activity

Physical or Mental Impairment	**Major Life Activity Impacted**	**Level of Limitation** **(NA, Mild, Moderate, Substantial)**

Data Considered (list date created, source, and attach)

Actions to be Taken:

- The student has a physical or mental impairment that significantly impacts a major life activity
    - A Section 504 Accommodation Plan will be written
    - A Section 504 Accommodation Plan is not needed at this time

- The student does not have a physical or mental disability that significantly limits one or more major life activities.
    - No further action is needed at this time.
    - An individual health plan will address the student's need for health services.

- The team recommends that, in addition to a Section 504 Plan, further evaluation for possible IDEA eligibility be pursued.

504 Student Accommodation Plan

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Date Written:	Reviewed:

Student:	District:	Grade:
Parent/Guardian Name(s):	Plan Facilitator:	Date of Birth:

Describe Areas of Concern Based on Eligibility Determination (including any diagnosis related to area of concern):

Date of Eligibility Determination:

Team Members		
Parent:	**Teacher**:	**School Nurse**:
Administrator:	**District 504 Coordinator**:	**Other**:

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Areas of Difficulty	Accommodations	Person Responsible	Progress Monitored/ Date of Review

Section 504 Notification Letter to Parents

The West Central Valley Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. We have reason to suspect that

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_____ may have a physical or mental impairment that substantially limits a major life activity. We will be convening a team of individuals to determine whether accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. We want to include people on the team who know your child and would especially value your input.

Once the information has been reviewed, we will be meeting with you to discuss plans to meet your child's needs. Please feel free to contact your building principal or:

Amanda Nims - Section 504 Liaison or Appointee
West Central Valley School (515) 523-2187 or anims@wcv.k12.ia.us

Parents and students have specific rights under Section 504 of the Rehabilitation Act of 1973. These rights are summarized on the back of this form.

Please provide your consent for us to accomplish this evaluation, by indicating your decision by providing your signature (below), and returning the bottom half of this form to:

Amanda Nims
Section 504 Coordinator

Parent Consent

_____ Date_____
Student's Name

_____ Yes, I consent to the proposed screening/evaluation

_____ No, I do not consent to the proposed screening/evaluation.

Comments:
_____

_____

_____
Parent Signature

Section 504 Student and Parental Rights

As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided to students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- A hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Section 504 Manifestation Determination

Student: **Date of Birth:**

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School District **Building:**

Meeting Participants:

Code of Conduct Violation:

Timelines: Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of conduct, a manifestation determination must be made. This determination is made prior to implementing a disciplinary removal of more than ten (10) consecutive school days or a pattern of short-term removals that cumulate to more than ten (10) school days in a year that would constitute a significant change of placement.

Date the code of conduct violation occurred:
Date of the school district's determination that the potential disciplinary action would constitute a change of placement:

504 Team Review: The following information was considered:

- Evaluation and diagnostic results
- This individual's 504
- Information from parents and guardians
- Staff Observations
- Other:

Behavioral Background Information

1. Has there been a history, previously documented or not, of behavioral concerns for this student?
   If "No," proceed to the Manifestation Determination section.
   If "Yes", briefly describe the history of behavior concerns:

2. Does the history of behavior concerns include behavior similar to or related to the behavior that was a code of conduct violation? Comments:

3. Has a functional behavioral assessment (FBA) been completed for this student? If "Yes," what function of the student's behavior(s) of concern was identified? Is this function related to the behavior that was a code of conduct violation? Comments:

4. Have the behavior(s) of concern been considered in developing the current 504? Comments:

5. Has the behavior(s) of concern been addressed through accommodations or in a behavior intervention plan (BIP)? Comments:

6. Have these interventions been matched to the identified function of the behavior(s) of concern? Comments:
7. Will the supports and services specified in the 504 and/ or the behavioral intervention plan meet this

student's future behavioral needs?
Comments:

Additional Information
1. Are there any unusual circumstances involved such as possession of or selling illegal substances, possession of a weapon, or the behavior resulted in property damage or bodily injury? Any pending legal action?

Manifestation Determination

1. Was the code of conduct violation caused by or has a direct and substantial relationship to this individual's disability?

2. Was the code of conduct violation the direct result of the school's failure to implement the 504 Plan?

⇒ If the team agrees that either question is accurately answered "Yes", the behavior is a manifestation of this individual's disability. Disciplinary action constituting a change in placement cannot be taken. Conduct an FBA and develop a BIP. If a BIP already exists review and modify to address the behavior or consider conducting a disability suspect.

⇒ If the team agrees that both questions are accurately answered "No", the behavior is not a manifestation of this individual's disability. Disciplinary action constituting a change in placement may be taken.

Final Decision

- The team reached consensus that the behavior IS a manifestation of this individual's disability.
- The team has determined that the behavior in question is NOT a manifestation of disability.
- The team did not reach consensus. (Attach written notice, informing the parents of the team's determination and recommendation for action.)

Note: If expulsion is recommended to the board and implemented, details related as to whether or not the student may reapply for admission and whether, or not, educational services will be provided by the school during the disciplinary period should be included in a final notification letter, after the school board has made its ruling.