

Louisa-Muscatine
Community School District



Section 504 Handbook

We Value, We Challenge, We Prepare...Every Student, Every Day

Table of Contents

Development	3
Student Intervention Team (SIT) Section 504Team	3
Louisa-Muscatine Districtwide Goal Statement	3
Introduction and Purpose	4
Parents/Student Rights and Responsibilities Under Section 504	5
IDEA, Section 504 and Individual Health Plan	6
Basic Procedures and Protocol for Staff	6
Staff Professional Development	7
Health Plan vs. Section 504 vs. IDEA	7
Eligibility Determination Definition	8
504 Process Flowchart	9
Definitions	10
Eligibility Review	10
Temporary Disability	10
Accommodations	10
Section 504 Accommodations/Examples	11
Common misuses of the Section 504 Accommodation Plan	11
Roles and Responsibilities	11,12
District Section 504 Coordinator	12
School Administrator	12
School Section 504 Coordinator	12
Classroom Teacher	12
Parents	13
Review	13
Suspension and/or Expulsion	13
Section 504 Plan Termination	13
Confidentiality	13
Due Process	14,15
Public Notice	16
Section 504 Eligibility Review Initial Request	17
Section 504 Eligibility Determination Meeting Notice	18
Section 504 Eligibility Determination Documentation	19-21
Section 504 Accommodation Plan	22,23
Section 504 Parent Letter Deny 504	24

Section 504 Parent Letter Approval 504	25
Student Intervention Referral Teacher Form	26-29
Optional Parent Questionnaire for Evaluation	30
Parental Consent/Release of Information	31
Section 504 Accommodation Plan Termination	32
Section 504 Termination Parent Letter	33
Section 504 Complaint Form	34
Section 504 Manifest Determination Review	35,36
Section 504 Manifest Determination Parent Letter	37
Checklist for Section 504 Eligibility Meeting	38
Questions to ask when determining “Substantially Limits”	39

Development

The Louisa-Muscatine staff and community engaged in a process to establish this *Section 504 Handbook*. This process was part of an effort to develop comprehensive support for all to serve as a foundation for decisions about eligibility and accommodations for students with a disability.

The development process includes meetings of educators to identify needs and establish a process for the decisions about eligibility and accommodations for students with a disability.

Student Intervention Team (SIT) 504 Development Team

Chris Parkhurst, Secondary Principal	Aimee Wedeking, Elementary Principal
Amy Lantigua, Curriculum Director	Jamie Pugh, Teacher Leader
Christina Meierotto, Secondary Counselor	Lynne Lackey, Teacher Leader
Andrew Genz, Teacher Leader	Laura Harned, Interventionist
Heidi Sievert, Special Education Lead	Laura Shoultz, Interventionist
Amy Underbakke, Student Services Teacher/Coordinator	Kim Van Sickle, Elementary Counsel
Secondary PLC Lead Teachers	Elementary Grade Level Teachers

The Louisa-Muscatine Community School District has established long-range goals and corresponding committees for the development and implementation of comprehensive school improvement plans. The primary responsibility for the development of the Section 504 Handbook is encompassed in a long-range goal for Student Success.

Louisa-Muscatine Districtwide Goals Statement:

1. Increase the number of students performing at the Proficient and College and Career Readiness (CCR levels on the Iowa State Assessment of Student Progress (ISASP).
2. Equip students to graduate with the skills and mindset for college and career readiness.
3. Increase school, family, and community relationships with the common focus of improving student learning in a safe and supportive environment.

Comprehensive School Improvement Plan Long-range Goal — Curriculum

The Louisa-Muscatine Community School District will identify outcomes for all students to systematically ensure that each child progresses along the continuum of understanding

Introduction and Purpose

Section 504 of the Rehabilitation Act of 1973 directs schools receiving federal funding to eliminate discrimination based on disability from all aspects of school operation. It states:

“No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

As a recipient of federal funds, the Louisa-Muscatine Community School District provides students meeting Section 504 eligibility equal access (both physical and academic) to services, programs, and activities as those offered to the general population.

Section 504 is a civil rights statute and not a special education statute. Therefore, it is the responsibility of general education staff and administration to implement practices and procedures necessary for a school to fulfill the requirements of Section 504 of the Rehabilitation Act of 1973. It is also important to understand that the Louisa-Muscatine Community School District receives no additional funding to implement Section 504 accommodations. At each school, the responsibility for ensuring Section 504 compliance rests with the school principal. Please note that when working with students with a disability, Section 504 serves the same purpose as ADA (Americans with Disabilities Act).

Section 504 regulations require recipients of Federal financial assistance to provide a free appropriate public education (FAPE) to each qualified person with a disability in the recipient’s jurisdiction designed to meet individual educational needs of persons with disabilities as adequately as the needs of non-disabled persons are met.

Public Notice

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability by any institution receiving federal financial assistance. These Acts define a person with a disability as anyone whom:

1. has a mental or physical impairment which substantially limits one or more major life activities and/or major bodily functions (including caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily functions such as the immune system, normal cell growth, digestive, bowel, and bladder functions);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Louisa-Muscatine Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and/or practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

A parent may request a form to initiate a referral for any student by contacting the principal of any school or the 504 Coordinator.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent/guardian or adult student the right to:

1. inspect and review his/her child’s educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child’s rights; and
6. a hearing on the issue if the school refuses to make the amendment.

Parent/Student Rights and Responsibilities under Section 504

Parents/Students have the right to:

1. Have your child/you take part in, and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you as to your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child/yourself.
4. Have your child/you receive a free appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child/you educated in facilities and receive services comparable to those provided to students without disabilities.
6. Have your child/you receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act (IDEA), or to receive reasonable accommodations under Section 504 of the Rehabilitation Act.
7. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the eligibility data, and placement options.
8. Have transportation provided to a school placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the District.
9. Give your child/you an equal opportunity to participate in nonacademic and extracurricular activities offered by the school District through the provision of reasonable accommodations.
10. Examine all relevant records relating to decisions regarding your child's/your identification, eligibility, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. Receive a response from the District to reasonable requests for explanations and interpretations of your child's/your records.
13. Request amendment of your child's/your educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the District refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
14. Request impartial due process hearing related to decisions regarding your child's/your identification, eligibility, and educational placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.
15. File a complaint with the District when you believe your child's/your rights have been violated.

Parents/Students have the responsibility to:

Parents/students should share concerns with the school early. If a Section 504 meeting about the student is held, parents are to be involved, helping to develop appropriate accommodations and/or services. Parents should encourage their child to work with school staff. When appropriate, parents need to work with other agencies. Work with the school to resolve issues.

The person at the school who is responsible for Section 504 compliance is:

Amy Lantigua
Curriculum Director/Elementary 504 Coordinator
14506 170th St., Letts

Phone 319-726-3634
Email alantigua@lmcscd.org

Amy Underbakke
Student Services Coordinator
Section 504 Coordinator
Louisa-Muscatine Community School District
14354 170th St. Letts, IA 52754

Phone 319-726-3421
Email aunderbakke@lmcscd.org

IDEA, Section 504 and Individual Health Plan

There are fundamental differences between an Individual Health Plan, Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). The purpose of IDEA is to formulate procedurally sound individualized educational programs. Section 504 is an anti-discrimination law designed to provide accommodations necessary for the educational needs of a student with a disability to be met as adequately as the needs of non-disabled peers. Section 504 falls under the management responsibility of the general education program. No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school. Under the IDEA, the focus is on educational benefit. Under Section 504, schools must provide equal educational opportunity to students with disabilities by accommodating their disabilities.

