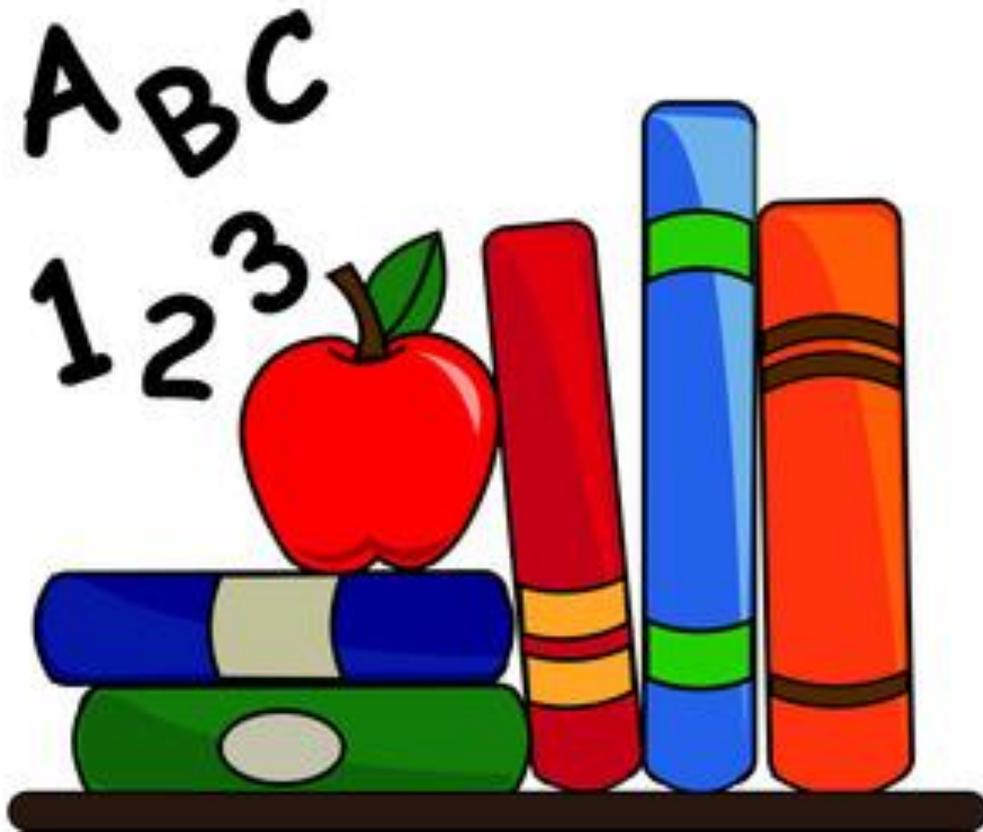


Jackson Parish School Board

Section 504 Policies and Procedures Handbook



(Revised: July, 2016)

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Initial 504 Referral
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Individual Accommodation Plan (IAP)

Section 504 Policies and Procedures Handbook

This handbook is intended as a resource for students, parents, and school district staff regarding the requirements of Section 504 as they relate to students. Questions or concerns about specific students should be addressed to each respective school before proceeding to the district level.

Jonesboro Hodge Middle School

Mr. Norman Amos, Principal; 318-259-6611
Ms. Chevonda Leonard, Counselor

Jonesboro Hodge High School

Mr. Mike Beck, Principal, 318-259-4138
Ms. Jan Coffman, Counselor

Southside Elementary School

Dr. Jeananne Smith, Principal, 318-259-4489
Ms. Kathy Lathon, Counselor

Weston High School

Dr. Robin Potts, Principal, 318-259-7313
Ms. Amy Hay, Counselor

Quitman High School

Mr. Billy Carter, Principal, 318-259-2698
Ms. Erin Henderson, Counselor

Jackson Parish Student Service Center

Bonnie Buckelew, Supervisor, 318-259-8802

NOTICE

The Jackson Parish School Board in accordance with Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against any person with a disability including students and employees in its educational programs, non-academic activities and employment policies. The Jackson Parish School Board adheres to the equal opportunity provisions of the federal civil rights acts and regulations that are applicable to this agency. Therefore, no one will be discriminated against on the basis of race, color, national origin (Title VII of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), or disabling condition (Section 504 of the Rehabilitation Act of 1973) in the pursuit of educational goals and objectives and the administration of personnel policies and procedures.

The Jackson Parish School Board is totally committed to providing a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability.

Any person alleging discrimination in any of these areas, and inquiries concerning the above may be directed to: Jackson Parish School Board, Ms. Bonnie Buckelew, District 504 Coordinator, 401 Northeast Street, Jonesboro, LA 71251.

SECTION 504 POLICY

The Jackson Parish School Board in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) of 1990, provides that “No qualified individual with a disability shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of a Free, Appropriate Public Education (FAPE), or be subjected to discrimination under any program or activity receiving federal financial assistance, aid(s) or related benefits.

The Jackson Parish School Board shall ensure that any student with a disability, regardless of the severity, is identified and provided appropriate educational services across the curriculum with the general education classroom as the first considered placement.

The Jackson Parish School District shall comply in areas of educational services inclusive of pre-kindergarten, kindergarten, elementary and secondary grade levels, as well as all certificated, non-certificated and support service employees.

Purpose and Description of Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against any qualified persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working).
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, The Jackson Parish School System recognizes a responsibility to avoid discrimination against any person with a disability. No discrimination against any person with a disability will knowingly be permitted in any programs and practices in the school system.

The school system has a specific responsibility under the Act, which includes the responsibility to locate, identify, evaluate, and if the child is determined to be eligible under 504, to afford access to free appropriate educational services.

For a student to be identified under Section 504, in most circumstances the school must conclude that the child has: (1) a physical or mental impairment that (2) substantially limits (3) a major activity. Each of these three concepts is briefly discussed below.

1. Physical or Mental Impairments

The regulations define "physical or mental impairments" through examples. Physical impairments include "any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more" listed body systems. These include neurological, musculoskeletal, special sense organs, respiratory or speech, cardiovascular, reproductive, digestive, genitor-urinary, hemic/lymphatic, skin and endocrine body systems. Mental impairments are "any mental or psychological disorder."

2. Substantially Limits

"Substantially limits" still has not been defined in reference to any objective standard. For a physical or mental impairment to substantially limit a major life activity, the impairment should limit that person to perform a major life activity as compared to the average person in the general population. An impairment need not prevent, or significantly or severely restrict, the individual from performing a major life activity in order to be considered substantially limiting.

Section 504 and the Amendments Act state the determination of whether an impairment substantially limits a major life activity shall be made without regard to the beneficial effects of mitigating measures such as:

- Medication; medical supplies, equipment, or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics including limbs and devices; hearing aids and cochlear implants; mobility devices; oxygen equipment and supplies; or assistive technology; learned behavioral or adaptive neurological modifications.

Thus, if a student seems fine as a result of some medication, accommodation or assistive technology the student receives, but without it he or she would be substantially limited in a major life activity, the student will likely be a qualified person with a disability under Section 504. Please note that if the impairment is well controlled by virtue of some mitigating measure, the student may not need any interventions and supports in a 504 Plan, even though the student is considered disabled under the law.

A team's determination of whether a student qualified for services under Section 504 may NOT consider the impact of medication (e.g., pharmacological intervention for ADHD), academic or behavioral interventions (e.g., RTI) on the child's behavior and/or academics.

3. Major Life Activities

Major life activities include but are not limited to caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A major life activity also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The term has been expanded to include impairments that are episodic or in remission – if the impairment substantially limits a major life activity when active. Two examples are cancer and seizures.

