



Section 504 Manual / Handbook

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against students and/or employees with disabilities. This guide provides information on Section 504 and the obligations of Gervais School District.

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GERVAIS SCHOOL DISTRICT

SECTION 504

Manual/Handbook

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities. Section 504 regulations require school districts to provide appropriate education to students with disabilities under Section 504.

District Board Policies can be found on the Gervais School District website at: <http://www.gervais.k12.or.us/> under “District, Documents & Policies” tab. The Section 504 forms are available in English and Spanish.

The information in this manual includes the changes resulting from the Americans with Disabilities Act Amendments of 2008, and reflects the Gervais School District’s ongoing commitment to the education of ALL children in accordance with our Strategic Visioning Plan.

QUICK GUIDE

Procedures for Serving Students with Disabilities under Section 504

1. COORDINATION AND ARTICULATION

Each principal identifies a building Section 504 coordinator at the beginning of each school year. The building 504 coordinator identifies a 504 case manager for each student to oversee the implementation of the student's 504 plan. The building 504 coordinator may also serve as a 504 case manager.

2. CONCERN

a. Parent or school personnel brings a concern to the School Team (CARE Team).

The district must find students who may qualify for services under Section 504. This is accomplished by informing school personnel of the characteristics of disabilities, their effects and the procedures for making referrals.

Each school in the district has a CARE team. Any teacher, counselor or other school personnel, or a student's parent, may bring a concern to the school's team, including concerns about students with possible disabilities. Parents should be invited to participate in 504 meetings.

b. The School team meets to act on the concern.

The CARE team meets to review the written concern, along with any accompanying evaluations, reports or other written materials.

If the CARE Team determines there is a significant possibility that the student would qualify as disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504, the CARE team will make a referral to the special education or 504 team, as appropriate, for consideration of a formal evaluation, and forward all relevant documentation. (In some situations, the CARE Team may act as the 504 team for the student if appropriate participants are present.)

c. 504 vs. special education referral.

In the case where the student may qualify under one of the IDEA disability categories, the student should go through the special education "child find" process. If the concerns are *solely* related to medical or health issues (with no or negligible impact on behavior or learning), the referral may go directly to the 504 team.

2. EVALUATION, ELIGIBILITY, AND 504 PLAN

a. All 504 decision-making must be by a knowledgeable team. The 504 team must include:

- Someone who is knowledgeable about the student;
- Someone who is knowledgeable about the evaluation data; and
- Someone who is knowledgeable about the accommodations/placement options.

Typically the team includes a principal or assistant principal, a school counselor and the student's teacher, along with the parent. The team composition will vary according to the concern/needs of the student. For a child with health concerns, the team should include a school nurse. The 504 coordinator for the building (in consultation with the principal, or other building administrator if the

504 coordinator is not a building administrator) determines the appropriate individuals to comprise the team in a specific situation. **When it appears the student will need supports that will require an allocation of district resources, the district 504 coordinator must be consulted before the meeting and may need to attend the meeting.**

b. The 504 team reviews current information and evaluates as needed

The 504 team considers the student's need for a 504 evaluation and what new assessment is needed, if any. An evaluation should be conducted if there is information indicating that the student has a mental or physical impairment that is affecting a major life activity (such as learning, concentrating, thinking, speaking, breathing, sleeping, other bodily functions, walking, hearing, seeing, etc.)

The evaluation process begins with a review of existing information. For students with learning or behavior problems, typically a special education assessment will be completed first. If the student is found not eligible for special education, but there is an indication that the student has a mental or physical impairment that may substantially limit a major life activity, Section 504 eligibility should be considered. The Section 504 team begins by reviewing the evaluation results along with the student's file, current teacher report of classroom performance, and other information from the parents.

If, after reviewing this information, the 504 team concludes that further evaluation is needed, the team gets written parental consent on the *504 Prior Notice/Parent Consent to Evaluate* form. Once the parent gives written consent, the Section 504 team completes the evaluation.

If the parent does not attend the 504 meeting, the *Notice/Consent* may be sent home. If it is not returned, concerted efforts should be made to obtain it. **No initial individual evaluation may occur without written consent.**

If the team suspects that the student has a mental or physical impairment, the team may ask the parent to provide a Medical or Health Assessment Statement. If the team suspects a physical or mental impairment and the parent does not have access to a physician or health care provider, the district has a responsibility to assist the parent to obtain this information if needed to determine whether the student is eligible under Section 504. Please contact the District 504 Coordinator in this circumstance.

If the 504 team does not suspect a disability after a careful team review of all existing information about the student, the 504 Coordinator gives the parents written notice of that decision, along with a copy of the Section 504 Notice of Parent/Student Rights in Identification, Evaluation and Placement.

c. The 504 team determines disability and need for a 504 plan.

The 504 case manager arranges a meeting time with the parent to share the evaluation data and determine eligibility/non-eligibility. The 504 case manager may send a written meeting notice to the parent as a reminder of the meeting time and location.

The Section 504 team meets to review the evaluation results and to complete the *Section 504 Eligibility Determination Report*. (This may be done at the first meeting if no additional assessment is needed to determine eligibility and need for a 504 plan).

Based on the information from the evaluation and any information from the parents, the 504 team decides:

- Whether the student has a disability under Section 504, and
- Whether, as a result of that disability, the student needs a 504 Student Accommodation Plan.

d. The 504 team develops a Section 504 Accommodation Plan.

If the student needs a 504 Student Accommodation plan, the team develops the plan for the student on the Section 504 Student Accommodation Plan form. The district’s expectation is that 504 plans will be written up at the meeting or, if not possible, within a few days of the meeting.

Steps to 504 Accommodation Plan:

1. Gather appropriate 504 team. *See 504 Meeting Planner: Who to Invite*
2. Review the student’s educational history, prior evaluations and present status.
3. Review any new evaluations
4. Review what prompted 504 consideration at the present time
5. Determine whether student has a mental or physical impairment under Section 504.
6. **If yes**, determine whether impairment substantially limits a major life activity.

Major life activities include hearing, seeing, breathing, learning, walking, speaking, thinking, concentrating, reading, bodily functions (neurological, respiratory, endocrine, bowel/bladder, etc.)

A substantial limitation means that the student is restricted as to the condition, manner or duration in performing the major life activity as compared to an average student.

Do not consider medication or assistive devices when determining whether there is a substantial limitation.

7. **If yes**, determine whether student needs accommodations, services or supports to access the benefits of public education at a level similar to the average student. *(May consider medication or assistive devices when determining whether accommodations, services or supports are needed.)* **If yes**, develop a 504 Student Accommodation Plan.

Give parents a copy of the 504 documents.

The school’s 504 coordinator gives the parents a copy of the written evaluation and the *Section 504 Eligibility Determination Report*, *Section 504 Student Accommodation Plan* and the *Section 504 notice of rights*.

3. CUMULATIVE FILES

All 504 documents for a student must be placed in the student’s cum file in the yellow file folder. The 504 case manager may retain copies of the documents for everyday access.

4. REPORTING

The 504 case manager finalizes 504 documents in Tienet. Reports will be pulled from Tienet by the district 504 coordinator regularly. Hard copies of original 504 documents are to be filed in the yellow 504 folder in the student’s cum file.

5. IMPLEMENTATION

The 504 case manager is responsible for information the student's teachers about the accommodations on the student's 504 plan. Any new teachers must be notified when there is a schedule change. In addition, 504 plans should be maintained in each teacher's sub file so sub teachers are informed of needed accommodations. Other staff may need to be informed of the 504 plan depending on the provisions in the plan. The 504 case manager should periodically check in with the student and the student's teachers to ensure the plan is being implemented. Any concerns about implementation should be brought to the attention of the building 504 coordinator, building administrator or district 504 coordinator, as appropriate.