A student with an impairment who does not meet the standards for eligibility under the IDEA may or may not fit within the Section 504 definition. Eligibility for services under Section 504 is not automatically granted to a student who is referred for a special education evaluation and who is subsequently determined not to be eligible for services under IDEA. Students provided services under IDEA have equal protection under Section 504 through the Individual Education Program without the need for a separate Section 504 Plan. Further, a student who is exited from the IDEA is not automatically eligible for services under Section 504.

The Individual Health Plan (IHP) is a written document detailing the required special health services for general and special education students. The IHP documents health needs that affect a student's daily function and impact education or the educational environment. Considered in the plan are the student's physical, social, emotional, cognitive, behavioral, and daily living skills needs. The IHP incorporates the steps of the nursing process: assessment, nursing diagnosis, outcome/goals, planning, implementation, and evaluation.

Louisa Muscatine CSD Nurse

Louisa Muscatine Basic Procedures and Protocol for 504s (Staff Information)

1. A concerned parent/guardian or school personnel should first contact the buildings 504 coordinator and/or building administrator about student concerns.
 - a. **Staff will not contact parents and suggest their child needs a 504.**
 - b. **504s are not given for future classes, grades, and/or future tests.**
2. A concerned parent/guardian or school personnel will then fill out a referral form to be presented to the SIT team in your building by the 504 coordinator and/or Administrator in that building.
3. The SIT team and students' teacher(s) will review current information/strategies for this student.
 - a. Health Plans
 - b. Cum File Information
 - c. Grades
 - d. Attendance
 - e. Current and past strategies used in the classroom for Tier I and Tier II
4. The SIT team and supporting staff will come up with Tier II plans to implement in the classroom and monitored by the teacher.
5. If student success is still limited and concerns are valid, parent/guardian or school personnel will then fill out a 504 referral form and give it to the building administrator or building 504 coordinator.
6. The section 504 coordinator will review the request with the building SIT team.
 - a. SIT team will follow the 504 Eligibility determination chart.
 - b. Team may ask for additional documentation and/or suggest different strategies to try or
 - c. The SIT team will determine if the student has a disability that "substantially limits" major life activities, and determine the appropriate course of action.

Staff Professional Development

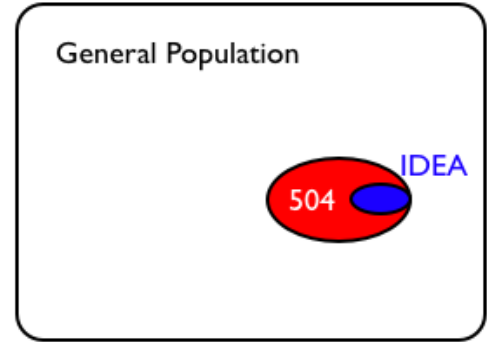
The Louisa-Muscatine Community School District will make Section 504 information readily available for all staff working in the district. Periodic training and consultation will be provided to staff involved in the identification, evaluation, or implementation of Section 504 Accommodation Plans. All new staff will be provided basic information on Section 504 and will be informed of how to access more detailed Section 504 resources.

Individual Health Plan	Section 504	IDEA
Type and purpose		
<ul style="list-style-type: none"> Iowa Law Provides health services for “desired” student outcomes 	<ul style="list-style-type: none"> A federal civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. To provide health services, learning modifications or accommodations to students determined to be eligible. 	<ul style="list-style-type: none"> A federal education act to provide federal financial assistance to State and local education agencies. To provide specially designed education programs including special education and related services to eligible children with disabilities based on individual specific educational needs.
Scope		
<ul style="list-style-type: none"> Deals with chronic health concerns of both general education and special education students Services provided through Nursing Services staff. 	<ul style="list-style-type: none"> Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. Primary recipients of 504 are general education students with mental or physical disabilities not included in special education. Is a whole school process. 	<ul style="list-style-type: none"> Children ages 3-21 who are determined by a multidisciplinary team to be eligible within one or more of 13 specific disability categories and who need special education and related services.
Eligibility		
<ul style="list-style-type: none"> Criteria for eligibility is presence of its chronic nature Services are derived from a written Individual Health Plan 	<ul style="list-style-type: none"> Criteria for eligibility is the determination that the presence of disability has substantial impact on school success. Section 504 requires that students be educated with their non-disabled peers to the maximum extent appropriate. Services are derived from a plan which has contractual status. 	<ul style="list-style-type: none"> A comprehensive evaluation is required. A multidisciplinary team evaluates the child, and parental consent is required before evaluation. The eligibility decision is made by a group of people who know about the student, evaluation data, and placement options; and that the placement decision serves the student in the least restrictive environment.
Protections and Procedural Safeguards		
<ul style="list-style-type: none"> Plans reviewed annually 	<ul style="list-style-type: none"> Eligibility and plan reviewed regularly Section 504 requires notice to parents regarding identification, evaluation and/or placements. Written notice is recommended. Notice must be made only before a significant change in placement. 	<ul style="list-style-type: none"> Individual Educational Program reviewed annually with a comprehensive reevaluation conducted at least every 3 years. IDEA requires written notice to parents regarding identification, evaluation, and/or placement. Further, written notice must be made prior to any change in placement. The Act delineates the required components of the written notices.
Funding		
<ul style="list-style-type: none"> Services provided through Nursing Services staff 	<ul style="list-style-type: none"> State and local jurisdictions have responsibility. IDEA funds may not be used to serve children found eligible under Section 504. 504 Section 	<ul style="list-style-type: none"> IDEA provides federal funds under Parts B and C to assist states and local education agencies in meeting IDEA requirements to serve infants, toddlers and youth with disabilities. Serves infants, toddlers, and youth with disabilities.