Eligibility Determination Must Be Made On Case-by-Case Basis

In conclusion, the determination of whether a particular impairment qualifies for Section 504 protections can be complex and must be made on a case-by-case basis in accordance with district policies and procedures. In all cases, however, there must be a physical or mental impairment that substantially limits a major life activity.

However, not every impairment will constitute a disability. Impairments do NOT include common personality traits such as poor judgment or quick temper where these are not symptoms of a mental or psychological disorder.

- Students who have a history of drug or alcohol abuse
- Students who may be considered to be socially maladjusted
- Students who become pregnant

OVERVIEW OF 504

Misunderstanding About the Purpose of Section 504

- Primary purposes are to prevent discrimination and provide access.
- Section 504 services are not meant to be used as a tool for assisting students in reaching their highest potential, improving students' overall weak performance, helping student make "better grades" or helping students to "pass the state assessment test". It is really about whether or not the disability interferes with school.

A Complicated Issue

- While federally mandated, no federal funding accompanies this mandate.
- Schools must recognize this mandate. (Compliance is not optional.)
- The Office of Civil Rights has ruled in favor of many students whose rights have been violated as a result of Section 504 regulations being ignored or improperly observed.

Eligibility

- Eligibility for Section 504 is very broad and covers many different types of disabling conditions not covered under IDEA or those that are not severe enough to qualify for IDEA.
- Eligibility is based on the definition of disability, as defined in Section 504 (not on clinical categories or based on state or federal laws like those that govern IDEA.)

Definition of a disability from the Office of Civil Rights

- A student is considered to have a disability if that student:
 1. Has a physical or mental impairment which substantially limits one or more of that student's major life activities.
 2. Has a record of such as impairment, or
 3. Is regarded as having such an impairment.

Eligibility Determination

- Eligibility/placement decisions should never be made on the basis of a medical report without the consideration of other data such as report cards, classroom observations, standardized test scores, behavior reports, etc.
- The determination of "substantial limitation" of a major life activity should be the consensus of a group of persons knowledgeable about the student.

Common Disabilities Covered Under Section 504		
ADD/ADHD	Academic Disabilities	Eye Abnormalities
Broken Extremities	Chronic Fatigue Syndrome	Dyslexia/Dyscalculia
Dysgraphia	Diabetes	Asthma
Anxiety Disorders	Aids, TB, Cancer	

Other Conditions

- Students who may have formerly received Special Education services

Note: It would not be appropriate to use the existence of one of the previously mentioned conditions or any other health condition as the sole factor in determining Section 504 eligibility. The determination should still be justified with various forms of support data that show a substantial limitation at school. Individual Health plans may be reviewed and included for additional support data. They may be attached to the IAP when appropriate.

Under the Amendments Act, the effects of mitigating measures must not be a consideration when determining if an individual has a disability. Committees should determine whether students have a 504 disability without considering any medication used to treat or manage that condition.

Limited English Proficiency

Limited English Proficiency is not considered a disability under Section 504. If, for example, a student who exhibits Limited English Proficiency or who is an English Language Learner present with another disability such as ADHD or Diabetes that could be supported and documented as "substantially limiting", then the "substantially limiting disability" could justify the student's receiving Section 504 services.

Section 504 Referrals

The SBLC Committee should consider making a referral for Section 504 screening or evaluation when the following situations occur:

- When a student is referred for an IDEA evaluation, but the team makes the decision not to evaluate for 1508 services.
 - When a student, who has not been responsive to intervention, is suspected of having any disability, especially one not expected to meet qualifying criteria under IDEA guidelines.
 - When a student has been evaluated for IDEA services and does not qualify but a disability that is substantially limited is nonetheless evidence.
 - When a student shows a pattern of not benefiting from instruction (repeated retentions).
 - When a student exhibits recurrent behavior problems, has been expelled, or has a pattern of suspensions for disruptive behavior.
 - When a parent or teacher requests because of a suspected disability.
 - When a student has a chronic health condition
 - When a student has a history of substance abuse
 - When a student returns to school after a serious injury or illness or while the student is being served by homebound instructional services.
-

For the previously mentioned conditions, the consideration of a Section 504 referral is most appropriate if the referring authority is of the opinion that the student's suspected disabling condition is having a significant adverse impact on the student in the educational setting.

Evaluation information must be from a variety of sources: student's grades, disciplinary referrals, health information, teacher observations and checklists, language surveys, parent information, standardized test scores, and aptitude on achievement tests.

Isn't at-risk just another name for 504?

NO. Section 504 applies to physical or mental impairments. The following are NOT impairments:

- Lack of educational opportunity
- Growing up in a dysfunctional family
- LEP
- Poverty
- Pregnancy

Refusal to Evaluate

It is advised that all requests for Section 504 screening and/or evaluation of students be granted when made by parents, teachers, or administrators. Should the Section 504/SBLC Committee determine that screening or evaluation of a student at a particular time is not warranted, the individual(s) making the request should (within a reasonable time period) receive a letter stating the reason for denial of the request.

IAP

- Once the committee determines that a student meets Section 504 eligibility, an Individual Accommodation Plan (IAP) must be developed.
- Every child who is eligible for Section 504 services must have a current IAP on file even if testing or classroom accommodations are not necessary. The disability, support data, and any protections received by the student must be documented on the IAP.

IAP

- The IAP is developed by a committee of persons knowledgeable about the student, data, and accommodations options.
- The IAP must indicate accommodations that will be routinely provided in the classroom setting.
- The IAP should show consistency between standardized test accommodations needed and those accommodations routinely provided in the classroom.

Testing Accommodations

- Students should only receive standardized testing accommodations if those same accommodations are documented and have been provided to the student in the classroom on a routine basis during the academic school year prior to the testing period.
- In cases of newly drafted IAP's, accommodations should be documented and provided to students consistently for a minimum of four to six weeks prior to the testing period.

IAP Compliance

- Upon agreement to conditions of the IAP, committee members should sign the IAP.
- If committee member(s) do not agree, they may indicate with a note and signature on the IAP or with a MEMO for the Record attached to IAP.
- A minor mistake on the IAP may be changed by placing a single line through the error, correcting the error, and then placing the member's initials near the error.

IAP Compliance

- White-out or correction fluid should not be used on IAPs.
- If changes to the content of an IAP are advised, the Section 504 Committee should schedule a meeting to reconvene and discuss the necessary changes. A new IAP may be developed at that time.
- Identify the disability and document multiple sources of support data on the IAP.
- Identify academic areas and subjects in which accommodations are needed.
- Identify accommodations that will be routinely provided in the educational setting.

IAP Compliance

- Identify other compensatory services needed/MSL for students identified with characteristics of Dyslexia.
- Check the appropriate standardized assessment to be administered.
- Identify testing accommodations required. These must be consistent with accommodations routinely provided in the educational setting.
- State a specific justification for required testing accommodations (i.e. extended time-tell **why**.)
- Obtain required signatures including the School Test Coordinator and LEA 504 Coordinator.

Teacher Notification

When a student is eligible for Section 504 services, all of the student's teachers should be notified and provided a copy of relevant data, including a list of accommodations. Teachers must be informed of any changes made whenever IAPs are updated or pertinent information is presented during reconvened meetings. Do not put notices in mailboxes due to confidentiality issues.

IAP Implementation

- It is advised that LEA Section 504 Coordinators provide training and monitoring of local chairpersons to ensure that individual accommodations are consistently provided as prescribed on students' IAPs.
- Failure of schools to implement accommodation plans with fidelity is one of the primary legitimate compliance violations reported to both the LOE and OCR.