6. PERIODIC RE-EVALUATION

Each student's Section 504 Plan must be re-evaluated periodically, for GSD this is once per year similar to the timeline for an IEP review, and before any significant change in placement or circumstances. The 504 plan should be reviewed annually unless the team sets a different timeline for review. As part of this reevaluation, the 504 team should address, as appropriate:

- The need for additional evaluation information
- The student's continued eligibility under Section 504; and
- The content of the Section 504 Plan

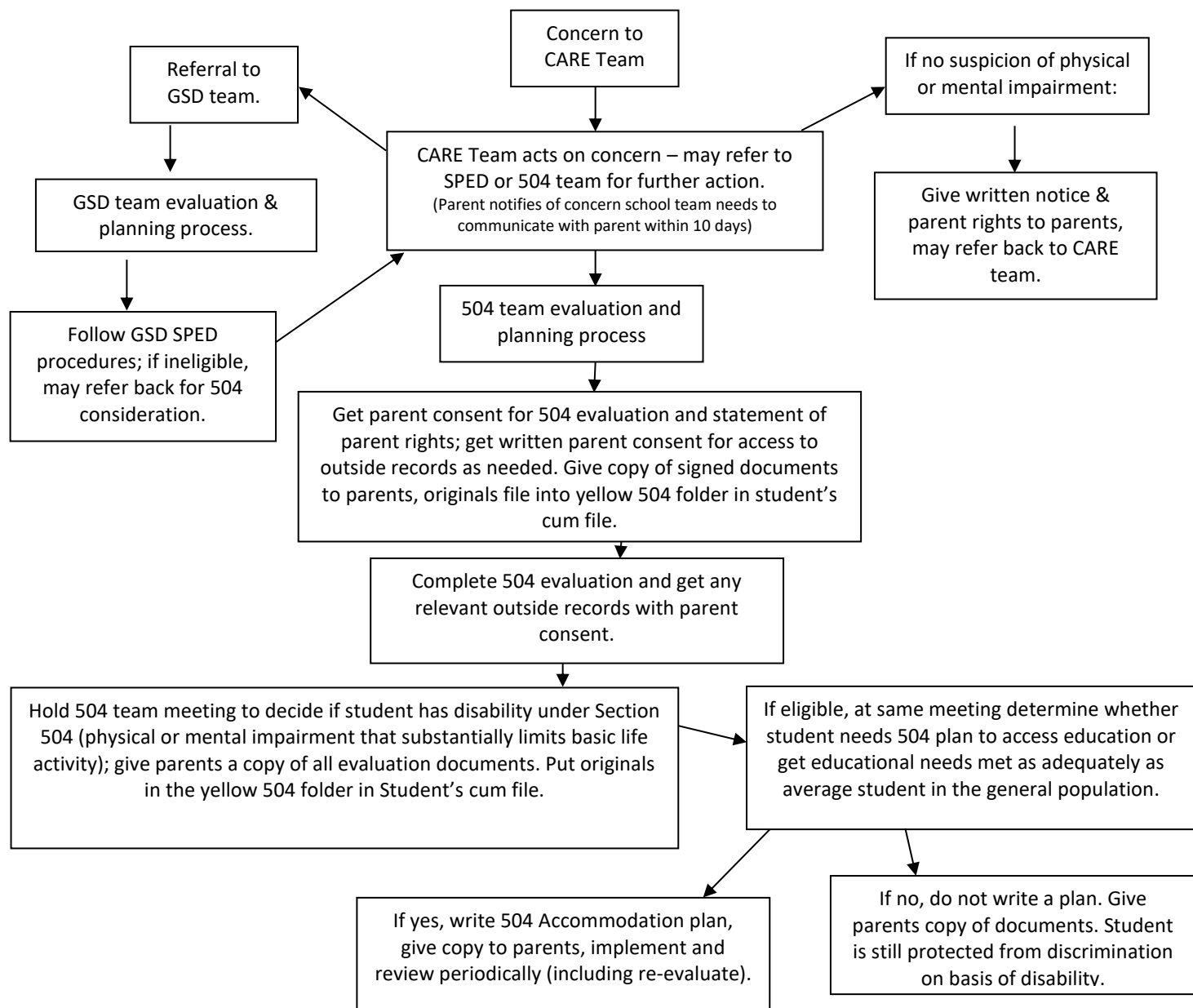
A significant change in placement includes:

- Expulsion;
- Suspensions of more than 10 days in a row or more than 10 days in a school year if the removals are a "pattern" (see directions to Manifestation Determination form.
- Moving a student to an alternative education setting to address needs arising from the disability; and
- When the student moves from one level to the next e.g. elementary to middle school, middle school to high school

A reevaluation under Section 504 does not require consent but does require notice. However, **Oregon law requires parent consent before conducting an intelligence test or test of personality, including behavior checklists.**

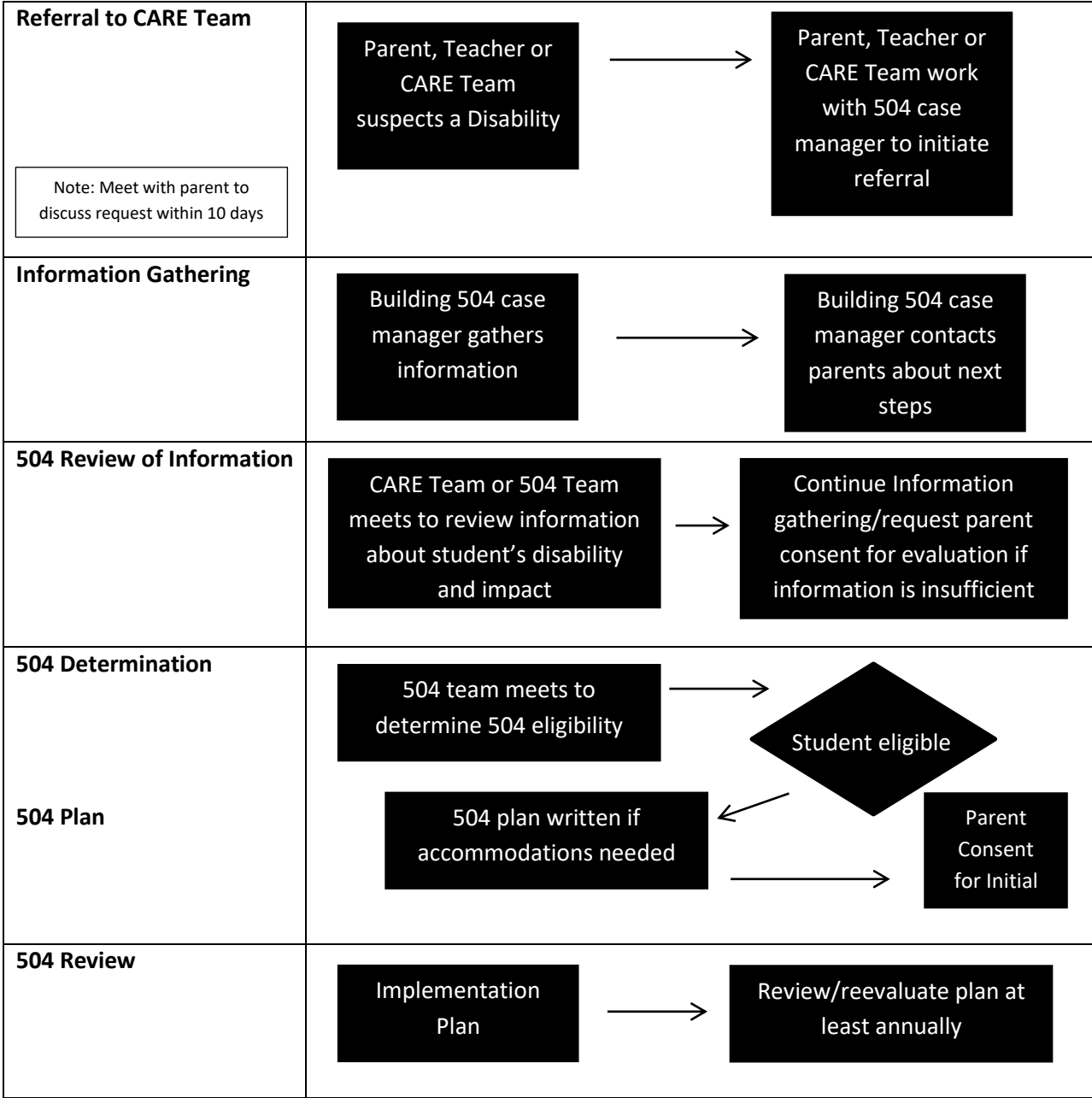
Although Section 504 allows for the plan to be continued as is without changes (or with minor edits), the team may just make the minor edits and add the review date and team members participating in the review to the bottom of the previous plan. GSD requires a new plan be written annually and if during the course of the 504 Plan timeline there are substantial changes, the team should write a new plan. See 504 Action Form (new).

