

504 Procedures Manual

Muscatine Community School District



10

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MCS D 504 PROCESS

Note: The term 'parent' means parent, legal guardian or student who is their own guardian.

1. When a student is suspected of having a physical or mental impairment which limits a major life function:
 - a. Complete **504 Initial Referral Form**.
 - b. Can be completed by teacher, parent, Child Study team or any district employee
2. Submit completed form and supporting documents to the Building 504 Coordinator.
 - a. Building 504 Coordinator is building administrator or designee
3. Building 504 Coordinator will:
 - a. Provide and review **MCS D Student / Parent Right Handbook for 504** with parent.
 - i. Have parent sign **Parent Permission for Initial Evaluation / Receipt for Section 504 Parent and Student Rights Booklet**
 - b. Provide with **Parent Input Form**.
 - c. Review all submitted documents.
 - d. Collect all additional information necessary (ie: teacher reports, recent academic assessments, etc.).
 - e. If applicable, have **Student Performance Review** completed by staff
 - f. Submit all information with **504 Cover Page** to District 504 Coordinator within 30 school days of receipt who will forward to District 504 Team.
4. District 504 Team will meet monthly to review all newly referred students and three-year evaluations. The team will consist of a minimum of three people who represent the following areas
 - a. Elementary, middle and high school
 - b. Administration
 - c. Knowledge of the student
 - d. Knowledge of the meaning of evaluation data
 - e. Knowledge of accommodations and/or placement options available
5. The District 504 Team will use the data to answer the following questions as documented on **Determination of Eligibility Worksheet**.
 - a. Determine if the student has a physical or mental impairment as defined by Section 504.
 - b. Determine if the impairment substantially limits or restricts the student's ability to perform a major life activity as compared to an average person in general population.
 - c. Provide a written decision on **Parent Notification of 504 Eligibility** to the parent with copies to the building principal, building 504 Coordinator and District 504 Coordinator within 10 days of the determination of eligibility. Three options are:

- i. Student is not section 504 eligible
 - ii. Student is eligible but a 504 Plan is not needed because of either the corrective effects of mitigating measures or because the impairment is episodic or in remission.
 - iii. Student is eligible and entitled to a **Section 504 Student Accommodation Plan**. This will be written within 30 calendar days at the building level with the involvement of the Building 504 Coordinator, parents, appropriate teaching and/or support staff and the student (when appropriate).
6. **Section 504 Student Accommodation Plan** will be reviewed annually at the building level.
7. A re-evaluation will be conducted every three years unless the parent and school agree it is unnecessary. It may be conducted more frequently if conditions warrant, or if the student's parent or teacher requests the re-evaluation. It will not be more than once a year unless parent and school agree otherwise.
8. A copy of all materials, including yearly 504 Plans and re-evaluations, will be kept on file at the district administration center for 5 years after the student leaves MCSD.

APPENDIX

504 INITIAL REFERRAL FORM

Page 1 of 3

Submit completed form and supporting documents to the Building 504 Coordinator.

Student name: _____ DOB: _____

School: _____ Grade: _____ ID#: _____

Person completing this referral: _____

Relationship to Student _____

Date submitted: _____

Supporting Documentation

Check all documents/reports included with Initial Referral

Medical		School	
	Psychological Evaluation		Report Card/Course History
	Physician's Report		Standardized Assessments (ITBS/ITED, Star)
	Health History		General Education Interventions
	Other:		Work Samples
Home / Community			Curriculum-based assessments
	Parent Input		Discipline Report
	Home History		Attendance Report
	Community Agency Report		Student Performance Review
	Other:		Other:
Other			
	Observation Data		
	Other:		

Section 504 Regulations define physical or mental impairment" as (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; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

Based on the definition above, state the physical or mental impairment of concern. Provide available supporting documentation.

Is impairment...	No	Yes - Provide detailed explanation Note frequency, intensity and duration
Temporary (expected to last 6 months or less)?	<input type="checkbox"/>	
Episodic or intermittent (not always present)?	<input type="checkbox"/>	
In remission?	<input type="checkbox"/>	
Related to cultural, economic or environmental issues?	<input type="checkbox"/>	
Reduced by use of mitigating measures such as medication, physical devices or technology?	<input type="checkbox"/>	

Describe how the disability affects any Major Life Activity listed below

Major Life Activity (MLA)	<ul style="list-style-type: none"> • Include specific examples. • Include comparison to how peers perform the same activity • Note differences when/if mitigating measures listed above are in effect
Seeing	
Hearing	
Breathing	
Walking	
Learning	
Communicating	
Thinking	
Concentrating	
Reading	
Operation of major bodily function (ie: digestive or immune system)	
Other	

Additional Comments (use additional pages if necessary)

**PARENT PERMISSION FOR INITIAL EVALUATION
RECEIPT FOR 504 PARENT/STUDENT RIGHTS BOOKLET FORM**

Student Name: _____ DOB: _____

School: _____ Grade: _____

This student has been referred for evaluation for Section 504 Eligibility. As a parent/guardian you have the right to receive:

- a. this and all other written notices in the language I understand, English or, if needed, a translator of such orally, in sign language, or Braille as appropriate, and
- b. answers from school personnel to additional questions I may have.