Data Validation Forms

- Are no longer turned in to the LOE but should be kept at each school in order to track accommodations administered during standardized assessments and in classroom settings for each identified student.
- Data Validation Forms should be retained and should be updated regularly by school 504 coordinators and submitted to the district 504 coordinator.

IAP Compliance

- The LOE should maintain a list of all students receiving Section 504 services in districts at all times.
- Temporary illnesses and injuries that are expected to last for 6 months or less should be documented on the Temporary Accommodation Plan (TAP).

Re-Evaluations

- Federal regulations mandate "periodic reevaluations" with a suggestion that a "procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement"
- The DOE has consistently but aggressively suggested that districts review accommodation plans annually and conduct reevaluations every three years to remain consistent with IDEA standards.

Note: Federal regulations mandate that school systems "shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, are believed to need special education or related services...

What is the bottom line?

Schools are obligated to

- Undertake the annual identification and location of children with disabilities who should be served.
- Provide FAPE regardless of the nature and severity of the disability. This means, provide regular or special education and related aids and services designed to meet the needs of disabled students as adequately as the needs of non-disabled persons are met.
- Ensure that each student with disabilities is educated with non-disabled students to the maximum extent appropriate.
- Establish nondiscriminatory evaluation and placement procedures that may prevent the misclassification or improper placement of students.
- Establish and notify parents of procedural safeguards to enable parents and guardians to participate meaningfully in decisions regarding the evaluation and placement of their children.
- Obtain parental consent **prior to** evaluations (in accordance with OCR guidance).

Parent Rights

Parental consent must be obtained before an initial Section 504 evaluation is conducted. Parental notice and notice of procedural safeguards are required prior to implementation and revision of IAP. Districts are required to follow the same procedures for notice and consent as those used for IDEA.

Parent Rights

- Right to be informed by the district of due process rights.
- Right for the child to have equal access to academic and nonacademic school activities.
- Right for the child to have an appropriate education, which includes accommodations, modifications, and related services, with nondisabled peers to the maximum extent possible (LRE)
- Right to notice regarding referral, evaluation, and placement.
- Right for the child to have a fair evaluation conducted by a group of knowledgeable persons.
- Right to a due process hearing and representative by counsel
- Right to review the decision of the impartial hearing officer
- Right to examine and obtain copies of all relevant records.
- Right to provide consent prior to their child being evaluated.

Discipline

- A school may suspend a qualified student provided that the district follows procedures for ensuring the student receives FAPE. In the student's current placement, a qualified student may be suspended for no more than ten consecutive days or a series of suspensions that creates a pattern of exclusion totaling ten school days before a significant change of placement occurs.
- Before a significant change in a student's placement, the school district must conduct a re-evaluation. The school district must convene a group of people which meets Section 504 requirements to determine whether the misconduct is a **direct manifestation** of the student's disability. The decision must be based upon evaluation procedures that conform to Section 504 regulations.
- If the misconduct is a direct manifestation of the student's disability, the student may not be suspended and an appropriate educational program must be developed. Parents have a right to request a due process hearing. If the misconduct is not a direct manifestation of the student's disability, the student may be excluded from school in the same manner that similarly situated students without disabilities are excluded. Again, parents have a right to request a due process hearing.
- An exception to Section 504 states that schools may take disciplinary action in situations where Section 504 students are "currently engaging (in) the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against non-disabled students.

Note: It is often appropriate for the SBLC Section 504 Committee to consider adding a Behavior Intervention Plan (BIP) to the Individual Accommodation Plan for some qualified students. When a BIP is in place, it is imperative that the plan be implemented. A BIP is required for students who exhibit recurrent behavior difficulties.

Mitigating Measures

- Section 504 and the Amendments Act state that when determining whether an impairment is substantially limiting, the beneficial effects of any "mitigating measures" the student may be receiving or could receive, should be ignored.
- The law defines "mitigating measures" to be factored out of the eligibility decisions as including:
 - Medication; medical supplies, equipment, or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics including limbs and devices; hearing aids and cochlear implants; mobility devices; oxygen equipment and supplies; or assistive technology.
- Thus, far student seems fine as a result of some medication, accommodations or assistive technology the student receives, but without it he or she would be substantially limited in a major life activity, the student will likely be qualified person with a disability under Section 504.
- Please note that if the impairment is well controlled by virtue of some mitigating measure, the student may not need any interventions and supports in a 504 Plan, even though the student is considered disabled under the law.

Steps in Referral Process

- Step 1** Concern is expressed to the School Building Level Committee Chairperson.
- Step 2** SBLC begins collecting information about the student from school records, teachers, and administrators. Notify parent of concern and pending investigation.
- Teacher Feedback Form
Counselor Information
Health Information
- Step 3** At the initial meeting of the SBLC, the Committee reviews the concern(s) and all data. Based on the information collected, (kept in manila folder), the committee chooses one or more of the following options and notifies parent of action taken:
1. **Classroom Interventions** - Interventions selected by teacher should be continued or modified based on suggestions from SBLC and a future meeting should be scheduled to determine effectiveness of interventions.
 2. **Referral of 504 Committee for Assessment** - If the SBLC suspects the student has a physical or mental impairment which **substantially limits** learning, continue more formal assessments.
 3. **No further action needed at this time** - Be able to justify.
- Step 4** Obtain parental consent before an initial 504 assessment/evaluation is conducted. The 504 assessment should not exceed sixty (60) days from initial referral date. The District 504 Coordinator may extend these timelines for extenuating circumstances. The SBLC should summarize their findings once a decision is made.
- Step 5** **Complete** -- the determination form which identifies results of the 504 evaluation. If the child has a qualifying 504 condition the committee and parent/guardian will develop an Individual Accommodations Plan (IAP), including the *Documentation for Special Testing Modification* form, if appropriate. A copy of the IAP should be distributed to all appropriate teachers and administrators.

The knowledgeable committee reviews the specific needs of the student in the educational setting and completes a *504 Plan*. Accommodations necessary to provide the student an equal opportunity to access programs and activities and to demonstrate achievement are included in the 504 plan. The reasonable accommodations shall:

- Reflect the unique needs of the student.
- Relate directly to the area of impairment.
- Address only what is necessary to ensure that the student has the opportunity to access programs and activities in the school setting.
- Be Specific enough in description to clearly indicate when and where the accommodation(s) will be provided during the school day.

Step 6 During the first ten weeks of each school year, the 504 Committee shall complete an annual review of each previously identified 504 student to determine if the student is still eligible. Is there a need for a change in accommodations? Complete a current IAP. Mark only the accommodations that relate to the disability.

NOTE: **Remember the focus is on reasonable accommodations. All accumulated data should be maintained in a 504 Confidential Folder and should be kept on file in a secure location. When the student transfers to another school, all 504 records should be forwarded along with all other cumulative records.**

Recommended forms are located in the forms section of this handbook.

SCHOOLS MUST:

- Follow Jackson Parish policy for identifying, evaluating, and accommodating students with disabilities under Section 504.
- Be able to prove (document) they attempted to meet the child's needs.
 - Examples of documentation: forms, 504 folder, parent contact log, notes from teachers, progress reports, assessments.
- Maintain records for each student who is identified as disabled under Section 504, and pass those records to the next school he/she attends.
- Inform parents of all decisions made pertaining to their child - identification, evaluation accommodations, changes, and removal of accommodations.

Overview of the 504 School Building Level Committee

The 504 School Building Level Committee (SBLC) located in each school in Jackson Parish serves as a team comprised of teachers and specialists representing all of the various programs within a school.

The 504 SBLC membership should be modified in order that a committee of knowledgeable persons may address an individual student's needs. The members must be knowledgeable of the student and of the suspected condition or disability of the student.