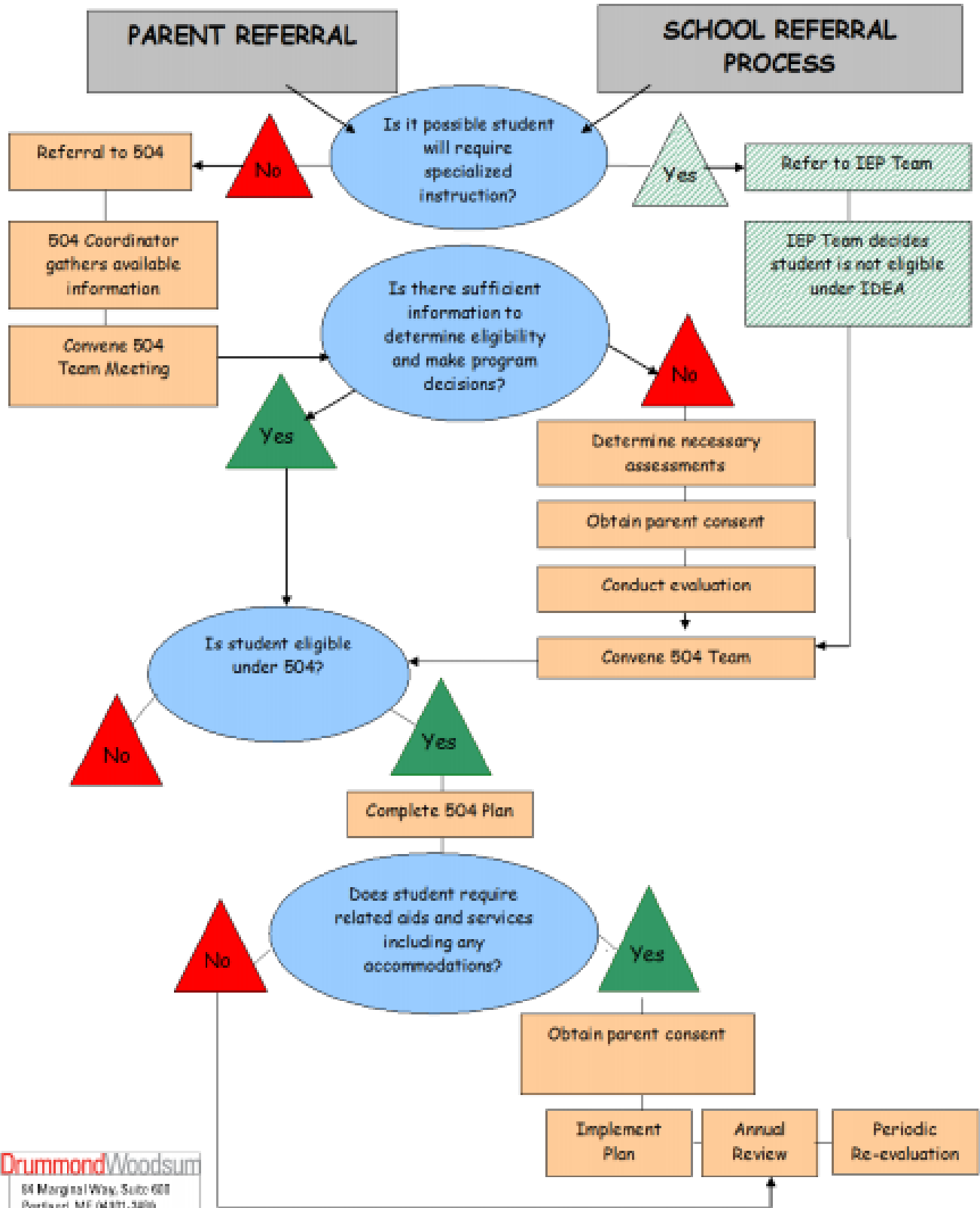
Eligibility Determination

A student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that “substantially limits one or more major life activities and/or major bodily functions.” U.S. Office of Civil Rights establishes the standard for substantial limitation of a student’s ability to learn by inference, “by definition, a person who is succeeding in regular education does not have a disability which substantially limits the ability to learn.” When examining whether the impact of a disability substantially limits a major life activity and/or major bodily function, the focus should be on the elements of that activity that are of central importance to the general population.

Eligibility for Section 504 accommodations is decided by evaluating and determining that all three criteria are met: 1) The student must have a mental or physical impairment; 2) That mental or physical impairment must be substantially limiting; and 3) The impairment must substantially limit one or more major life activities and/or major bodily functions. If any of the three criteria is missing or if there is no impact on the student’s access to school programs or services because of the disability, the student is not eligible for services or accommodations under Section 504. The condition must present a barrier to the student’s ability to access the same educational opportunities as that afforded a non-disabled student, or a substantial limitation does not exist.



504 PROCESS FLOWCHART



Definitions

Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Major bodily functions include reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, and bladder functions.

Has a record of such an impairment means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities and/or major bodily functions.

Physical or mental impairment means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs or (b) any mental or psychological disorder, emotional or mental illness and specific learning disability.

Eligibility Review

A parent, guardian, teacher, counselor, related service providers, other school staff and administration, and/or community agencies can initiate a Section 504 eligibility review request. Someone wanting to initiate a Section 504 eligibility review is to complete a Section 504 Eligibility Review Request and forward it to the school principal and or Section 504 Coordinator.

The evaluation should be sufficient to accurately assess the nature and extent of the suspected disability, the effect upon major life activities and recommended accommodations. In determining the extent of a disability and Section 504 eligibility, it is important to collect information from multiple sources representing various perspectives across multiple settings. The decision about Section 504 eligibility and services must be documented in the student's cumulative file and reviewed periodically.

Temporary Disability

If a temporary disability substantially limits at least one major life activity and/or major bodily function for a period of time that likely will significantly disrupt the student's education, then a student may be eligible for Section 504 for the duration of the disability. The determination to extend eligibility must be made on an individual basis, taking into consideration factors such as length and significance the temporary impairment limits a major life activity and/or major bodily function for the student.

Accommodations

If it is determined that a student has a disability and is eligible for services under Section 504, the school must develop and implement the delivery of all needed services and/or accommodations. Section 504 does not require a public school district to provide students with disabilities with potential maximizing education, only reasonable accommodations that give those students the same access to the benefit of a public education as all other students.

An accommodation is any technique that alters the academic setting or environment allowing a student with a disability to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room.

Section 504 accommodations fall under the responsibility of general education and should not change the level, content, or performance criteria of the lesson, class, or activity and should not change the reliability and validity of any assessment.

Section 504 Accommodations

General program accommodations or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable. Accommodations are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student.

Consequently, the accommodations defined in a Section 504 plan are those interventions that are over and above the accommodations available to all students.

An appropriate education for a student eligible under Section 504 may consist of education in general classes with accommodations and programs to meet the student's unique needs. Accommodations are changes made by the classroom teacher(s) and other school staff to help students benefit from the educational program. It is recommended that a Section 504 Accommodation Plan be written to outline services and accommodations the student needs. Examples of common accommodations to consider in developing a Section 504 Accommodation Plan include, but are not limited to the following:

Environmental Accommodations

- Make separate "space" for different types of tasks
- Preferential seating
- Restructure non-academic times such as lunch, recess, and physical education
- Alter location of personal or classroom supplies for easier access or to minimize distraction

Organizational Accommodations

- Model and reinforce organizational systems
- Reinforce self-monitoring and self-recording of assignments
- Student writes out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Use graphic organizers, study guides or other organizing methods

Presentation Accommodations

- Record presentations so the student can listen to them again; allow students to record lessons
- Highlight main ideas and supporting details in the book
- Peer tutors or cross-age tutors
- Simplify and repeat instructions about in-class and homework assignments

Evaluation Accommodations

- Limit the amount of material presented on a single page
- Provide a sample or practice test
- Provide printed copy of test tools and allow for color-coding/highlighting

Common misuses of the Section 504 Review Request and Eligibility Determination process include the following:

- A parent and/or doctor presents the school with a disability diagnosis and a Section 504 Accommodation Plan is written without first determining if the disability causes a substantial limitation of a major life activity.
- A student is placed on a Section 504 Accommodation Plan solely because the parent wants the student to have additional time on college qualifying examinations (e.g. State Assessment, ACT, SAT).
- A student fails to qualify for special education support and is automatically signed up for a Section 504 Accommodation Plan without first qualifying based on Section 504 criteria.
- A student is automatically placed on a Section 504 Accommodation Plan when the student no longer qualifies for special education services without first qualifying them based on the three Section 504 criteria, which are different from special education criteria.
- A student is placed on a Section 504 Accommodation Plan as an alternative way to receive special education services because the parent refuses to "label" a student by including them in a special education program.

Roles and Responsibilities

Eligibility Determination Team

In order to determine eligibility for Section 504 services, the SIT team and staff who are familiar with the student must evaluate pertinent information and the results must be shared at a team meeting in which parents or caregivers are involved.

A Section 504 SIT team must consist of educators who

- know the student or
- have expertise in the student's area of suspected impairment, or
- who are familiar with interpreting test results and evaluative data, or

- who are familiar with accommodations and services offered by the district

Section 504 services are to be documented in the student file and reviewed periodically; modifications in academic requirements and expectations may be necessary to accommodate the needs of an individual student with disabilities and thereby enable him or her to participate in the general education program.