PROCEDURES: SECTION 504 FLOW CHART



- Parents should receive copy of all 504 documents and meeting notes, originals filed in Yellow 504 folder in Student's cum file. Copy of accommodation plan shared with teachers and staff that need to help with implementation.
- Finalize documents in Tienet.
- Review periodically, in GSD that is a minimum of annually and at placement change; i.e. change from school to school. Team should consider re-evaluation periodically as well, is a 504 plan still necessary.

General Overview of Section 504 Process



GSD Section 504 Roles and Responsibilities

Role of Building 504 Coordinator (Building Administrator) – *coordinates 504 services in the school or program*

- Provides accurate data to Student Services
- Participates in district-wide training on Section 504 implementation
- May act as 504 Case Manager for individual
- Acts as contact person in school when questions arise about 504 issues
- Participates and meets with other school team members
- Ensures that staff are using current Section 504 forms and following current procedures

Role of 504 Case Manager (Building Counselor) – *coordinates 504 process for individual students*

- Coordinates transition of 504 students transferring into and out of the school
- Schedules meetings and sends notices, including periodic reviews as indicated on plan
- Gathers necessary information for meetings
- Writes up 504 documents
- Provides copies of documents to parents and puts in students' cumulative file
- Provides information to all teachers that need to know about 504 plan contents, including when the student's schedule or classes change.
- Verifies implementation of 504 plan and is available to problem-solve when issues or concerns arise.
- Schedules periodic review at least annually (unless a different timeline is in the plan) or sooner if needed, and before any significant change in placement.
- Primary contact for student and family concerns.
- Coordinates transition of students with 504 plans transferring into and out of the school.

Role of Gervais School District 504 Coordinator – *coordinates 504 implementation in the district*

- Ensures that 504 forms and procedures comply with 504 requirements
- Collaborates with legal counsel on providing training for building 504 coordinators, case managers, and other annually and as needed.
- Provides technical assistance and problem-solving on an as needed basis
- Acts as liaison with Special Services IT to ensure 504 student data is accurate
- Addresses systemic issues related to Section 504 compliance
- Provides accurate, accessible information about 504 to GSD community
- Participates in decision-making when district resources are under consideration

504 Meeting Checklists

Before the Meeting:

- Contact Parents new to the 504 Process to explain the purpose of the meeting and identify and questions and concerns.
- Schedule meeting with participants, including parents.
- Send meeting notice reminding parent of date, time and location of meeting.
- Gather pertinent information to be shared at the meeting: updates from teachers, assessment reports, medical/health information, etc.
- Develop meeting agenda.
- Arrange for any necessary interpreters or accommodations for meeting participants.
- Complete portions of the Section 504 Eligibility Determination Report that can be completed before the meeting.
- Bring all current forms to the meeting.

During the Meeting:

- Introduce participants and their roles.
- Clarify purpose of the meeting.
- Review agenda.
- Identify note-taker for the meeting.
- Facilitate the student's input or participation.
- Lead group through agenda – do time checks as needed.
- Complete Section 504 Eligibility Determination Report (if new to 504)
- Complete Section 504 Student Accommodation Plan (if needed) or revise as needed.
- Complete Section 504 Student Action Form (if applicable).
- Provide copies of all documents to parents or inform them of how they will get a copy.
- Provide Statement of Parent Rights to parent (keep signed copy for Cum File).
- Thank everyone for participation and cooperation.

After The Meeting:

- Meeting Notes: review and put final copy in cum file, along with a copy of the eligibility and/or 504 plan.
- If parents did not receive a copy of documents at the meeting, provide copies.
- Finalize 504 documents in Tienet.
- Be sure all teachers know and understand their responsibilities under the 504 plan.
- Calendar check annual review date, and at least one month earlier to begin "Before Meeting" review process.

504 Meeting Planner: Who to Invite

When should the parent be invited?

- A parent, guardian, or person in parental relationship to the student should always be invited
- Only exception would be for an adult student that is their own guardian.

When should the school counselor be included?

- When the counselor is the building 504 coordinator, the 504 case manager, or has knowledge/experience that would help the team make appropriate decisions for the student.

When should a general education teacher be included?

- When the student is participating in general education.

When should the school nurse be included?

- When there are medical or health issues involved
- When the parent is asking for health related accommodations at school
- When the team will be reviewing reports from a medical doctor or other health practitioner

When should the school psychologist be included?

- When the school psychologist was involved in a recent evaluation of the student
- When the school psychologist's experience is necessary for the team to make appropriate decisions for the student.

When should the building administrator be included?

- When the building administrator is the 504 coordinator for the school
- When the parent is asking for unusual accommodations that raise concerns or fiscal considerations
- When safety issues are involved
- When special transportation is likely to be needed
- Initial 504 eligibility meetings (At the very least invited to attend and informed of the case)

When should a motor team (OT or PT) representative be included?

- When the student has a motor impairment and will likely need accommodations or supports for the motor impairment
- When the OT or PT recently evaluated the student and identified motor needs
- When the parent has requested motor team services or adaptations

When should the District 504 Program Coordinator be included?

- When it appears that the student will need supports that will require allocation of district resources
- When the team believes that using a district facilitator will help resolve or prevent conflict
- When a team wants training, coaching or feedback on the 504 meeting process

504 Evaluation Guidelines

The student's 504 team decides what assessments are needed to determine whether a student has a disability under Section 504. See table below for recommended evaluation procedures. Students who are suspected of having a disability under the IDEA should be considered for evaluation for special education eligibility before consideration of a disability under Section 504.