The 504 SBLC should meet on a regularly scheduled basis to discuss individual students experiencing academic and/or behavioral difficulties. Functioning in a coordinated team approach, members should work together to plan, carry out, and determine the effectiveness of interventions designed for an individual student.

The 504 School Building Level Committee will be responsible for implementation of the steps in the referral process.

Membership of the 504 SBLC

Each campus must establish a committee of knowledgeable persons, as per requirements of Section 504 of the Rehabilitation Act of 1973, to conduct assessment and referral activities. The Committee of knowledgeable persons must be comprised of at least three members:

1. the child's teacher; and
2. two other professional persons knowledgeable about the child and/or the suspected condition:
 - a. reading specialist
 - b. guidance counselor
 - c. language/speech therapist
 - d. curriculum specialist in language arts
 - e. certified teachers in reading, language arts, special education
 - f. school psychologist
 - g. educational diagnostician
 - h. occupational therapist
 - i. social worker
 - j. school nurse
3. The Committee of knowledgeable persons may include as additional member the following:
 - a. the parent/guardian
 - b. pupil appraisal team members, when deemed necessary

School-Based Administrative Responsibilities

1. Comply with Jackson Parish School Board Section 504 non-discriminatory adopted policy;
2. disseminate policy;
3. **plan for and implement an appropriate curriculum for all students;**
4. select a 504 Building Level Committee comprised of three or more qualified persons;
5. designate at least one employee as chairperson of the committee to be responsible for gathering information, maintaining records, calling and documenting bi-monthly meetings, monitoring each student's progress, disseminating information to the committee, teachers, parent/guardian, and overseeing all other aspects of implementation;
6. identify and conduct a screening process for every student perceived to have a physical or mental impairment regardless of the severity;
7. implement specialized instructional interventions and strategies for each student to eliminate effects of deficiency/discrimination within the regular classroom;
8. modify policies and practices not in compliance;
9. provide in-service training for teachers so they can become knowledgeable of Section 504 regarding the Rehabilitation Act of 1973;
10. maintain all files for three years;
11. label all files "**confidential**";
12. monitor a student's progress continuously;
13. review and update Individualized Accommodation Plans (IAP) **annually**;
14. **re-evaluate** each student every three years;
15. inform parent/guardian of their rights and include them in intervention/placement process; and
16. contact the parish coordinator for all inquiries.

Goals and Responsibilities of the School Building Level Committees

1. To assist individual students in obtaining a successful education.
2. To plan for and implement a program for students identified as needing services according to the prescribed process.

POLICY STATEMENT

It is the policy of the Jackson Parish School District to provide a free, appropriate public education to each student with a disability within its jurisdiction, regardless of the type of disability or its severity.

Each student with a disability consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. A person who is thought to be disabled shall have the following rights in accordance with Section 504:

1. Right to file a grievance with the district concerning allegations of violations of Section 504 regulations.
2. Right to an evaluation drawing upon different sources.
3. Right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. Right to review any personal information in an understandable mode.
5. Right to periodic evaluations.
6. Right to evaluation prior to any significant change in services.
7. Right to contest the districts proposed actions through an impartial hearing.
8. Right to be represented by counsel in the impartial hearing.
9. Right to appeal the decision from any hearing.

The Section 504 Coordinator for the district is Ms. Bonnie Buckelew, Supervisor. She may be contacted at 401 Northeast Street, Jonesboro, Louisiana, 71251 or by telephone at 318-259-8802 or by email at bonnie.buckelew@jpsb.us.

DUE PROCESS POLICY

In the event that a complaint against the Jackson Parish Section 504 of the Rehabilitation Act of 1973 is lodged by a student, parent/guardian, teacher, or interested citizen, the following procedures should be followed:

1. A written complaint should be filed with the principal of the school where the particular grievance is lodged.
2. A copy of the complaint shall be sent to the coordinator of the Jackson Parish Section 504 Procedural Manual - Jackson Parish School Board; Ms. Bonnie Buckelew, Supervisor; 401 Northeast Street, Jonesboro, LA, 71251.
3. The coordinator and principal shall investigate the complaint, and contact all parties involved and attempt to resolve the grievance and shall reply to the grievant within (5) five working dates of the grievance.
4. In the event the grievant wishes to appeal the decision at Step 1 or if no decision has been rendered in the time specified, the appeal must be presented to the Superintendent or designee in writing within (5) five working days of the receipt of Step 1 decision. Such appeal shall contain a statement of the grievance. Upon receipt of such a written appeal, the Superintendent or designee shall schedule a hearing at a specific date and time and send proper notice to the grievant. The Superintendent or designee shall conduct a full hearing on the grievance and maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation for disposition of the grievance and shall provide a copy of the transcript to the Jackson Parish School Board at a meeting of the board.
5. If the complaint is resolved to all parties' satisfaction, the procedure will be stopped at any of the above levels.

The Jackson Parish School Board assures the same procedures will be adhered to in the event that a complaint related to a disabled or non-disabled student placement is lodged.

Due process procedures for an exceptional student shall be consistent with those described in the approved Education Act (504) for the "Individuals with Disabilities Education Act" (IDEA).

If the complaint is not resolved to the satisfaction of the complainant, the following appeal procedures are to be used:

If the disagreement is not resolved, the complainant may, no later than five days after receipt of the Superintendent's decision, request a review by the Jackson Parish School Board. The request shall be made in writing through the Superintendent, who shall attach all papers relating to the placement. The Board shall review the placement and shall, at the option of the Board, hold a hearing with the individual and render a decision in writing within forty-five days of receipt of the appeal. If the Board decides not to hold a hearing, the complainant shall be notified of this decision no later than thirty days after the receipt of the appeal.



Louisiana Department of **EDUCATION**

Instructions for Completion of Section 504 Individualized Accommodation Plans and Related Data Requirements (Effective August 2011)

Section 504 Individualized Accommodation Plan

The specific intent of the Section 504 Individualized Accommodation Plan (IAP) is to indicate that local education agencies (LEAs) provide accommodations to students with disabilities who are qualified individuals under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The IAP must be used for the purpose of providing documentation on a written plan **for students who have a disability in accordance with Section 504, who need accommodations due to the limitations associated with the disability, and/or who also need standardized testing accommodations due to the limitations of this ability.**

- **Section 504 Disability:** The completion of the Section 504 Disability Section indicates the district has determined that:
 - o the student has a physical or mental impairment that substantially limits one or more of the major life activities;
 - o the student may need accommodations, classroom instruction, and possibly statewide assessments that will allow the student to access educational opportunities to the same extent that peers without disabilities are able to do.

Do not attempt to diagnose. Information that indicates diagnosis of a disability, obtained from the student's physician, may be considered when determining eligibility, in addition to data obtained in the educational setting by the SBLC/Section 504 team. If the team determines that the disability substantially limits one or more major life activities, the diagnosis may be included on the IAP. However, parents must not be required to provide medical documentation of conditions such as ADHD, dyslexia, or other disabilities. If information from a licensed medical practitioner, licensed psychologist/psychiatrist, or other medical authority is not obtained, eligibility may be based on data that indicate the presence of characteristics of the student's suspected disability that cause substantial limitation (i.e., characteristics of dyslexia, characteristics of ADHD) as observed and documented in the educational setting. **Note:** When documentation is made available, a medical evaluation or physician's statement of such conditions should not serve as the sole determinant of eligibility. For the purposes of Section 504 eligibility, evidence drawn from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social or cultural background information, and/or adaptive behavior, must be used to determine the student has a **disability that "substantially limits" at least one major life activity.** If there is no presence of a physical or mental disability that "substantially limits" a major life activity, the student is not a qualified individual under the Section 504 mandate and the student should not be determined eligible for Section 504 accommodations.