The membership of the Section 504 Eligibility Determination Team includes core members with additional members flexibly determined based upon the nature of the disability and accommodations considered.

Core Members SIT Team

School Principal
 Head of Special Education
 School 504 Coordinator
 Classroom Teacher(s)/PLC Lead-Core Teachers
 Parent/Family/Student
 School Counselor

Members Flexibly Determined

Superintendent
 School Nurse
 TAG
 Mississippi Bend AEA service providers
 TLC Coach
 Curriculum Director

District Section 504 Coordinator

The District Section 504 Coordinator helps each school meet requirements under Section 504, provides resources and helps educators and administrators understand their responsibilities under Section 504. With other administrators and teachers, the District Section 504 Coordinator helps create an ongoing program to support problem-solving teams in accommodating student needs. The District Section 504 Coordinator also answers questions and addresses issues about Section 504 in the school setting. The Louisa-Muscatine Community School District Section 504 Coordinator has the following responsibilities:

- Facilitate 504 professional development for school administrators
- Assist educators and administrators understanding of Section 504 responsibilities
- Ensure the implementation of eligibility determination
- Ensure the documentation and accuracy of active Section 504 Accommodation Plans
- Monitor the implementation of Section 504 Accommodation Plans
- Ensure the publication of Section 504 information and forms

School Administrator

The school administrator has the responsibility to ensure that all school staff adhere to Section 504 procedures.

- Facilitate Section 504 professional development of school staff
- Facilitate appropriate and inclusive 504 teams
- Ensure the integrity of Section 504 eligibility determination
- Complete and maintain Section 504 forms/plans (copies appropriately filed)
- Maintain school database of active Section 504 Accommodation Plans
- Provide a copy of active Section 504 plans to the District Section 504 Coordinator
- Monitor and assess Section 504 plan accommodations
- Ensure the annual review of active Section 504 plans with appropriate and inclusive 504 teams
- Communicate inactive Section 504 plans to the District Section 504 Coordinator

Classroom Teacher

Beyond those typical general education accommodations identified previously, teachers have the following responsibilities to ensure that reasonable accommodations are made for students eligible for Section 504 services.

- Assist in the eligibility determination process
- Implement identified Section 504 Accommodations
- Provide evidence on the effectiveness of the Section 504 accommodations as needed
- Participate in the Section 504 Accommodation Plan annual review

Parents

Parents should be encouraged to share concerns with the school early. If a Section 504 meeting about the student is held, parents are to be involved, helping to develop appropriate accommodations and/or services. Parents should encourage their child to work with school staff. When appropriate, parents need to work with other agencies. Work with the school to resolve issues.

Current Office of Civil Rights (OCR) guidelines require that parents receive prior notice of a Section 504 Eligibility meeting. However, it is not necessary to secure parental consent in order to conduct an initial eligibility review meeting. Parent permission is to be secured before administering any diagnostic evaluations designed to determine Section 504 eligibility. **However, the Louisa-Muscatine CSD believes it is imperative to get parental consent to conduct a review.**

Review

An Eligibility Determination Team review of active Section 504 Accommodation Plans should occur annually with more frequent reviews occurring as needed. While annual or other plan reviews do not have parental notification requirements, it is advisable to invite parents to participate in the review process and that parents receive prior notice explaining the proposed action.

Suspension and/or Expulsion

It is necessary to conduct a manifestation determination meeting for a student qualifying for Section 504 Accommodations when the suspension or expulsion will be for more than 10 consecutive or cumulative school days. A suspension/expulsion of more than 10 consecutive or cumulative days constitutes a significant change in placement and requires schools to determine if the cause of the misconduct is the disability identified in the student's Section 504 Accommodation Plan.

The SIT team is involved in a manifestation determination meeting and needs to be knowledgeable about the student and the meaning of the data being reviewed. When possible, convene those individuals who designed the student's Section 504 Accommodation Plan. When this is not possible, teachers, parents, health professionals, counselors, etc. can serve on the team that makes a manifestation determination provided they have knowledge of the student and the data being reviewed. Those responsible for school disciplinary procedures, such as the school principal or school board officials cannot make the determination.

The purpose of this meeting is to determine whether the student's alleged misconduct is a manifestation of the student's educational disability by following the Section 504 Manifest Determination Review protocol. It is not an opportunity to dispute the alleged misconduct or disciplinary action.

Section 504 Plan Termination

The first step in terminating a Section 504 Accommodation Plan is for the SIT Team to review current student needs and determine that the plan is no longer needed to provide the student equal access or that the student no longer has a qualifying disability. Once this is determined, the SIT Team is to complete a Section 504 Accommodation Plan Termination form. This completed form is attached to the front of the existing Section 504 Accommodation Plan and kept in the student's cumulative file to support the future efforts of staff that might need to consider some type of future intervention for the student.

Confidentiality

The confidentiality of student records is addressed in both state and federal law. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to student education records and provides guidelines for the maintenance of confidentiality. It is the responsibility of educators involved in Section 504 processes and activities to adhere to the requirements for confidentiality.

How is a Section 504 student review request made?

A parent, guardian, teacher, eligibility team, counselors, related service providers, other school staff and administration, and/or community agencies can initiate a Section 504 review request. Please advise someone wanting a student review to use the *Section 504 Student Review Request Form* and forward it to the district's 504 Contact.

What is the process for reviewing Section 504 eligibility?

The District expectation is that every school convenes an Eligibility Team (or similar group) whose purpose is to investigate the needs of students who demonstrate a pattern of academic failure or other significant needs. The SIT team conducts a preliminary review to determine the nature of the student's need. If it is determined that the student should go through a 504 eligibility meeting, then appropriate staff meet and conduct the meeting.

As mentioned above, a student is eligible for Section 504 protection when it is determined that he or she has a physical or mental impairment that substantially limits one or more major life activities. The SIT team will include individuals knowledgeable about the needs of the student, the data being reviewed, and appropriate accommodation options. This team can include (but is not limited to) District 504 Coordinator, parents/guardians, teachers, SIT team members, counselors, related service providers, other school staff and administrators, and staff from community agencies. Parents/guardians should be included in this process whenever possible. The team's role is to review the nature of the student's impairment and determine how it affects educational access. If the team determines that the impairment does substantially limit a major life function then the team will construct a Section 504 Plan that outlines the necessary student accommodations.

Section 504 eligibility meetings are not intended to be as comprehensive as a special education evaluation. However, in every case the eligibility team needs to investigate the specific concern that triggered the student review request. Information that might be considered includes (but is not limited to) grades, attendance reports, behavior plans, review requests, cumulative file information, psychological evaluations, medical information observations, and standardized testing information. The SIT Team may administer and use other formal and informal measures as deemed necessary.

Due Process

The best solutions to address concerns occur at the school level. Therefore, the first step in ensuring due process and resolving a complaint involves the parent, guardian individual working informally with the School Administrator, School Coordinator and/or other appropriate staff to reach a joint resolution of the issue. If a parent, guardian or individual disagrees with the determination made by the SIT Team, he/she has a right to due process by submitting a completed Section 504 Complaint Form to the School Administrator of the student's school of attendance. The School Administrator will respond in writing within ten working days.

If the complaint is not resolved at the school level, the parent, guardian or individual may submit a copy of the Section 504 Complaint Form to the District Section 504 Coordinator within 15 days of the alleged event. Following an investigation and meeting with the parent, guardian or individual and Eligibility Determination Team, a written report regarding action to be taken will be sent to all involved parties within a reasonable time.

If informal discussion fails to resolve the concern, a Section 504 Complaint Form can be filed. The principal or immediate supervisor will respond in writing within ten (10) working days.