Suspected Condition	Recommended Evaluation for Disability Determination
Health condition, e.g. asthma, cancer, epilepsy, diabetes, hepatitis, etc.	<p>A medical statement including a diagnosis of the conditions by a physician licensed by the State Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license**, AND</p> <p>A school nursing assessment.</p>
Chronic physical conditions, such as cerebral palsy, spina bifida, hearing or vision impairments	<p>A medical statement including a diagnosis of the condition by a physician licensed by the State Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license**, AND</p> <p>An evaluation conducted by the school district or Regional Program (if needed).</p>
Psychological conditions, such as ADD/ADHD, depression, obsessive-compulsive disorder, post-traumatic stress disorder, etc.	<p>A medical statement including a diagnosis of the condition by a psychiatrist or other physician licensed by the State Board of Medical Examiners, or a Physician's Assistant or Nurse Practitioner acting within the scope of his or her license, or Licensed Mental Health Professional within the scope of their license**, AND</p> <p>As needed, an evaluation by a school psychologist including a review of information submitted by the parent and new measures, as needed, such as behavior rating scales, structured observations, and interviews.</p>
Learning Disorder (e.g. dyslexia)	Individual assessments as needed.

*** If unsure of if medical statement is from a qualified Medical Professional contact District 504 Program Coordinator.*

Section 504: A-Z Topical Guide

Accessibility

Facilities constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to all persons with disabilities (including parents and the community). However, the student must be afforded an equal opportunity to enjoy the full range of services offered by the district. If a district modifies one of these buildings, it must make the modification accessible, to the maximum extent feasible. Buildings constructed after June 3, 1977, and January 26, 1992, must meet the full accessibility regulations in existence at that time. Buildings which began construction on or after January 26, 1992, must meet the ADA regulations for new construction. The district will provide an accessible school assignment for students who are unable to access their neighborhood school because the neighborhood school is not accessible. Contact the District 504 Coordinator for more information.

Accommodation Plan

The purpose of a Section 504 Student Accommodation Plan is to “level the playing field” for the student.

Students with disabilities under Section 504 who **typically would** need a 504 Student Accommodation Plan include, for example:

- Students who have documented, frequent, repeated seizures or asthma attacks (even with medication) that prevent them from accessing the curriculum sufficiently to keep up with the class
- Students who have to leave class frequently to receive treatment, and who develop academic deficits or are unable to complete work.
- Students whose medication makes it very difficult for them to remain alert or concentrate.
- Students with a disability under Section 504 who need an individual health management plan to be safe at school, on field trips, etc.
- Students whose health needs are so severe that, if they do not receive appropriate 504 accommodations, they will die or be seriously impaired by lack of treatment. This includes students with severe food allergies or diabetes.
- Students who need physical accommodations, extra time, or assistive devices to access the curriculum or educational environment.
- Students who need a service to attend or participate safely, such as an escort in crowded environments, or special warm up exercise before participating in physical education
- Students who are unable to attend school regularly due to the effects of the disability
- Students who have a learning disorder and need accommodations to access their education but don't need specially designed instruction so are not eligible for special education services under the IDEA

Students who **typically would not** need a 504 Student Accommodation Plan include, for example:

- Students whose only need is medication administered similarly to other students who take medication at school.
- Students whose conditions do not require individualization beyond standard first aid or emergency procedures.
- Students who do not require an ongoing individualized plan in order to attend, access or participate in school safely

- Students who can access the school environment and instruction with accommodations that is available to all students
- Students who can access their education with a personal assistive device, such as a hearing aid, glasses, or wheelchair, without other accommodations
- Students whose conditions are effectively managed by taking medication outside of school who do not need accommodations to access school or instruction
- Students who have a temporary condition such as a broken arm or mononucleosis, whose needs can be met for a short period of time with standard accommodations.

If the team decides that a student with a disability under Section 504 does NOT need a 504 plan of accommodation, the team should periodically review this decision; the student may need a plan at some point in the future due to changing circumstances.

Charter Schools

Charter schools have a responsibility to comply with all civil rights laws, including Section 504 of the Rehabilitation Act. If the team does not suspect that a student has a disability under the IDEA, but there is an indication that the student has a physical or mental impairment that substantially limits a major life activity, the charter school is responsible for providing assessment of the student. If the student is a “504 only” student, the charter school is responsible for developing and implementing the 504 student accommodation plan. Charter school staff may participate in district 504 training opportunities. Charter schools may contact GSD District Office at 503-792-3803 for more information.

Child Find

A staff person should refer a student to the 504 process when the staff person has reason to believe that a student has a mental or physical impairment that substantially limits a major life activity.

Factors that may suggest the presence of a disability include:

- A known mental health or addiction diagnosis;
- Grades dropping with other indicators of possible disability;
- Substantial behavioral referrals, interventions, and out of classroom consequences for misconduct;
- Hospitalization;
- Inpatient or outpatient mental health or addiction treatment;
- Chronic illness or physical condition;
- Inability to attend school based on illness or mental health condition;
- Determination that a student does not qualify (or continue to qualify) for special education but evaluation indicates a mental or physical impairment;
- Parent concern with other indicators of possible disability;
- History of disability or “at risk” designation with other indicators of present concern.

Complaints

If going through their building’s 504 case manager and 504 building coordinator the parent could file a written grievance following the district’s grievance or complaint procedure, or file a complaint with the US Department of Education Office for Civil Rights, 206-607-1600 or www.ed.gov/OCR

Disability Definition

A student is considered disabled under Section 504 if the student:

- Has a physical or mental impairment/disability which substantially limits one or more major life activities (see the following list). *The term does not cover children disadvantaged by cultural, environmental or economic factors;*
- Has a record or history of such an impairment; or
- Is regarded as having such an impairment

Students in all three categories are protected from discrimination under Section 504. Only students in the first category will potentially need a 504 Accommodation Plan.

	Protected from Discrimination	FAPE Requirements (504 Accommodations Plan)
Student has a mental or physical impairment	YES	YES, if needed
Student has a <i>history</i> of such an impairment	YES	NO
Student is <i>regarded as</i> having such an impairment	YES	NO

Examples of physical or mental impairments include:

- Health conditions such as asthma, diabetes, epilepsy;
- Communicable diseases such as AIDS, tuberculosis, hepatitis;
- Psychological conditions such as Attention Deficit/Hyperactivity Disorder (AD/HD), depression, obsessive-compulsive disorder; and
- Physical disabilities such as spina bifida, hemophilia, juvenile rheumatoid arthritis, cerebral palsy, hearing or vision impairments

The disability condition need only substantially limit one major life activity in order for the student to be considered to have a disability under Section 504.

Temporary disabilities may be considered an impairment depending on the anticipated length of the condition, the seriousness of the illness/injury, and the impact on the student's education or access to school.

Major Life Activities

Major life activities are activities that the average person in the general population can perform with little or no difficulty. Major life activities include (but are not limited to) functions such as: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also include major bodily functions, including: functions of the immune system; normal cell growth; digestive, bowel and bladder functioning; neurological and brain functioning; and repertory, circulatory, endocrine, and reproductive functioning.

Substantial Limitation

A substantial limitation generally means that the student is restricted as to the conditions, manner or duration under which the student can perform the activity in comparison to most people. Examples:

- A student with **asthma** is substantially limited in the major life activity of *breathing* if the asthma (without medication) restricts the student’s manner of breathing or conditions related to breathing in comparison to most people
- A student with **severe allergies** is substantially limited in the major life activities of *breathing* or *digestion* if the allergies (without medication) restrict the student’s manner of breathing or digestion (or conditions for breathing or digestion) in comparison to most people
- A student with **diabetes** is substantially limited in the major life activity of *functioning of the endocrine system* if the diabetes (without medication) restricts the student’s endocrine functioning in comparison to most people
- A student with a **hearing impairment** is substantially limited in the major life activity of *hearing*, if the student’s hearing (without hearing aids or other assistive devices or accommodations) is restricted as to the conditions in which the student can hear in comparison to most people
- A student with **AD/HD** is substantially limited in the major life activity of *concentrating or thinking* if the student’s AD/HD (without medication or accommodations) restricts the student’s ability to concentrate for the duration expected of most people of the student’s age or impairs the student’s thinking unless certain explicit conditions are present that are not typically present in the school setting.