- **Documentation/Supporting Data:** Documentation of the evaluation results from the SBLC/Section 504 team must be kept on file and remain accessible to the Data Validation Committee upon request. The examples listed below are various types of information that may help to support student eligibility under the Section 504 mandate. The Department does not advocate the use of any particular assessment, and it is the local educational agency's responsibility to develop and document appropriate evaluation procedures. Support documentation may include, but is not limited to, the following:



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- o Summary of Doctor's Report/Diagnosis
- o Informal Assessments/Teacher Observations
- o Curriculum-Based Assessments
- o Authentic Assessments
- o Formal Assessments that may include, but are not limited to, the following:

WRAT-3	Slosson	PALS	OWLS
TOLD-3	KBITII	GORT-4	DST
KTEA (Brief)	Test of Reading Comprehension-3	DRA	DIBELS
TOWL-3	Test of Problem Solving	PIAT-R	CIDPP
Brown ADD Scales	Conner's'	Hawthorne	TOPA

The decision concerning eligibility must be made by a group of individuals who are knowledgeable about the student, the student's disability, evaluation data, and placement options.

While eligibility decisions should be drawn from a variety of sources, determination of whether or not an individual impairment qualifies as a disability that "substantially limits" a major life activity "should not require extensive analysis" (i.e., extensive analysis is not required for Section 504 eligibility).

In accordance with the ADA Amendments Act, the determination of "substantial limitation" should be made "without regard to the ameliorative effects of mitigating measures" such as medication, prosthetic devices, assistive technology, and other efforts currently used to treat the student's condition.

Individualized Healthcare Plans (IHPs) must be attached to the IAP for further verification of students who receive Section 504 accommodations and who need specific medical procedures conducted during statewide assessment. Data listed on IHPs should be used as part of the Section 504 data-based decision-making process.

Behavior Intervention Plans (BIPs), or a similar document, must be attached to the IAP when applicable and data listed on BIPs should be used as part of the Section 504 data-based decision-making process.

All content areas, school locations, and activities during which accommodations must be provided should be checked or noted on the IAP.

All accommodations pertaining to the educational setting, teaching strategies, instructional materials, time demands, and behavior concerns should be checked or noted on the IAP, and all compensatory or additional services should be checked or listed. When necessary, accommodations may be specified or clarified on space provided on the form or on documents attached to the IAP.

Accommodations for Standardized Assessment: The standardized assessment that the student is expected to take during the current IAP cycle should be checked on the form. All accommodations that will be received by the student during the standardized assessment period should be checked or noted, and an appropriate justification for the accommodation should be listed in the designated space on the form. Do not include instructional accommodations in the justification section of this form. There are various instructional accommodations that, if listed as testing accommodations, may constitute test security violations (i.e., peer assistance, guided help, tutor), or subvert the purpose of the test.



- Note: Accommodations provided to individual students during standardized assessments should be routinely (i.e., daily) provided to them during instructional time as documented on the first page of the IAP. Any test security violations may result in the student's test scores being voided. School districts must focus on providing educationally sound accommodations for regular classroom instruction and testing situations.

Limited English Proficient (LEP) Students: The IAP and Data Validation Form are not for the use of documenting any type of accommodations for LEP students, unless the student has a qualifying disability under Section 504. LEP is not a disability under the Section 504 mandate.

Special Education Students: The IAP should not be used for students with disabilities who receive Special Education Services, including students with Speech or Language Impairments. Instructional and test accommodations for these students should be documented on their Individualized Educational Program (IEP).

Gifted or Talented Students: Gifted students with a "qualified disability" under Section 504 must have a Section 504 IAP attached to their IEPs.

The IAP should be used to address accommodations given during regular instruction for informal and formal in-class assessments. Justification statements must reflect the need for accommodations on statewide assessments and be reflective of accommodations implemented on a routine basis in the educational setting. Accommodations must be justified, and the relationship between the accommodation and disability must be established. There must be evidence that accommodations are routinely provided in a reasonable amount of time prior to standardized assessment, in order to ensure that accommodations do not compromise the validity of the assessment.

Signatures: Signature lines with an asterisk (*) must be original signatures. The parent and student signatures are optional, but it is considered a "best practice" to obtain these. The School Test Coordinator and the District Section 504 Coordinator's signatures must be obtained if the student will require accommodations on statewide assessment.

Parent should be provided with a copy of *Notice of Parent Rights*. This should be documented on the IAP.

- This Individual Accommodation Plan must be completed in its entirety. Be specific in your answers and give detailed supporting information from the Section 504/SBLC process. Necessary documents, memoranda, Individual Health Plans, Behavior Plans, and other relevant documentation should be attached to the IAP, as appropriate. Originals or copies of all Section 504 records should be retained at the student's school site and procedures to ensure confidentiality of student records should be observed.

Students may receive a variety of accommodations deemed appropriate by the committee (i.e., Students are not limited to instructional accommodations that only apply to statewide assessments. Other instructional, behavioral, environmental, et al. accommodations, if appropriate and needed, may be provided.)

IAPs must not be developed for the sole purpose of providing accommodations on statewide assessments.



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Standardized Assessments

- Standardized Assessment Data Validation Forms: LEAs must continue to track accommodations administered during standardized assessments for each identified student with a disability in the school district. However, effective September 2010, submission of the Standardized Assessment Data Validation Form to the Louisiana Department of Education (LDOE) is no longer required by the LDOE.
- In order for newly-identified students to receive accommodations for statewide assessments, they should be identified and begin receiving the targeted accommodations at least four weeks prior to the identified assessment period. Extenuating circumstances and exceptions may be considered. LDOE staff should be contacted for consideration of exceptions. Students in the process of transferring from state to state or parish to should be considered for exception.
- If an LAP has not been reported during the current academic year, an accommodation plan must be submitted to the LDOE thirty days prior to the administration of the retest for any student retaking any statewide assessment. For LEAP summer/fall remediation and retest, the LAP form must be forwarded to the student's remediation and testing site to ensure the student receives the appropriate accommodations for instruction and assessment.

SIS Data Management

All LEAs should now use the revised LAP, dated 8/2010. This IAP contains disability codes that align with the SIS database.

Each LEA shall assign an individual to input Section 504 data into the SIS database. The appointment of the designated individual(s) is at the LEA's discretion. However, the LEA Section 504 Coordinator is responsible for organizing Section 504 data in a manner appropriate for designated individuals to input student information into the local data management system for conversion to the SIS system. Disability codes indicated on the revised IAP align with codes in the SIS database.

All LEAs are expected to have current data included in the SIS Data Management System for each collection/reporting period. Any changes made between collection periods should be included in next data collection.

Temporary Illnesses and Injuries

- Broken thumbs, wrists, hands, and other temporary injuries or illnesses should no longer be documented on the Section 504 IAP. Only disabilities with an expected duration of six months or longer are considered a disability under Section 504. Temporary disabilities such as these listed may receive accommodations during standardized assessments when documented using the Louisiana Department of Education Temporary Accommodation Plan (TAP).



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Students receiving IDEA or Section 504 services have long-term disabilities that should be documented on an Individualized Education Program (IEP) or IAP. These students may have a TAP for temporary conditions expected to last less than six months in duration. Copies of the TAP should be attached to the student's IEP or IAP, distributed to the student's teachers and all other relevant personnel, and submitted to the LEA Section 504 and Test Coordinator prior to the relevant standardized assessment period.