If the complaint is not resolved, the complainant may appeal in writing to the Superintendent within five working days after receiving the written report of action to be taken from the District Section 504 Coordinator. The complainant may request a meeting with the Superintendent or her/his designee. The Superintendent or her/his designee has the option of meeting with the complainant to discuss the appeal. A decision by the Superintendent will be made within a reasonable time.

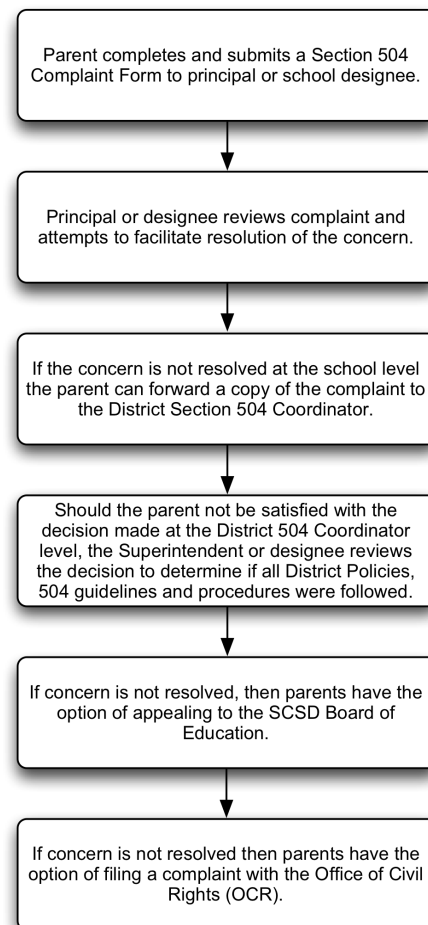
If the concern remains unresolved, the complainant may appeal to the Board of Education within five working days of the receipt of the written report from the Superintendent. It is within the discretion of the Board of Education to determine whether to hear the appeal.

A rejection of services offered under IDEA amounts to a rejection of services under Section 504. A parent cannot compel a placement under Section 504 other than that recommended by the Eligibility Determination Team.

The US Department of Education maintains regional civil rights offices to enforce Section 504 and other civil rights laws. All parents have the right to directly contact their regional Office for Civil Rights (OCR) if they believe their student is being discriminated against based upon disability. Most differences with schools, however, can be resolved before contacting the OCR.

U.S. Department of Education
Office for Civil Rights, Chicago Office
500 W. Madison Street Suite 1475
Chicago, IL 60661

Tel# (312) 730-1560
Fax# (312) 730-1576
TDD (312) 730-1609
OCR.Chicago@ed.gov



Louisa-Muscatine Community School District14354 170th St, Letts, IA 52754 · www.louisa-muscatine.k12.ia.us

· Secondary 319-726-3421 · Elementary 319-726-3634

Public Notice

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability by any institution receiving federal financial assistance. These Acts define a person with a disability as anyone whom:

4. has a mental or physical impairment which substantially limits one or more major life activities and/or major bodily functions (including caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating and the operation of a major bodily functions such as the immune system, normal cell growth, digestive, bowel, and bladder functions);
5. has a record of such impairment; or
6. is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Louisa-Muscatine Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and/or practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

A parent may request a form to initiate a referral for any student by contacting the principal of any school or the 504 Coordinator.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent/guardian or adult student the right to:

7. inspect and review his/her child's educational records;
8. make copies of these records;
9. receive a list of all individuals having access to those records;
10. ask for an explanation of any item in the records;
11. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
12. a hearing on the issue if the school refuses to make the amendment.

Contact the Louisa-Muscatine Community School Section 504 Coordinator for further information.

Amy Lantigua

Curriculum Director/504 Coordinator Elementary
14506 170th St., Letts, IA 52754

Phone 319-726-3634

Email alantigua@lmcasd.org

Amy Underbakke

Student Services Coordinator
Section 504 Coordinator
Louisa-Muscatine Community School District
14354 170th St. Letts, IA 52754

Phone 319-726-3421

Email aunderbakke@lmcasd.org

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Section 504 Eligibility Initial Request

Student: _____ Date of Birth: _____ Grade: _____ School: _____
 Address: _____ City: _____ State/Zip: _____
 Parents: _____ Home Phone: _____ Work Phone: _____

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The eligibility for Section 504 is defined as a person with a disability as anyone whom:

1. has a mental or physical impairment which substantially limits one or more major life activities and major bodily functions. (Major life activities and major bodily functions includes caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating, functioning of the immune system, normal cell growth, digestive, bowel, and bladder functions);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

If you believe that a student may be eligible for Section 504 accommodations, please complete the section below and submit the signed form to the student's school principal or School 504 Coordinator.

Please describe the student concern and how it matches the above criteria for eligibility.

Signature of person requesting Section 504 review. _____ Relationship to student:
 Date: _____

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 · Secondary 319-726-3421 · Elementary 319-726-3634

Section 504 Eligibility Determination Meeting Notice

Student: _____ Date of Birth: _____ Grade: _____ School: _____
 Address: _____ City: _____ State/Zip: _____
 Parent: 1 _____ Home Phone: _____ Work Phone: _____

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The eligibility for Section 504 is defined as a person with a disability as anyone whom:

1. has a mental or physical impairment which substantially limits one or more major life activities and/or major bodily functions (including caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating, functioning of the immune system, normal cell growth, digestive, bowel, and bladder functions);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

The school Section 504 Eligibility Determination Team is in the process of planning an eligibility meeting for your child. The purpose of this meeting is to determine whether your child is eligible for accommodations that will better ensure his/her access to services, programs, and/or school activities.

Meeting date/time: _____ Meeting location: _____

Meeting type: Initial Review Other _____

Team Members	Relationship with Student
1.	*
2.	*
3.	*
4.	*
5.	*
6.	*

The SIT Team invites you to participate in this meeting as part of the eligibility team. Please indicate your intention to participate by signing and returning this completed form to your child's school. If you have questions or need more information please contact your child's school principal.

Signature of parent(s)/guardian(s) attending Section 504 Eligibility Determination Team meeting.

1. _____ Date
2. _____ Date

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Section 504 Eligibility Determination

Student: _____ Date of Birth: _____ Grade: _____ School: _____
 Address: _____ City: _____ State/Zip: _____
 Parent: _____ Home Phone: _____ Work Phone: _____
 Email: _____
 Conference date/Time: _____ Conference location: _____

Assessment/evaluation information (check all that apply):

- Psychological Evaluation
 Physician Report
 Achievement Tests
 Teacher Recommendations
 Observation Data
 Discipline History
 Parent Information
 Curriculum Based Assessments
 Others (specify): _____

Specify the student's mental or physical impairment(s): _____

Check all major life activities and/or major bodily functions limited by the mental or physical impairment specified above:

- seeing
 hearing
 caring for oneself
 breathing
 walking
 learning/school
 manual tasks
 working
 social/emotional/behavioral
 none
 reading
 concentrating
 thinking
 sleeping
 eating
 lifting
 bending
 communicating
 bladder functions
 functions of the immune system
 normal cell growth
 digestive functions
 bowel functions

Describe how the impairment limits the student's major life activities and/or major bodily functions:

Evaluation Information Considered and Impact of Disability on Major Life Activity

Physical or Mental Impairment	Major Life Activity Impacted	*Source Considered (list date created, source and each)	Level of limitation (NA, mild moderate, substanal)

*Must consider multiple sources. Possible source examples: medical records, school records, standardized testing results, interviews, teacher input, observation data...