Episodic Conditions

Some conditions, such as seizures, allergies, and irritable bowel syndrome, are episodic. The 504 team should consider these conditions as being active when making a disability determination. The same is true for conditions that may be in remission such as leukemia.

Discipline Protections

Students with disabilities under Section 504 have discipline protections that are similar to those for students in special education, but they are not identical. *See the Section 504 Manifestation Determination form and Directions.* Like with all students, a student with a 504 plan who is engaging in behavior that is resulting in suspensions (or expulsion) should be considered for a functional behavior assessment/behavior intervention plan.

504 Provisions that are Similar to IDEA:

- Students under Section 504 may not be expelled for conduct that is a manifestation of their disability. This means that a 504 manifestation determination meeting must be completed before the student is expelled, and if the behavior is related, the student may not be expelled
- Students under Section 504 may not be suspended for more than 10 cumulative days in a school year for conduct that is a manifestation of their disability. This means that a 504 manifestation determination meeting must be completed before the student reaches “day 11”, and if the behavior is related, the student may not be suspended.
- Like special education, there is an exception for suspensions that are “not a pattern”. “Pattern” is determined based on the consideration of how many days the student has already been suspended, how close together the suspensions are, and how long each suspension was for. The guideline indicates this exception would only apply if the pending suspension would not result in 18 or more days of suspension and the student has not already had 5 or more days of exclusionary discipline in the last six weeks. If this is the case, the student may be suspended without a manifestation determination.

504 Provisions that are Different from IDEA:

- Section 504 does not provide for immediate removals of up to 45 school days for serious bodily injury or for drug or weapon violations
- Section 504 does not require interim alternative educational services unless such services are provided for students without disabilities under the same circumstances
- Section 504 discipline protections do not apply to 504 students (so a manifestation determination meeting is not required) if:
 - The student uses or possesses illegal drugs or alcohol in violation of school policy;
 - The student is “currently engaging in the illegal use of drugs or in the use of alcohol”;
 - and
 - The discipline is the same type of discipline that would apply to students without disabilities under the circumstance “*Currently engaging*” does not require that the specific violation be one of “use” but does require a credible basis for a belief that the student use is a current and ongoing problem. Examples of credible evidence include: a student’s confession, a drug-alcohol evaluation, a juvenile report, etc.

Discrimination

Section 504 prohibits disability-based discrimination. Discrimination may potentially result from actions or a failure to act. Here are some examples of circumstances that could be considered discrimination:

- Not providing transportation to a student with asthma who lives six blocks from a school but cannot walk to school due to the asthma;
- Refusing to provide OT, PT or speech therapy consultation for a Section 504 student who needs it for educational purposes solely because the student is not IDEA eligible;
- Excluding all student with epilepsy from a school sports team;
- Only providing summer school or after school care for students without disabilities;
- Requiring the parent of a student with a mobility impairment to provide transportation to extracurricular activities when transportation is provided to students without disabilities;
- Not providing alternative transportation to a student who acts out on the bus as a result of the student’s disability;
- Providing a shortened school day for students in a special class because of transportation scheduling problems;
- Segregating students with disabilities in basements, portable classrooms or separate wings;
- Not providing an interpreter for a parent with a hearing impairment for school initiated activities;
- Expelling a student with a disability for misconduct that is a manifestation of the student’s disability;
- Not fully investigating and resolving complaints of disability harassment;
- Excluding a student with a disability from a field trip or other school function on the basis of disability;
- Not fully implementing a student’s 504 plan

Enforcement

Each recipient of federal funds, including Gervais School District, has a responsibility to ensure the provisions of Section 504 and the ADA are implemented in the recipient’s district. Every 504 coordinator, building principal, school administrator and employee has a responsibility to understand

and implement the protections of Section 504 with consistency and integrity. The Section 504 Program Coordinator for GSD has a responsibility to provide training and supports to assist the district in its implementation of this important federal law.

The U.S. Department of Education’s Office for Civil Rights (OCR) is responsible for enforcing the provisions of Section 504 and the ADA as applied to publicly funded educational institutions. If an individual files a complaint against a school district, OCR will investigate the complaint under both Section 504 and the ADA. An aggrieved party may also file a court action.

Evaluation

A school district must evaluate a student under Section 504 if the team suspects that the student has a mental or physical impairment that substantially limits a major life activity. A 504 evaluation requires the same type of protections as a special education evaluation. These rules are designed to ensure that the evaluation is unbiased and fair to the individual.

Evaluation Standards

Evaluation procedures must meet these criteria:

- Be validated for the specific purpose for which they are being used.
- Be tailored to assess educational need, not just IQ or another non-educational characteristic.
- Reflect aptitude or achievement, or whatever the test is supposed to measure, rather than the student’s impaired sensory, manual or speaking skills, unless it is a test of those particular skills.

Parent refusal to consent to evaluation

If a parent refuses consent for a 504 evaluation, ask the parent to check the box on the consent form stating that “consent to evaluate is denied.” If the parent refuses to indicate this on the form, write a statement in the student’s file documenting the parent’s refusal with your signature and date.

Document all attempts you make to get parent consent. Give the parents a copy of the document stating they have refused evaluation, along with a copy of the Parent Rights statement. Please consult the Director of Special Services if you are in this situation.

If a parent refuses consent for a 504 evaluation that is necessary to determine whether the student has a disability under Section 504, the district cannot develop an appropriate 504 plan and the student would continue to be treated as a student without disabilities.

Exiting from a 504 Plan

A student should be exited from a 504 plan if: (a) the student no longer has a qualifying impairment; or (b) the student no longer needs accommodations to access the general education program or facilities. The decision should be made by a team based on current data and/or current medical statements. The school must give written notice to the parent that the student is being exited from a 504 plan, along with the copy of parent rights under Section 504.

A student may also be exited from a 504 plan if the student becomes eligible for special education and the parent gives consent for special education services. In this circumstance, the student’s

accommodations are incorporated into the student's IEP. The Section 504 Action Form, in the forms section, is used in all of these situations.

Health Protocol vs. 504 Plan

Does every student with an individual health protocol need a 504 plan? No. A 504 plan is required for students who have a mental or physical impairment that "substantially limits" a major life activity and who, on that basis, need accommodations in the educational environment or during school functions to access their education.

Some students may have individual health protocols for conditions that are not substantially limiting, such as allergies or asthma that are minor in intensity/impact. These students would not meet the "substantially limiting" criteria.

Some students may have health protocols that require standard procedures that are not "individualized", such as implementation of standard medication administration protocols or standard first aid or standard epi-pen procedures. Implementation of these standard procedures would not be considered individual accommodations that would indicate the need for a 504 plan.

Home Instruction

A student with disabilities under Section 504 must be educated with typical peers "to the maximum extent appropriate" to the needs of the student with a disability. A student should only be removed from a regular education setting if the education of that student in a regular education setting with supplementary aids and services cannot be achieved satisfactorily.