Questions or Concerns

If there are questions or concerns regarding the inputting of data into the SIS database, Brenda Rivet at BrendaRivet@la.gov or Annette Chelette at Annette.Chelette@la.gov may be contacted. For questions regarding Section 504 services, contact Phyllis Butler at Phyllis.Butler@Jagov. (225) 342-0576, or the Department's toll-free number: 1(877) 453-2721 for further assistance.

Text-to-Speech, Screen Reader, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy Assessments

Individualized Education Program (IEP) or 504 Decision-Making Tool

Directions: This tool has been developed to assist IEP teams and 504 plan coordinators in identifying students who may be appropriate candidates to receive the accommodation for **text-to-speech** (computer-based), **screen reader** (computer-based), **ASL video** (computer-based), or **human reader/human signer** (paper-based) for the ELA state assessment.

Student's Name: _____ **D.O.B.** _____ **Grade:** _____

School: _____ **State ID#/Local ID#:** _____

District/LEA: _____ **Teacher's Name:** _____

IEP Team Members or 504 Plan Coordinator/Staff		
Title	Name	Date
IEP Team Chairperson or 504 Coordinator:		
Special Education Teacher:		
General Education Teacher:		
Team Member:		
Parent(s)/Guardian:*		
Student (if a team participant)		
Other team member(s):		
<p>Verification of Parent/Guardian Notification (optional):* _____ (Parent/Guardian initials)</p> <p><i>I have been informed by my child's school that my child will receive a read-aloud accommodation for the state ELA assessment.</i></p>		

Refer to the last page for specific guidance concerning diagnostic assessments related to student's decoding skills.

*If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the accommodation to the student, and keep this form with the student's records.

If all guidelines are met, and the student is given the read-aloud accommodation for the state ELA assessment, he/she will receive a valid score on the assessment. If all guidelines are *not* met, and the student is given the read-aloud accommodation on the ELA state assessment, the student's assessment score may be *invalidated* and the score would not be counted in the overall assessment results; i.e., the student would be considered a "non-participant" for the ELA state assessment.

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/Disagree
The student has an IEP or 504/IAP plan.	Student has an approved IBP or IAP.	<input type="radio"/> Agree <input type="radio"/> Disagree
<p>Inmaking decisions whether to provide the student with accommodations, teams should consider whether the student has:</p> <ul style="list-style-type: none"> • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; <p>OR</p> <ul style="list-style-type: none"> • A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); <p>OR</p> <ul style="list-style-type: none"> • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation 	<p>For the screen reader accommodation, the IEP team or 504 plan coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille.</p> <p>For the text-to-speech, ASL video, or human reader/human signer accommodation, the IBP team or 504 plan coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.</p> <p>The IBP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.</p>	<input type="radio"/> Agree <input type="radio"/> Disagree
<p>Before listing the accommodation in the student's IBP or 504/IAP plan, teams should also consider whether:</p> <ul style="list-style-type: none"> • The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or • The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. 	States may provide additional guidance for their respective states in order to define intensive instruction and interventions based on state policy or practice.	<input type="radio"/> Agree <input type="radio"/> Disagree

List the data and/or evaluation sources that were used to document the decision to give the read-aloud accommodation on the ELA state assessment.

1.) **Name of Diagnostic Evaluation or Educational Assessment:**

Name and Title of Examiner: _____
Most Recent Testing Date: _____
Score(s): _____

Provide a summary of the Results: _____

2.) **Name of Diagnostic Evaluation or Educational Assessment:**

Name and Title of Examiner: _____
Most Recent Testing Date: _____
Score(s): _____

Provide a summary of the Results: _____

3.) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 plan coordinators regarding the **read-aloud** accommodation for the state ELA assessment:

List the instructional interventions and supports specifically related to reading that are currently provided to the student:

- Intensive reading interventions have been provided to the student for _____ years.
- List the specific school years and frequency _____
- Describe and list the specific reading intervention(s) provided to the student:

**Calculation Device and Mathematics Tools on Non-calculator Sections
Guidance for Mathematics Assessments**

Individualized Education Program (IEP) or 504 Decision-Making Tool

Directions: This tool has been developed to assist IEP teams and 504 plan coordinators in identifying students who may be appropriate candidates to receive the accommodation of **calculation device and mathematics tools** (arithmetic table and/or manipulatives) for the state mathematics assessments. IEP or IAP must specify which device or manipulative.

Student's Name: _____ **D.O.B.** _____ **Grade:** _____

School: _____ **State ID#/Local ID#:** _____

District/LEA: _____ **Teacher's Name:** _____

IEP Team Members or 504 Plan Coordinator/Staff		
Title	Name	Date
IEP Team Chairperson or 504 Coordinator:		
Special Education Teacher:		
General Education Teacher:		
Team Member:		
Parent(s)/Guardian:*		
Student (if a team participant)		
Other team member(s):		
Verification of Parent/Guardian Notification (optional):* _____ (Parent/Guardian initials) <i>I have been informed by my child's school that my child will receive a calculation and mathematics tools on non-calculator sections accommodation for the state mathematics assessment.</i>		

*If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the accommodation to the student, and keep this form with the student's records.

If all guidelines are met, and the student is given the calculation and mathematics tools on non-calculator sections accommodation for the state mathematics assessment, a notation will be provided on all confidential score reports to the school and parent stating the student was given a calculation device accommodation on the state mathematics assessment and therefore, no claims should be inferred regarding the student's ability to perform basic mathematical calculations without the use of a calculator.

Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/Disagree
The student has an IBP or 504/IAP plan.	Student has an approved IBP or IAP.	<input type="radio"/> Agree <input type="radio"/> Disagree
In making decisions whether to provide the student with accommodations, teams should consider whether the student has: <ul style="list-style-type: none"> • A disability that severely limits or prevents the student's ability to perform basic calculations – single digit addition, subtraction, multiplication, or division 	The student is unable to perform basic calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction, even after receiving varied and repeated attempts to teach the student to do so.	<input type="radio"/> Agree <input type="radio"/> Disagree
Before listing the accommodation in the student's IBP or 504/IAP plan, teams should also consider whether: <ul style="list-style-type: none"> • The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments. • The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device. 		<input type="radio"/> Agree <input type="radio"/> Disagree

List the data and/or evaluation sources that were used to document the decision to give the calculation device/mathematics tools accommodation to the student on the mathematics assessment:

4.) Name of Diagnostic Evaluation or Educational Assessment: _____

Name and Title of Examiner: _____

Most Recent Testing Date: _____

Score(s): _____

Provide a summary of the Results: _____

5.) Name of Diagnostic Evaluation or Educational Assessment:

Name and Title of Examiner: _____

Most Recent Testing Date: _____

Score(s): _____

Provide a summary of the Results: _____

6.) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IBP teams or 504 plan coordinators regarding the **calculation device/mathematics tools** accommodation for the state mathematics assessment:

List the instructional interventions and supports specifically related to math that are currently provided to the student:

- Intensive math interventions have been provided to the student for _____ years.
- List the specific school years and frequency
- Describe and list the specific math intervention(s) provided to the student:

List any additional relevant information regarding the student:

504 FACT SHEET



504 Fact Sheet Section 504 of the Rehabilitation Act of 1973

Section 504 is designed to eliminate discrimination against any student with a disability in any program offered by the school district.

Who is Covered:

- Any student who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more of life's major activities.

What is Required:

- Qualifying students must have an opportunity to access all activities and programs, and cannot be denied participation because of their disability.
- Qualifying students with a disability must be offered a free appropriate public education (FAPE). FAPE is the provision of reasonable accommodations, adaptations, or modifications to the environment or activity that allows the student equal opportunity to participate.
 - Accommodations must be designed to offer equal opportunity to gain the same benefit as non-disabled peers, within the most integrated setting appropriate, but are not expected to produce identical results or the same level of achievement.
- Transfers: If a student that is disabled under Section 504 transfers schools, a knowledgeable committee at the receiving school should convene and review the 504 plan to determine if it is appropriate for the current educational environment.