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Section 504 Determination -Page 2

Place an "X" on the following scale to indicate the specific degree the impairment limits the major life activities and /or major bodily functions (checked above).

- Make an educated estimate *without the effects of mitigating measures* (i.e.: medication, low-vision devices (except glasses and contacts), hearing aids and cochlear implants, mobility devices, prosthetics, assistive technology, learned behavioral or adaptive neurological modifications, and reasonable accommodations or auxiliary aids/services.
- Similarly, for impairments that are episodic or in remission, make the determination for the time they are active.
- Use the average student in the general population as the frame of reference.
- Interpret close calls in favor of broad coverage.

Provide justification for this rating: (*Substantially* means that the student is significantly restricted as to the condition, manner, or duration of performing a major life activity and/or major bodily function when compared to students of comparable age. The condition must present a barrier to the student's ability to access the same educational opportunities afforded a non-disabled student, or a substantial limitation does not exist.)

Negligibly Mildly Moderately Substantially Extremely

If the team's determination is less than "substantially", provide notice to the parents/guardians of their procedural rights, including an impartial hearing. If the team's determination was "substantially" or "extremely," the team should determine and list on the 504 plan the specific accommodations necessary for the child to have an opportunity commensurate with non-disabled students (of the same age).

Section 504 Eligibility Determination

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

No, the student is not Section 504 eligible.

Yes, the student is Section 504 eligible, but does not currently require accommodations other than those provided through the attached Individual Health Plan or Emergency Health Protocol.

Yes, the student is Section 504 eligible, but does not require a plan because (1) of the corrective effects of mitigating measures or (2) the impairment is episodic or in remission. The 504 team will be re-convened as necessary to review the status of the student's disability (3) the parent(s)/guardian(s) do not want Section 504 accommodations for the student at this time.

Yes, the student is 504 eligible and requires an accommodation plan.

Team Signatures	Date	Position
1.	*	*
2.	*	*
3.	*	*
4.	*	*
5.	*	*

Parental/Guardian Notice

I have participated in the Section 504 Eligibility process and have received copies of this notice and the Parent's Notice of Section 504 Rights.

Parent/Guardian signature:

Date:

Parent/Guardian signature:

Date:

Louisa-Muscatine CSD 504 Student Accommodation Plan

--

Student: Student Email Address:	District: Louisa-Muscatine CSD	Grade:
Parent Name(s): Parent Phone Number: Parent Email Address:	Plan Facilitator:	Date of Birth:
Administrator:	Teacher:	School Nurse:
Date Initial 504 Written:	District Responsible for Initial 504:	Grade Initial was Written:

Areas of Strength:

Areas of Interest:

Preferences:

Describe Areas of Concern Based on Eligibility Determination:

Check all major life activities and/or major bodily functions limited by the mental or physical impairment specified above:

- seeing hearing caring for oneself breathing walking learning/school
- manual tasks working social/emotional/behavioral none reading concentrating
- thinking sleeping eating lifting bending communicating bladder functions
- functions of the immune system normal cell growth digestive functions bowel functions

Diagnosis:

Areas of Difficulty	Accommodations	Student	Home	School

Student Signature _____

Parent Signature _____

Administration Signature _____

Teacher Signature _____

Nurse Signature _____

Plan Facilitator Signature _____

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, AND PLACEMENT ATTACHED



Louisa-Muscatine Community School District

We Value, We Challenge, We Prepare each and every student.

Date XXXXX

To the family of: XXXXX

Superintendent
Mike Van Sickle
mvansickle@lmcsd.org

The Section 504 evaluation of which you requested has been completed. The SIT (Student Services Intervention Team) has found upon review that accommodations for XXXXX are not necessary at this time to aid in her academic success.

**Director of
Instruction**
Amy Lantigua
alantigua@lmcsd.org

This decision was reached after reviewing past report cards, past standardized scores, student work samples, physician and/or psychological report, classroom observation, parent meeting, and input from student, family, and staff.

**Business
Manager**
Charles Domer
cdomer@lmcsd.org

You are certainly welcome to set up a meeting to discuss this action with Mike Van Sickle, Superintendent, and/or myself. If that is not convenient at this time either a phone call or e-mail can be used as your communication tool.

**High School/ Junior
High Principal**
Chris Parkhurst
cparkhurst@lmcsd.org

Sincerely,

Chris Parkhurst, Principal

**Elementary
Principal**
Aimee Wedeking
awedeking@lmcsd.org

Louisa-Muscatine Junior/Senior High School

(319)-726-3421 ext. 170

cparkhurst@lmcsd.org

Activities Director
Eric Gabe
egabe@lmcsd.org

Central Office
14478 170th Street
Letts, Iowa 52754
319.726.3541
Fax: 319.726.3334

Jr/Sr High School
14354 170th Street
Letts, Iowa 52754
319.726.3421
Fax: 319.726.3649

Elementary School
14506 170th Street
Letts, Iowa 52754
319.726.3634
Fax: 319.726.4600

Web site:
<http://www.lmcsd.org>

It is the policy of Louisa-Muscatine CSD not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code.



Louisa-Muscatine Community School District

We Value, We Challenge, We Prepare each and every student.

Date **XXXXXX**

To the family of: **XXXXXX**

Superintendent
Mike Van Sickle
mvansickle@lmcsd.org

The Section 504 evaluation of which you requested has been completed. The SIT (Student Services Intervention Team) has found upon review that accommodations for **XXXXXX** are necessary at this time to aid in her academic success.

**Director of
Instruction**
Amy Lantigua
alantigua@lmcsd.org

This decision was reached after reviewing past report cards, past standardized scores, student work samples, physician and/or psychological report, classroom observation, parent meeting, and input from student, family, and staff.

**Business
Manager**
Charles Domer
cdomer@lmcsd.org

You will be contacted when the initial 504 has been written and reviewed in order to get your approval and signature. If meeting is not convenient at this time either a phone call or e-mail can be used as your communication tool and we can mail or send home with your student the 504 Accommodation Plan.

**High School/ Junior
High Principal**
Chris Parkhurst
cparkhurst@lmcsd.org

Sincerely,

Chris Parkhurst, Principal

**Elementary
Principal**
Aimee Wedeking
awedeking@lmcsd.org

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Student Intervention Referral Louisa-Muscatine CSD

BEFORE referring a student:

1. Have you collaborated with the student's other teachers?
2. Does the student have needs or struggle in other classes/subjects?
3. What are other teachers doing to support the student?
4. Have you collaborated with your department/PLC on your concerns? Have you asked for support, or ideas for intervention?
5. Have you implemented an intervention with the student that focuses on the core standard/skill that the student is struggling to perform or master?
6. Do you have data on student progress during your intervention?

IF TIER 1 AND TIER 2 INTERVENTIONS ARE NOT SUCCESSFUL, FILL OUT REFERRAL FORM.

ATTACH ANY WORK SAMPLES/DOCUMENTATION RELATED TO THE AREAS OF CONCERN.