A 504 team may determine that a student with disabilities needs home instruction for medical reasons or to access education. Home instruction is usually a short-term placement. The District 504 Coordinator must be consulted before the 504 meeting if home instruction is under consideration, and may attend the meeting. Home instruction should only be used in very limited circumstances when the student's disability prevents him/her from attending school. In most situations, the attending school 504 Case Manager continues as a Case Manager for the student and the attending school teachers continue to provide instructional materials for the student while home instruction is implemented. In most cases, the 504 case manager will need to arrange for a teacher from the attending school to provide the home instruction. If that is not possible, please call the Gervais School District Main Office at 503-792-3803.

IEP Refusal/Revocation and Request for 504 Plan

Sometimes a parent may revoke consent (or refuse consent) for special education services (IEP) and request a 504 plan instead. On a case-by-case basis, the team may consider whether the student is eligible for a Section 504 plan. This means that the team would review all the information and determine whether the student meets 504 eligibility criteria. If yes, the team would then determine whether the student needs a plan of accommodations to access their education. If so, a 504 plan is written for the student. If the student is unsuccessful with the 504 plan, the 504 team should meet to review the plan. Please consult the Director of Special Services if you are in this situation.

Private Schools

School districts are not responsible for writing 504 plans for students attending private schools. Only private schools that receive federal funds are covered by Section 504. Each private school that receives federal funds is considered a “recipient” and has its own responsibility for compliance under Section 504. Parents of children in private schools who want 504 services should contact the private school.

Resolving Conflicts

At a 504 meeting, parents and staff discuss and try to come to consensus on the 504 eligibility and 504 plan for a student. If, after good faith discussion, there is a disagreement, the district makes the final decision about a student’s eligibility, need for a 504 Student Accommodation Plan, and accommodations to be provided. In difficult situations, team could decide to get more information and hold a second meeting. The 504 coordinator or case manager should contact the district’s 504 Coordinator for guidance in these circumstances. The district 504 program Coordinator may assist the team by facilitating team meetings.

Parents may file a complaint with the district, which may be appealed to the Oregon Department of Education (ODE). Parents may also request a due process hearing with ODE, or file a complaint with the US Department of Education’s Office for Civil Rights.

Student Records (Section 504)

Section 504 records are maintained in each student’s cum file, in the yellow folder, located in the attending school office. These records must be maintained for five years from the creation of the document.

Transfers into District

When a student moves into GSD with a 504 plan from another school district, that 504 plan is considered to be in effect and must be implemented until the new school meets to review and, if appropriate, revise the plan. The expectation is that this meeting will happen within the first four weeks of the student’s attendance in GSD. (Best practice would be to include a review of the 504 plan in the enrollment process.)

The team may use the Section 504 Action Form to:

- Adopt the out of district 504 plan (“Continuation of 504 plan”);
- Modify the out of district 504 plan (“Revision of 504 plan”) or
- Discontinue the out of district 504 plan (“Termination of 504 plan”)

See Section 504 Action Form & Directions for more detailed information.

Transportation

Section 504 requires transportation be provided for students with a disability who need special transportation to access their education for disability-related reasons.

To be eligible for special transportation, the student’s disability must limit the student’s ability to get to/from school with regular transportation or an existing bus stop. The student’s 504 plan must indicate that the student needs specialized transportation to access his or her education. The 504 team should consider short-term impairments on a case-by-case basis to determine whether the condition substantially limits a major life activity.

PROCEUDRE FOR PROCESSING SECTION 504 TRANSPORTATION REQUESTS:

- Based on parent or staff member request, 504 team determines if special transportation is necessary. School nurse gathers in formation for team regarding any medically related transportation needs. (School nurse will get written parent consent from the parent before contacting any medical provider of the student) Building administrator will participate as part of the 504 team when a 504 transportation decision is made.
- Principal or designee (504 Case Manager) submits a Specialized Transportation Request Form (located on the GSD Google Drive under the Special Education tab) with the following:
- Copy of Section 504 plan that includes transportation;
- Emergency contact information;
- Anticipated duration for transportation; and
- Any special needs, such as wheelchair accessibility

504 Forms in Tienet: Purpose and Directions

1. Parent/Student Rights in Identification, Evaluation and Placement

- **Purpose**

- The purpose of this form is to provide parents and adult students with notice of their procedural safeguards under Section 504.
- This form is for 504 processes only should be provided to parents upon initial determination of disability under Section 504. If the team finds that the student has a disability under Section 504, the rights statement should be given to parents and adult students periodically, typically at least once a year in conjunction with review of the 504 Student Accommodation Plan.

- **Directions**

- Select the “lookup” button to locate and select the name Dana Pedersen. (She is the Person Responsible that the district complies with Section 504.) Once selected Tienet will auto populate the title.
- Yes/No Boxes: Indicate that a copy of the rights were given to the parents on which date and by whom.
 - If Yes, then a box will appear for you to select the date copy of the rights were given.
- Select the “lookup” button to locate and select the name of the 504 case manager that gave the copy of rights to parents on the date listed.
- Case Manager signs the form.
- Keep copy in Yellow 504 folder in the student’s cumulative file.

2. Request for Health/Medical Information

- **Purpose**

- The purpose of this form is send to the medical professional for information about possible medical conditions that the team will use as part of the 504 evaluation process.
- Important to remember to have a signed Authorization to Use and/or Disclose Educational and Protected Health Information (HIPPA) form and send copy along with Request for Health/Medical Information form to the medical professional.

- **Directions**

- Fill in the Date
- Select the “lookup” button and locate and select the name of the teacher or 504 case manager.
- Bottom of the form: for Name Select the “lookup” button, then locate and select 504 case manager.
- For School District select “lookup” button, then locate and select the name of the student’s school, Tienet will populate the correct address.
- Once you print the document you will hand write in the fax number.
- Keep copy in Yellow 504 folder in the student’s cumulative file.

3. Authorization to Use and/or Disclose Educational and Protected Health Information (HIPPA)

- **Directions**

- For School or Program Name select look up button, then locate and select the name of the student's school. In the second blank box type Gervais School District.
- For Name again select lookup button to locate the name of the school, Tienet will populate the correct address. Type Gervais School District in the second name box.
- Give copy of signed document to parents.
- Keep copy in Yellow 504 folder in the student's cumulative file.

4. Section 504 Notice of Conference

- **Purpose**

- This is an optional form that may be used to inform parents of the date time and location of Section 504 meetings.
- Alternatively, notice may be given by phone or email.
- If this form is used, the building 504 coordinator or case manager should talk to the parent first, in person or on the phone, and use the form as written confirmation.
- Keep a parent contact log documenting date, time and summary of phone calls, and print out email for file if the email is used to inform parent of meeting date, time and location.

- **Directions**

- Enter Date of the notice
- Parents names if not already populated by Tienet.
- Location of the meeting use the "lookup" button if a district location selected non-look up if it is not a district location in order to type the location.
- Enter the date of the meeting.
- Enter the time of the meeting.
- Enter the room of the building of the meeting location.
- Select the type of meeting, (Initial Conference, Annual Review, Re-evaluation, Manifestation Determination)
- Select the Purpose of the meeting.
- Add the names of the individuals invited to the meeting. Select the "lookup" option for staff members select "non-look" up option for out of district members.
- For each member select the agency they represent.
- Enter Date for parent to contact 504 case manager by if they have questions or other people attending.
- Enter name of 504 case manager.
- Keep copy in Yellow 504 folder in the student's cumulative file.

5. Prior Notice and Consent to Evaluate Under Section 504

- **Purpose**

- This form is used to document notice of an evaluation under Section 504 and parent consent or refusal.
- This form is typically because the 504 team needs more information and:
 - No special education evaluation is conducted because the student does not have a suspected disability under IDEA; or

- The student was found not eligible under IDEA.