Qualifying Factors:

- The School Building Level Committee (SBLC) determines initial Section 504 qualifications.
- The SBLC must identify the presence of a physical or mental impairment and major life activity limited by the impairment.
- Current illegal use of drugs or alcohol is not an impairment protected under Section 504.

The Plan:

- A knowledgeable committee composed minimally of two professional persons knowledgeable about the child and/or the suspected condition and a teacher of the student develops the 504 Plan for qualified students.
- The parent is invited, but does not have to attend or approve of the plan.
- The 504 Plan should reflect the unique needs of the student and relate directly to the impairment. Only the accommodations necessary for the student to have an equal opportunity to access programs and activities should be included.
- The knowledgeable committee must meet at least once a year to review the 504 Plan.
- The knowledgeable committee determines if the student no longer qualifies as disabled under Section 504

Disciplinary Protections:

- The knowledgeable committee must conduct a casual review following a decision to remove a student from school for more than 10 days in a school year.
- If there is no causality, the student may be disciplined in the same manner as a non-disabled student, including cessation of educational services.
- Causality determination is not required if the student is engaging in the illegal use of drugs or alcohol, and is being disciplined for the use or possession of illegal drugs or alcohol.

Procedural Safeguards:

- Parents and qualified students are entitled to certain procedural safeguards.
- Inquiries may be directed to individual schools.

Procedural Safeguards

SECTION 504 OF THE REHABILITATION ACT OF 1973

No qualified student with a disability in Jackson Parish School District shall, on the basis of that disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity offered by the school division. In respect to actions regarding the Identification, evaluation, and/or placement of students with disabilities under Section 504, the following procedural safeguards shall be provided:

- Notice shall be provided to a student's parent(s) or guardian prior to evaluation, reevaluation, and/or significant change in placement.
- Decisions regarding the identification, evaluation, and accommodations and/or modifications for a student qualified under Section 504 shall be made by a committee of individuals who are knowledgeable about the student.
- The parent(s) or guardian shall have the opportunity to examine the student's educational record.
- An evaluation may consist of a review of existing records and/or information from a variety of sources, such as observations, teacher reports, and results of informal and/or formal assessments. Assessments shall be fair and nondiscriminatory. Parental consent shall be obtained prior to the initiation of evaluations.
- The student shall be re-evaluated every three years. Reevaluation does not require a comprehensive evaluation. The reevaluation may be a review of current data on student progress. The SBLC team determines if additional information is required.
- For acts of misconduct, when a decision is made to remove a 504-qualified student from school for more than ten consecutive school days or when the 504-qualified student is subjected to a series of removals during a school year that constitute a pattern and accumulates more than ten school days, a knowledgeable committee shall convene to determine whether the student's conduct was caused by the student's disability.
- The student's parent(s) or guardian shall have the opportunity to appeal decisions concerning the student's identification, evaluation, accommodations and/or modifications, or causality determination in a discipline case.
- Compliance with Section 504 is coordinated by Bonnie Buckelew, Sp.Ed. Director when it concerns student programs and activities. Phone: (318) 259-8802, Ext. 110.

504 Questions and Answers

Q. **What is Section 504?**

In 1973 when the Rehabilitation Act was passed, the intent was to encourage participation and equal access to federally funded programs by the disabled. As applied to schools, the language of the Act broadly prohibits the denial of public education participation, or enjoyment of the benefits offered by public school programs because of the child's disability. The law was enacted to "level the playing field" for disabled students.

Q. **Who is covered under Section 504?**

A student "qualifies" if he or she has a mental or physical impairment which substantially limits one or more major life activities. The list of major life activities is not exhaustive, but includes functions such as seeing, hearing, learning, breathing, walking, speaking, ability to care for oneself, performing manual tasks, sleeping, standing, lifting, bending, speaking, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function including but not limited to: functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Q. **Does Section 504 qualification occur only after an evaluation?**

Yes. However, "evaluation" does not necessarily mean a formal test or assessment. The evaluation is the process of gathering information from a variety of sources to help the team make a determination regarding qualification. If the team believes a formal test/assessment is required prior to making a determination, then parental consent must first be obtained.

Q. **What team determines whether a child qualifies under Section 504?**

In Jackson Parish Schools, the school building level committee makes that determination.

Q. **What happens if a child is qualified as disabled under Section 504?**

A 504 Plan is developed to document reasonable accommodations that are necessary for that student.

Q. **What team develops a 504 Plan?**

A 504 Plan is developed for a student by a knowledgeable committee within the student's school. Minimally, this a team composed of at least one teacher of the student and two other professional persons knowledgeable about the student and/or the suspected condition. The parent is not a required member of the team, but it is best practice for the parent to be involved in the discussion regarding accommodations.

Q. What goes into a 504 Plan?

A 504 Plan should include only those reasonable accommodations and modifications to the regular classroom or educational environment that are required for the student to have equal access to the educational benefits of the school program.

Q. How often should the 504 Plan be reviewed?

The 504 Plan must be reviewed at least annually.

Q. What happens if a student no longer requires accommodations in the school setting?

The knowledgeable committee can meet at any time and make a determination that accommodations can be added, reduced, or eliminated altogether. However, a student can remain qualified as disabled under Section 504 and not require accommodations.

Q. Are there procedural safeguards?

Yes. Procedural safeguards are provided to parents at several points during the process. They are provided prior to initial evaluation, during reevaluation, and with development of the 504 Plan.

Accommodations/Strategies for 504 Students

1. Assignment Accommodations

- Underline or highlight key words in directions.
- Talk through the material one-to-one after reading assignments.
- Use oral and written directions.
- Allow students to draw or visually represent their answers.
- Provide answer choices/blanks.
- Shorten assignments or partially completed.
- Provide examples on homework assignments.
- Provide well-organized study guides.
- Use cues for locating answers (example: page numbers, sections, etc.).

2. Testing Modifications

- Provide a quiet setting for test taking, allow tests to be scribed if necessary and allowing for oral responses.
- Permit retaking the test.
- Retest orally (after attempting written tests).
- Reduce the amount of print on page.
- Enlarge typed print and increase spacing (double).
- Allow ample space to answer questions.
- Underline or highlight important words.
- Uses boxes and bold font.
- Place easier test questions first (help relieve test anxiety).
- Simplify wording.
- Grade spelling separately from content.
- Shortened test/eliminate some questions.
- Divide test in smaller sections.
- Provide study guides or notes.
- Count essay as extra credit.
- Allow students to use their notes the last 5-10 minutes of the test.
- Same test but different point values.
- Change percentage of work required for passing grade.
- Provide monitored breaks from test.
- Allow as much time as needed to complete.

3. Classroom Environment/Setting

- Provide the use of a study carrel when necessary
- Seat student in area free from distractions.
- Eliminate all unnecessary materials from student desk to reduce distractions.
- Use a checklist to help student get organized.
- Keep an extra supply of pencils, pens, books and paper in the classroom.
- You may have to allow the student frequent breaks.
- Have an agreed upon cue for student to leave the classroom.
- Reduce visual distractions in the classroom.