COMPLETED FORM GOES TO: Aimee Wedeking, Chris Parkhurst, or Amy Underbakke

Referring Teacher: _____ Referral Date: _____

Student Name: _____ Grade: _____ DOB: _____

Strengths:

Areas of Concern: *(Circle all that apply)*

Reading Writing Math Behavior
 Attendance Speech/Language Other

Description of Concerns

ATTENDANCE (include current and past years' attendance)

READING DATA

Data Source	CURRENT SCORES			PAST SCORES		
	Date	Student Performance / Scores	Average Peer / NORM or Proficiency	Date	Student Performance/ Scores	Average Peer / NORM or Proficiency
ISASP Data						
Fast Data						

CLASSROOM DATA (Formative/ Summative Assessments)						
Intervention Data						
Other						

WRITING DATA

	CURRENT SCORES			PAST SCORES		
Data Source	Date	Student Performance/ Scores	Average Peer / NORM or Proficiency	Date	Student Performance/ Scores	Average Peer / NORM or Proficiency
ISASP						
Classroom Data						
Intervention Data						
Other						

MATH DATA

	CURRENT SCORES			PAST SCORES		
Data Source	Date	Student Performance/ Scores	Average Peer / NORM or Proficiency	Date	Student Performance/ Scores	Average Peer / NORM or Proficiency
ISASP						
Fast Data						
Classroom Data						
Intervention Data						
Other						

ACADEMIC or BEHAVIORAL support services in place for this student in or outside of school (ie, counseling, tutoring, Big Brother/Sister, etc.)

Dates start & end	Type of Support Service	Setting	Frequency	Outcome/ Results

Louisa Muscatine Community School District At-Risk Plan

Definitions:

Intervention	Accommodation
Changes that improve a skill for a student to participate (e.g., mini-lessons of skill deficits)	Changes that allows access for a student to participate (e.g. text to speech/speech to text technology, manipulatives)
Additions to curriculum (e.g., utilize pre-reading strategies and activities)	Adaptations to curricular environment (e.g., preferential seating, smaller group, extended time)
Ensures the playing field	Leveling the playing field

Academic INTERVENTIONS that have been tried AND their outcomes:

Dates start & end	Setting	Intervention Tried	Outcome

Mark any **ACCOMMODATIONS** that you have tried and are currently in place for the student:

	Seating change/preferential seating		Use of manipulatives
	Peer Mentor		Visual Models
	Chunking of assignments		Oral responding/testing
	Allowing breaks		Word processing/typing option
	Extended time/ untimed		Spell check
	Word Banks		Incentives praise

	Parent contact		redirection
	Read directions//tests aloud		Premade teacher notes
	Study guides		Sensory tools or tool to aide attention to task
	Short term deadlines		timers/ visual timers
	Teach text strategies (ex-Highlighting)		Provide examples of finished work/project
	Graphic organizers		outlines
	planner/organizational supports		OTHER: _____

BEHAVIOR*Data Rule:* _____

Describe Behavior of Concern. Include: Specific behavior(s), Where does the behavior occur (setting)?, What happens prior to the behavior of concern (antecedent)?, How often does the behavior occur (frequency)?, How long does the behavior last (duration)?, What happens after the behavior (consequence)? Describe the intensity of the behavior,

of Disciplinary referrals (office referrals):

Intervention PLAN (Attach description of Behavior Plan) Date Started _____

Describe Interventions and Outcomes:

OPTIONAL PARENT QUESTIONNAIRE FOR EVALUATION AND PROBLEM-SOLVING

Student: _____ Date of Birth: _____ Grade: _____ School: _____
 Address: _____ City: _____ State/Zip: _____
 Parent: _____ Home Phone: _____ Work Phone: _____

1. Please share your thoughts on any specific learning problems/concerns that you have regarding your child.

2. When did these behaviors/academic concerns begin?

3. Where do these symptoms occur? (i.e., at home, relatives, neighborhood, school, etc.) Please explain.

4. How does your child relate to others his/her age?

5. Optional: Provide available medical information including a written diagnostic statement and copies of any/all reports you would like the District to consider.

6. Has medication been recommended? Yes ___ No ___ Explain when given/type/etc..

7. What are your recommendations for consideration at an upcoming conference?

_____ Parent's Signature

Parental Consent/Release of Information

Student: _____ Date of Birth: _____ Grade: _____ School: _____
 Address: _____ City: _____ State/Zip: _____
 Parent: _____ Home Phone: _____ Work Phone: _____

CONSENT TO OBTAIN AND RELEASE INFORMATION:

I authorize the following agency to share information for the purpose of this student's participation in educational programming and services.

Name/Agency: _____ Individual/Position: _____

Address: _____ Phone: _____

I authorize the above listed individual/agency to share both written and oral information regarding the student's needs and provision of services. This may include information about: • Physical status (including vision and hearing), communication skills, cognitive skills, social and emotional behavior, self-help skills, and health status (medical, dental, nutrition)

- Educational assessment, programming, and services
- Social/Student functioning and family information
- Participation and progress with agency intervention
- X-rays, charts, photographs
- Other: _____

I understand this information shall be kept confidential and shall be used only for the purposes of planning and coordinating Section 504 educational programming services. I understand that I have the right to see this information by contacting the agency receiving it. This release shall expire at the end of one year or the date specified below by the authorizing party. This consent is valid for information currently in existence and that generated during future service involvement up to the expiration date of this authorization. I understand that I may revoke my consent at any time by providing **written notification** to the District 504 Coordinator.

_____ Signature	_____ Date	_____ Relationship to Student	_____ Expiration Date
--------------------	---------------	----------------------------------	--------------------------

SPECIFIC AUTHORIZATION FOR RELEASE

I authorize the release of the following information protected by federal/state law: (If release is authorized, signature **required**).

1. Mental health evaluation/treatment	Signature: _____
2. Substance abuse	Signature: _____
3. HIV – related information	Signature: _____

Contact the Louisa-Muscatine Community School Section 504 Coordinator with information and consent form.

Amy Lantigua
 Curriculum Director/Elementary 504 Coordinator
 14506 170th St., Letts IA 52754

Phone 319-726-3634
 Email alantigua@lmcscd.org

Amy Underbakke
 Student Services Coordinator
 Section 504 Coordinator
 Louisa-Muscatine Community School District
 14354 170th St. Letts, IA 52754

Voice 319-726-3421
 Email aunderbakke@lmcscd.org

Section 504 Accommodation Plan Termination

Student: _____ Date of Birth: _____ Grade: _____ School: _____
Address: _____ City: _____ State/Zip: _____
Email Address: _____ Location of Conference: _____ Date of Conference/Time: _____

The Section 504 Eligibility Determination Team has determined that the Section 504 Accommodation Plan currently in place for the above named student is no longer needed.

In the space below, briefly describe the reason for terminating the student’s 504 plan referencing the three qualifying criteria listed below.

1. mental or physical impairment which substantially limits one or more major life activities and/or major bodily functions (including caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, communicating, functioning of the immune system, normal cell growth, digestive, bowel, and bladder functions);
2. a record of such impairment; or
3. regarded as having such an impairment.

Rationale

Team Signatures	Date	Relationship with Student
1.	*	*
2.	*	*
3.	*	*
4.	*	*
5.	*	*

Parent: _____ Date: _____

Attach this completed form to the front of the student Section 504 Accommodation Plan. Both terminated and active Section 504 Accommodation plans are to be maintained in the student's cumulative file.



Louisa-Muscatine Community School District

We Value, We Challenge, We Prepare each and every student.

Date **XXXXXX**

To the family of: **XXXXXX**

Superintendent
Mike Van Sickle
mvansickle@lmcsd.org

The SIT (Student Services Intervention Team) has found upon review, that accommodations for **XXXXXX** are no longer necessary at this time to aid in academic success for your student. We will be terminating the 504 Accommodation Plan.

**Director of
Instruction**
Amy Lantigua
alantigua@lmcsd.org

This decision was reached after reviewing past report cards, past standardized scores, student work samples, physician and/or psychological report, classroom observation, parent meeting, and input from student, family, and staff.

**Business
Manager**
Charles Domer
cdomer@lmcsd.org

The SIT team will be in touch to set up a termination meeting. If it is not convenient at this time to meet either a phone call or e-mail can be used as your communication tool with the SIT team.