- **Directions**

- Enter date of notice to parents.
- Parent names if not already populated by Tienet.
- From: Name of 504 case manager.
- List the assessments the team agrees to be given.
- Check the boxes if applicable for initial evaluation, individual intelligence test, personality testing (including behavior checklists).
- Explain to parents that consent is voluntary. Ask if they have any questions about the assessment procedures. Ask parents to check whether they are giving consent or denying consent.
- Enclose copy of Section 504 Notice of Parent/Student Rights and give copy of signed document to parents.
- Keep copy in yellow 504 folder in the student's cumulative file.

6. Section 504 Eligibility Determination and Student Accommodation Plan (Initial)

- **Purpose**

- The Eligibility Determination form is used to document the evaluation results, the explanation of decision made and that the decision was made by a knowledgeable team.
- The Accommodation plan portion of the form is to document the accommodations, services and supports for the student; that the decision was made by a knowledgeable team; and, for initial plans, that the parents gave written consent for implementation of the plan.

- **Directions**

- Enter Meeting Date
- Enter Date Plan will Start
- Meeting Participants
- List participants ("look up" for staff members and Tienet will populate title, "non-look up" for out of district members)
 - For each participant indicate the knowledge relative to this meeting in one of the following sections About the student, About Evaluation Data, About Accommodations/Placement Options.

A. Evaluation Summary

- Educational History & Present Educational Placement Status: *(may be completed before the meeting)*:
- Summarize the schools attended and any significant events related to the current disability determination.
- Include current educational placement and what prompted 504 consideration at this time.
- Sources of Evaluation Information (include date and description):
 - List all sources of information considered (may be completed before the meeting, but add any additional sources provided at the meeting).

- Example: *“Mid-term report 10/18, Letter from student’s doctor 9/15/18, Teacher, counselor, parent, and student reports are meeting, Child Behavior Checklist (parent, student, 3 teachers), 9/28/18, Physician’s statement 9/15/18.”*

Note: In Tienet when you click “Save, Continue editing” additional box for this section will be added.

- Results of Assessment: Summarize relevant results. (may be completed before the meeting)
 - Example: *“Child Behavior Checklist showed elevated scores with distractibility across all raters consistent with physician statement and doctor’s diagnosis of ADHD. Student reports not currently taking medication. Mid-term grades adversely affected by late and missing assignments.”*
- Present Learning and Education Performance Description
 - Current classes and grades: list (if attached, write in “see attached”)
 - School attendance: summarize attendance from not only the current year but a pattern of the previous years as well.
 - Other relevant information: Ass as appropriate. May be left blank or write in “N/A”

B. Eligibility Determination

1. Does the student have a physical or mental impairment?
 - i. Check “yes” or “no”. A DSM diagnosis or medical diagnosis will be considered an impairment under section 504. See Evaluation Guidelines.
2. Does the student’s impairment substantially limit one or more major life activities?
 - i. Check “yes” or “no”. A substantial limitation means that the person is restricted as to the conditions manner or duration in performing the major life activity as compared to an average student.
 - ii. For the purposes of determining whether a student’s impairment substantially limits a major life activity, do not consider mitigating circumstances (such as medication or assistive devices) except regular eyeglasses or contact lenses.
 - iii. If “yes” additional boxes will appear. Check the appropriate box identifying which major life activity or activities is limited substantially. “seeing”, “hearing”, “speaking”, “thinking”, “concentrating”, “learning”, “reading”, “walking”, “breathing”, “other bodily functions”, “other”
 - iv. If checked “yes” then explain the major life activities substantially limited by the physical or mental impairment.
3. Does the student need accommodations, services or supports to access the benefits of public education at a level similar to the average student? (*Note: Consider student as presents in school setting, which may include medication, assistive devices and other ameliorating factors.*)
 - i. In looking at a need for accommodations, the team considers how the student actually presents at school. The team may consider mitigating circumstances such as medication, hearing aids, wheelchairs and other assistive devices in determining what accommodations, if any, are

needed, for the student to access the benefits of public education at a level similar to the average student in the general population.

- ii. If yes, check “yes” and complete a 504 Student Accommodation Plan.
- iii. If no, check “no”.

C. Initial 504 Plan

1. List the accommodations, services or supports necessary to address the student’s disability in the educational setting: Note: Be specific about the necessary accommodations.
 - i. Examples:
 - a. Specific – “Provide 50% more time on math assignments without penalty.” Non-specific – “Student needs more time on assignments.”
 - b. Specific – “Provide assistance with getting a lunch tray in the cafeteria, and transferring in the bathroom.” Non-specific – “Student needs physical assistance at school.”
2. Describe the educational placement: The educational placement should be in the least restrictive (most typical) setting where the student can access their education given the student’s individual needs. A student should be removed from a regular educational environment only “when it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.” This does not mean that all aids, services and supports must be provided in the regular classroom.
 - i. Option (select only one): Check either “Regular school/general curriculum with accommodations as listed” or “Other(describe):” and explain.

D. Notice

1. This Document constitutes the district’s notice to parents with respect to identification, evaluation and placement under Section 504.

E. Parent Consent (Complete for initial 504 plans)

1. Parents check one or the other box giving or denying consent to the 505 plan. Either “I agree to implementation of this 504 Student Accommodation Plan. I understand that granting of consent is voluntary.” or “I do not agree to implementation of this 504 Student Accommodation Plan. I understand that denial of consent is voluntary.”
2. Parent/Guardian Signature, Date, Contact phone

F. Review

1. In Gervais School District 504 plans are reviewed at least annually as well as with a placement change, i.e., change from one school to the next.

7. Section 504 Manifestation Determination Form

● **Purpose**

- Students with 504 plans have similar protections in the discipline context as students with disabilities under IDEA.

- The purpose of this form is to document the manifestation determination meeting and decision for only those students with a 504 accommodation plan.
- A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.
- This form must be used if the school is proposing disciplinary action that would be considered a change in placement. A change in placement includes;
 - Disciplinary removals of more than ten consecutive days (an expulsion or other long-term removal); or
 - A series of disciplinary removals that adds up to more than ten days and is a “pattern” of removals based on the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student has been suspended.
- A manifestation determination meeting is NOT required if the student is a current user of alcohol or illegal drugs and the disciplinary removal is for a violation involving alcohol or illegal drugs.

- **Directions**

- Meeting Date
- Meeting Participants
 - List participants (look up for staff members and Tienet will populate title, non-look up for out of district members)
 - For each participant indicate the knowledge relative to this meeting in one of the following sections About the student, About Evaluation Data, About Accommodations/Placement Options.
- Check the boxes for the sources of Information used for completing the Manifestation Determination and attach the copies.
- Behavior Incident: Briefly describe in objective terms the behavior that prompted the proposed disciplinary action.
- Proposed Disciplinary Action: Describe the disciplinary action the district is proposing to take based on the behavior.
- Student’s Disability (504): Enter the Student’s mental or physical impairment (e.g. AD.HD, diabetes, etc.)
- To determine whether the student’s behavior was directly related to the student’s disability, answer the following questions: *(Note if question 1 or 2 or both is “yes”, Tienet selects the first statement, “The conduct/behavior is a manifestation of the student’s disability”, in the Determination section below. Otherwise, the system selects the second statement “The conduct/behavior is not a manifestation of the student’s disability”).*
 - Was the conduct in question the direct result of not implementing the student’s 504 plan? Check “yes” or “no” and explain.
 - Was the conduct in question caused by or have a direct and substantial relationship to the student’s disability? Check “yes” or “no” and explain.
- Enter and the name of 504 case manager or person completing the Manifestation Determination meeting if not the case manager.
- Sign and date the form.