4. Presentation/Instructional Support

- Break assignments into segments of shorter tasks.
- Provide a model of end product.
- Provide written and verbal direction with visuals if possible.
- Oral directions
- Paraphrase or simplify directions/questions.
- Check for understanding through questioning.
- Provide frequent positive feedback (clear and specific).
- Write the key points on the board.
- Break long assignments into small sequential steps, monitoring each step.
- Highlight to alert student attention to key points within the written direction of the assignment.
- Check that all homework assignments are written correctly in some kind of an agenda/homework book. Sign it and have parents sign it as well.
- Number and sequence steps in a task.
- Provide outlines, study guides, copies of overhead notes, when possible.
- Explain learning expectations to the student before beginning a lesson.
- Makes sure you have the students' attention before beginning a lesson.
- Limit the number of concepts presented at one time.
- Practice similar questions prior to testing.
- Peer tutoring.
- Review daily.
- Use games to review for test.

5. Time Management and Transitions

- Space short work periods with breaks.
- Provide additional time to complete assignment.
- Allow extra time for homework completion.
- Inform student with several reminders, several minutes apart, before changing from one activity to the next.
- Provide a specific place for turning in assignments.
- Chunk assignments, providing a timeline.

6. Behavior

- Avoid confrontations and power struggles.
- Provide an appropriate peer role model.
- Develop a system or code that will let the student know when behavior is not appropriate.
- Ignore attention seeking behaviors that are not disruptive to the classroom.
- Provide immediate reinforcers and feedback.

7. Materials/Assistive Technology

- Note-taking assistance/peer note-taker.
- Make copies of notes to reduce copying.
- Partially complete questions (closure questions).
- Highlight important information in textbooks or use highlight tape.
- Use graph paper in math.
- Spell checker.
- Calculator/speaking calculator.
- Word processor/computer.
- Reading strips.
- Pencil grips.
- Graphic organizers for writing assignments or constructed response.

FORMS

Initial 504 Referral

Parental Notice of Concern

Classroom Teacher Documentation

Student's Health Information

Results of 504 Initial Screening

Determination Form

Parent Refusal Form

Teacher Acknowledgement of 504 Plan

Exit 504 Program Form

504 Forms Log

SBLC Minutes Form

Individual Accommodation Plan (IAP)

**Jackson Parish Public Schools
Initial 504 Referral Form**

School: _____

Date: _____

Student: _____

Date of Birth: _____

Grade: _____

Homeroom: _____

Person Initiating Referral: _____

Position: _____

Possible Qualifying Condition:

Dyslexia or Related Learning Disorder

ADD/ADHD

Social/Emotional Concerns

Medical

Reason for Referral: (Check all that apply)

Academic – Please Explain

Behavioral/Emotional – Please Explain

Physical or Temporary – Please Explain

Have you contacted the parent(s) to discuss your concerns? **Yes** **No**

If yes, when did you contact the parents? _____

Please summarize the discussion.

Signature of Referring Person: _____

**Jackson Parish Public School
Parental Notice of Concern**

Date: _____

Dear _____,

Your child was referred to our 504 Committee for a possible qualifying 504 condition. The 504 Committee at our school will begin gathering school-level academic, behavioral, and/or medical data to determine if a full 504 evaluation is needed. Your child's suspected qualifying condition is:

- Characteristics of Dyslexia or a Related Learning Disorder
- Characteristics of ADHD
- Social/Emotional Concerns
- Medical Conditions

If the 504 Committee determines that a formal 504 evaluation is needed, we will ask for your permission to complete the formal evaluation.

If you would like to discuss your child or have any questions, please contact our 504 Coordinator:

504 Coordinator: _____

Respectfully,

School Counselor

Jackson Parish Public Schools
Classroom Teacher Documentation Form

_____ has been referred for a possible 504 IAP. Please provide the requested information based on your knowledge of the student's performance in your classroom. Please bring any documentation of performance and attempts at intervening with you to the Section 504 eligibility meeting scheduled for _____.

Academic Characteristics: Indicate by placing an "X" in front of the areas in which the student has difficulty:

Reading/ Language Skills:

- Oral Reading Spelling Reading Comprehension
 Phonics Written Expression

Math Skills:

- Math Computation Math Reasoning

Modifications or Adjustments: Indicate by placing an "X" in front of the modifications or adjustments that have been made for this student and explain how/results:

- Modified Instructional Methods - _____
 Modified Instructional Materials - _____
 Modified Instructional Pacing - _____
 Behavioral Planning or Contracting - _____
 Environmental Modifications - _____

Teacher Observations: Based on your knowledge and observations of this student, please rate 1-5 his/her performance in the following areas: (1=Excellent, S=unsatisfactory). Please use the back of this form to explain your ratings if necessary.

- | | |
|------------------------------------|-----------------------------------|
| _____ Completes Class Work | _____ Completes Homework |
| _____ Tests/Quizzes | _____ Following Verbal Directions |
| _____ Following Written Directions | _____ Attention Span |
| _____ Organizational Skills | _____ Peer Relations |
| _____ Other: | |

Teacher's Signature: _____ **Date:** _____

Please provide the following current assessment if available:

DIBELS Data:

Current Year's Data: (Benchmark, Strategic, Intensive)

Benchmark Period	Fall	Winter	Spring
Reading			

Past Years' Data: Attach a copy of the "Individual Student Performance Profile."

Easy CBM Data:

Current Year's Data: (Independent, Instructional, Frustrational)

Benchmark Period	Fall	Winter	Spring
Reading			
Math			

Math Data (list assessment used):

Current Year's Data: (Grade Level)

Benchmark Period	Fall	Winter	Spring
Reading			
Math			

Check all of the following intervention/ supplemental programs that apply to this student?

- Study Island Odyssey Edmark
- Interventionist Speech Project Read/Language
- Behavioral Interventions Counseling
- Other(s) _____

Please attach grades, attendance, discipline records and standardized test history.

Jackson Parish Public Schools
Student's Health Information

_____ has been referred for a possible 504 IAP. Please provide the requested information based on any records you may have. Please bring any documentation with you to the Section 504 eligibility meeting scheduled for _____.

Screening Results:

Screenin	Passed or Failed	Date
Vision		
Hearing		

Does the student have a known medical condition? () yes () no

Does the student have a current Health Plan? () yes () no

Please provide any information that you think might be important when considering this child for 504 protection.

School Nurse's Signature: _____ **Date:** _____

Jackson Parish Public Schools
Acknowledgement of Receipt of 504 Plan

Student's Name: _____

Date: _____

School: _____

Grade: _____

Teacher: _____

Please put a check next to each statement below that is correct.

- () I have received a copy of the above named student's 504 IAP.
- () My school's 504 Coordinator has met with me and explained the IAP to me.
- () He or she has also made it clear that I am to provide the modifications and accommodations listed on this plan or I will be in violation of federal law.
- () I further understand that following the plan is not a choice, and my refusal to follow the plan will be reported to both my Principal and the District 504 Coordinator.

Teacher's Signature

Date

School Counselor's Signature

Date

**Jackson Parish Public School
Exit from 504 Program**

Date: _____

Dear _____,

Your child was found to have a qualifying 504 condition during the _____ school year. Based on current information, the 504 Committee has determined that your child no longer needs 504 services at this time. Reason being: (choose one)

- No longer qualifies.
- Qualifies for IDEA services.
- Refuses services.

If you would like to discuss your child or have any questions, please contact our 504 Coordinator:

Counselor: _____

Phone: _____

Parent Signature: _____

Date: _____

Respectfully,

School Counselor

**SCHOOL BUILDING LEVEL COMMITTEE
(SBLC) MINUTES**

_____	_____	_____
Student	Date(s)	School

The School Building Level Committee (SBLC) met on the above date(s) to discuss concerns submitted by _____.

The MAIN concern was _____

Additional concerns discussed included: _____

Recommendations/Solutions offered to resolve concerns were: _____

School Building Level Committee Participants

Referring Teacher

_____ Invited but did not attend

Parent

SBLC Chairperson

Principal

Other

Other