Sincerely,

**High School/ Junior
High Principal**
Chris Parkhurst
cparkhurst@lmcsd.org

Chris Parkhurst, Principal

Louisa-Muscatine Junior/Senior High School

(319)-726-3421 ext. 170

cparkhurst@lmcsd.org

**Elementary
Principal**
Aimee Wedeking
awedeking@lmcsd.org

Activities Director
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Web site:
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 · Secondary 319-726-3421 · Elementary 319-726-3634

Section 504 Complaint Form

Student: _____ Date of birth: _____ Grade: _____ School: _____
 Address: _____ Email Address: _____ City: _____ State/Zip: _____
 Grievant: _____

The Louisa-Muscatine Community School District pledges compliance with Section 504 regulations and that no discrimination on the basis of disability is permitted in the programs or activities of the District. If you believe that discrimination has occurred against a student because of a disability, please complete, sign and submit this form to the student's school administrator.

Describe the alleged violation of Section 504 in specific terms. Include 1) the specific incident or activity that is viewed as discrimination; 2) the individuals involved; 3) dates, times, and locations involved; and 4) attach any other necessary documentation

Describe any communication that has already occurred, with whom and when, to address the issue.

Describe proposed resolution of this issue.

Grievant Signature: _____ Date _____

Staff Signature _____ Date _____

Other: _____ Date _____

Administrator Signature: _____ Date _____

Staff Signature: _____ Date _____

Other: _____ Date _____

Section 504 Manifest Determination Review

Student: _____ Date of Birth: _____ Grade: _____ School: _____
Address: _____ City: _____ State/Zip: _____
Parent: _____ Date: _____

Purpose

The purpose of this meeting is to determine whether the student’s alleged misconduct is a manifestation of the student’s educational disability. It is not an opportunity to dispute the alleged misconduct or disciplinary action.

Agenda

- I. *Description of Misconduct:* It is appropriate to have the school administration provide this information based on personal knowledge and discipline logs and notices sent to the parents from the school. Description should be thorough and detailed.

- II. *Analysis:* Review the relevant information in the student’s file, including information from parents, any teacher observations, and the student’s 504 Plan.

- A. Was the misconduct for which the District seeks to discipline the student, caused by or did it have a direct and substantial relationship to the student’s educational disability? Yes No

- B. Was the misconduct for which the District seeks to discipline the student a direct result of the failure to implement the current 504 Plan? Yes No

Section 504 Manifest Determination Review-Page 2

If the answer to either of the above questions is “yes,” the misconduct is a manifestation of the student’s educational disability. If the answer to both questions is “no,” then the misconduct is not a manifestation of the student’s educational disability.

III. Conclusions of the Manifestation Determination: Please summarize the facts of the student’s alleged misconduct, the elements that are characteristic of the student’s educational disability, and the reasoning used in making the determination of whether the student’s misconduct is or is not a manifestation of the student’s educational disability. Be precise and well-reasoned.

IV. Next Steps (when appropriate):

- A. If the student’s misconduct is a manifestation of the student’s disability, the Section 504 team must:
 1. Withdraw the recommendation to expel, to long-term suspend, or to impose any other disciplinary change of placement.
 2. Discuss other points.
- B. If the student’s alleged misconduct is not a manifestation of the student’s disability, the student may be disciplined in the same manner as non-disabled students.



Louisa-Muscatine Community School District

We Value, We Challenge, We Prepare each and every student.

Date **XXXXXX**

To the family of: **XXXXXX**

Superintendent
Mike Van Sickle
mvsickle@lmcsd.org

The SIT (Student Intervention Team) and Administration has found upon review, a manifest determination hearing for **XXXXXX** will need to take place.

Director of
Instruction
Amy Lantigua
alantigua@lmcsd.org

Administration will be in touch to set up a Manifest Determination meeting. If you have questions at this time please contact Mr. Van Sickle, Superintendent, or myself.

Business
Manager
Charles Domer
cdomer@lmcsd.org

Sincerely,

Chris Parkhurst, Principal

Louisa-Muscatine Junior/Senior High School

High School/ Junior
High Principal
Chris Parkhurst
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cparkhurst@lmcsd.org

Elementary
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It is the policy of Louisa-Muscatine CSD not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code.

Checklist for Section 504 Eligibility Meeting

_____ A signed copy of *Section 504 Student Review Request Form* is forwarded to the school. This form will serve as page 1 of the accommodation plan.

_____ Teacher fills out Student Intervention Referral Form

_____ or Parent Completes Parent Referral Questionnaire

_____ 504 Section Coordinator will fill out appropriate paperwork and evaluation forms as part of the 504 determination.

_____ Eligibility team members are notified of meeting time, location, and any information they may need to bring to the meeting.

_____ Parents are provided a copy of *Parent/Student Rights under Section 504 and Parent Notice: Section 504 Student Eligibility Meeting*.

_____ Signed copy of *Parent Notice: Section 504 Student Eligibility Meeting* is secured by District 504 coordinator (not required to proceed with an eligibility review meeting).

_____ Parents/Teachers will be notified upon review if a student qualifies or does not qualify through a formal letter.

_____ *Section 504 Accommodation Plan* is completed if the student is found to be eligible for a Section 504 plan. The first page of Part 4 is a summary of the accommodation plan. A copy of this page is to be given to individuals responsible for implementing the plan.

_____ The final page of the *Section 504 Accommodation Plan* is the “sign off” sheet and is to be completed at every eligibility meeting. Secure signatures from parents and all team members. A meeting will be set up upon approval of a 504

_____ Identify tentative date for next review of the plan (done yearly).

_____ A copy of the *Section 504 Accommodation Plan* is filed in the student’s cumulative file.

_____ If a plan is no longer needed by the student, it must be officially terminated through review by an eligibility team. Completing and attaching the one page *Section 504 Termination Form* to the front of the plan does this. Terminated plans are filed in the student’s cumulative file. Same procedure is followed for a Manifest Determination.

Determining the “Substantially Limits” Requirement

School personnel, after reviewing relevant student information, must use their collective professional judgment in determining if an impairment (or disability) *substantially limits* one or more of a student’s major life activities. Making this determination will often challenge school staff especially if this is their first opportunity to participate in the Section 504-eligibility process. What follows are a few factors and framing questions to consider when deciding if an impairment meets the *substantially limits* requirement for Section 504 eligibility for a particular student. For an impairment to be substantially limiting it must impose a “considerable” or “to a large degree” limit on one or more major life activities.

Have staff keep in mind that when a student is *substantially limited* by an impairment, the student is:

1. Unable to perform a major life activity that the average person in the general school population can perform, or
2. Is significantly restricted as to the condition, manner, or duration under which he or she can perform a particular major life activity as compared to the condition, manner, or duration under which the average person in the general school population can perform that same major life activity.

The following three factors and related questions should be used by staff when determining if the *substantially limited* requirement is met.

Nature and severity of the impairment

- Is the impairment mild or severe?
- Does the impairment result in the student not achieving near expected levels?
- Does the impairment impact on a major life activity? If so, how?
- Can the impact of the impairment be mitigated through use of the medication or other means?

Duration or expected duration of the impairment

- Will the impairment be of such short duration as to not cause significant problems?
- Will the impairment cease impact on the child without intervention?

Permanent or long term impact resulting from the impairment

- Will the impairment be short or long in duration?
- What evidence is demonstrated by the student that limitations resulting from the disability impact activities that are centrally important to his or her life experiences?
- If the impact will be long term, will the impact negatively affect the child’s status, academically, socially, emotionally, or behaviorally?