8. Meeting Notes

- **Purpose**

- This form is used to document the general discussion of the meeting.
- Meeting notes offer a summary of what was discussed at meeting as reference for any team member to refer back to whether they were present at the meeting or not and be able to get a basic understanding of the decisions made and why.

- **Directions**

- Enter the student demographic if not already populated by Tienet.
- Enter the Title of the meeting and the meeting date.
- List the participants in the meeting.
- List the purpose of the meeting.
- Summarize the discussion of the meeting in objective terms. Making sure to document any specific agreements the team made or any points the team is unclear on and why.
- Copy of meeting notes are included with copies of documents sent to parents.
- Meeting notes are filed in yellow 504 folder in student's cum file.

9. Section 504 Action Form

- **Purpose**

- This form is used to communicate with parents in relation to Section 504.

- **Directions**

- Enter the student demographic information in the fillable boxes.
- Give copy to parent along with any other related 504 documentation.
- File in the yellow 504 folder in the student's cum file.

Accommodations Ideas/Examples

INSTRUCTION

- Allow the use of manipulatives or a calculator for checking accuracy on daily work.
- Use a time or cardboard clock to show quitting time and to help children pace themselves.
- Ask students to repeat directions before beginning a task.
- Give instructions in clear and simple sentences.
- Evaluate appropriateness of a task to determine if material is too easy or hard, or if the length of the assignments is appropriate.
- Rewrite directions at a lower reading level if student reads below grade level.

PACING

- Involve students in setting time limits.
- Require the student to begin a task within a specified period of time.
- Evaluate appropriateness of a task to determine if material is too easy or hard, or if the length of the assignments is appropriate.
- Adjust time for completion of assignments.
- Allow frequent breaks, vary activities often.
- Rewrite directions at a lower reading level if student reads below grade level.
- Indicate a definite starting and stopping point, visually and auditory.
- Use very specific concrete language when giving directions. If possible use visual information and cues along with verbal information.
- Modify assignments requiring working within a set time frame.

ASSIGNMENTS

- Shorten assignments or work periods to coincide with attention span.
- Break assignments into smaller parts which allows for more frequent feedback.
- Establish criteria for acceptable work and require students to correct assignments until these criteria are met.
- Provide an example of what a successfully completed assignment would look like.
- Reduce the difficulty level of assignments.
- Establish assignments rules (e.g., listen to instructions, start after directions are given, ask questions if you do not understand, begin the task when you know what to do, make certain you have all necessary materials, know where to turn in the assignment when completed).
- Allow alternative response modes (e.g., fill in answers instead of essays).
- Simplify and heighten visual presentations by using clearly printed, uncluttered worksheets
- Allow recordings of assignments.
- Ask questions such as, "What do you need to be able to do this?"
- Consider use of different type of paper (weights, colors, styles).
- Allow student to write on every other line when writing rough drafts.
- Allow student to select form (e.g., typing, handwriting).
- Give the student a written copy of the board work if copying from the board is difficult.
- Consider alternatives to paper-pencil tasks (e.g., make a video; keep a diary; dramatizations; make a poster, mural or display; perform a demonstration; panel discussion; radio broadcasts; illustrations, etc.).
- Grade for content, not handwriting.

- Allow the student to have a writing helper or secretary when completing the assignment is more important than working on handwriting.
- Make sure that material being presented to the student is at a level that the student comprehends and that he/she is able to complete the assignment.
- Allow sufficient time to complete assignments. Check to see that the student uses his/her time wisely.
- Provide systematic presentation of material in small steps, pausing to check for student understanding.
- Verbal instruction should be accompanied by visual references (e.g., pictures, diagrams, outlines, models, etc.) and demonstration.
- Listen to audio versions of material or have someone read the material.
- Use see-through study sheets.
- Highlight vocabulary words and terms (e.g., use pink for definitions, yellow for facts, etc.).
- Use hands-on materials.
- Consider oral tests or have a peer read test questions.
- Block off or mask sections of work.

ENVIRONMENT

- Evaluate student placement in the classroom: up front (for attention), by the door (in case they need to pace, fidget or leave the room), in the back, away from distracting peers.
- Provide as much structure as possible.
- Have a cubical or “private space” in the classroom in which the student or any student can work to aid concentration.
- Clear space completely before going on to a new task.
- Use ear plugs or headphones.
- Use a modified chair (stool, ball chair) if needed.
- Reduce amount of work initially and increase as ability increases.
- Avoid distracting stimuli.
- Leave class for assistance.
- Preferential seating (be specific i.e. next to teacher, near the door, back of the room.).
- Define limits (behavior and or physical).
- Reduce/minimize distractions.
- Allow a cooling off period.
- Provide a consistent temperature.
- Adjust lighting
- Stand up desk/work station
- Reading corners
- Key rule posted in prominent place in classroom
- Alternative seating choices

TESTING (GENERAL)

- Confer with student individually and privately if you plan to modify the test for that student.
- Provide both written and oral reminders for upcoming tests.
- Provide a structured study guide which matches the design of the test.
- Allow students the opportunity to study with a peer.

- Develop clear, readable and uncluttered test forms. Allow ample space for student responses. Use lined answer spaces for essay or short answer tests.
- Adjust the readability of the test to the student's reading level.
- If essay questions are given, provide an outline to help structure the response.
- Underline or bold key words and phrases.

DURING THE TEST:

- Seat the student near the teacher so that he/she can be easily monitored and so that the teacher can assist the student with pacing.
- Allow the student extra time to complete the test.
- Allow the student to take the test orally.
- Avoid placing the student under the pressure of time constraints or competition.
- Allow the student to take tests in an alternative site if he/she is distracted easily.
- Provide short breaks during lengthy tests.
- Avoid statements such as, "Hurry and get finished, " or "Do your best. This counts for one-half of your grade."
- Don't threaten dire consequences for failure.
- Allow student to use his/her notes with the test. Teach the student how the notes go along with the test.

AFTER THE TEST:

- Reward the student for improved performance.
- Communicate positive information about a student's progress with his or her parents.
- Allow students to retake tests after they have been given feedback and been re-taught.
- Emphasize strengths rather than weaknesses in feedback after tests.

REINFORCEMENT AND MOTIVATIONS

- Use positive reinforcement
- Use concrete reinforcers
- Check often for understanding/review
- Peer or cross-age tutoring
- Request parent reinforcement
- Presentations to the class

ORGANIZATION

- Perform periodic desk checks for all students and praise adequate desk organization.
- Use study guides to help organize test preparation.
- Provide the student with note-taking guides or techniques.
- Provide the student with checklists for proofing assignments that address graded elements.
- Provide students time to organize and clean out their desk at the end of each day.
- Assign a volunteer or work buddy to help the student with organizing materials and assignments.
- Highlight or underline direction words for students or help them learn to identify direction words.
- Give a warning when transitions are about to occur. Provide specific directions for how transitions are to be carried out.

- Allow the student to have an extra set of books at home.
- Break directions down into small units.
- Provide student copy of class notes.
- Provide student with a list of needed materials.
- Provide incentives for meeting organizational goals.
- Plan long-term projects with the student using a calendar with specific dates on which tasks are to be completed. Check back periodically to see how the student is.
- Allow other modalities for tracking and/or turning in assignments rather than binder or planner.
- Post clear expectations of homework assignments, note taking, etc.