My signature below indicates that I received a copy of Section 504 Parent and Student Rights which informs me of my rights throughout the 504 Process.

Signature of Parent, Guardian, or Adult Student

Date

My signature below indicates that I give consent for Muscatine Schools to proceed with an initial evaluation to determine eligibility. The records used to make the determination will be shared with me.

Signature of Parent, Guardian, or Adult Student

Date

Building 504 Coordinator

Date

This will be kept in the 504 file at the MCSD Administration Center.

PARENT INPUT FORM

Page 1 of 2

Student Name: _____ DOB: _____

Date _____ Adult completing form: _____

Relationship to Student _____

This student is being evaluated for a 504 Plan for a suspected disability. Your input as a parent is valuable. Please complete this form and return to

_____ no later than _____.

Building 504 Coordinator

Date

Describe how the disability impacts your child's social / behavioral interactions with family, peers and others in comparison with other children the same age.

Describe how the disability impacts your child's learning / academic progress in comparison with other children the same age.

Describe any physical or environmental modifications that are required because of this disability.

List your child's strengths.

Please provide any information that will help the school meet your child's needs. This may include school (growth in reading or math skills you have observed, strategies that have worked in the past, etc.), behavior (at home, in school, in the neighborhood) medical issues - anything!! Thank you for your assistance.

504 COVER PAGE FORM

Student name: _____ DOB: _____
 School: _____ Grade: _____ ID#: _____
 Parent/Guardian _____
 Address: _____
 Building 504 Coordinator: _____
 Date of Initial Referral Form (attached): _____

Supporting Documentation Necessary to Make Eligibility Decision
 Check all documents/reports included

Medical	School	Required
Psychological Evaluation	Report Card/Course History	Initial Referral
Physician's Report	Standardized Assessments (ITBS/ITED, Star, DIBELS)	Parent Permission / Receipt of Rights
Health History	Work Samples	Parent Input
Home / Community	Curriculum-based assessments	Other
Home History	Discipline Report	Observation Data
Community Agency Report	Attendance Report	
	Student Performance Review	

Building 504 Coordinator will:

- Provide parent with MCS D Student / Parent Right Handbook for 504.
 - **Parent Permission for Initial Evaluation / Receipt for Section 504 Parent and Student Rights Booklet**
- Review all submitted documents
- Collect all additional information necessary for Eligibility Team to make informed decision
- Submit all information with this **Cover Page** to District 504 Coordinator within 30 calendar days of receipt.

STUDENT PERFORMANCE REVIEW FORM

Page 1 of 2

Student name: _____ DOB: _____

School: _____ Grade: _____ ID#: _____

Teacher completing form: _____ Subject _____

This student is being evaluated for a 504 Plan for a suspected disability. Your input is valuable. Please complete this form and return to

_____ no later than _____.

Building 504 Coordinator

Date

Mark student's academic performance in **COMPARISON TO TYPICAL PEER.**

Behavior	Almost Always	Frequently	Sometimes	Rarely	N/A
Contributes to discussion					
Follows directions without prompting					
Keeps pace with lecture/project					
Focuses on instructions and classroom activities					
Brings required supplies					
Turns in class/home work					
Work is legible					
Prepared for tests					
Completes in-class assignments within acceptable time frame					
Overall productivity					

Overall Academic Functioning Performance

(Check One)

_____ Excellent _____ Satisfactory _____ Unsatisfactory _____ Failing

Describe any accommodations you have used for this student related to time allotments, in-class assignments, homework, tests, presentation, organization, etc. Rate the level of effectiveness on a scale of 1 (no effect) to 10 (highly effective).

Rate student's social / behavioral performance in **COMPARISON TO TYPICAL PEERS.**

Behavior	Almost Always	Frequently	Sometimes	Rarely	N/A
Is disruptive					
Repeatedly breaks school rules					
Rejected/ignored by peers					
Exhibits impulsive behaviors					
Receives poor citizenship grades					
Often drowsy or inattentive in class					
Impulsive or aggressive					
Socially inappropriate with teachers and adults					
Socially inappropriate behavior in class					

Overall Social/Behavioral Functioning Performance

(Check One)

_____ Excellent _____ Satisfactory _____ Unsatisfactory _____ Failing

Describe interventions and/or strategies you have used to address behavior. Rate the level of effectiveness on a scale of 1 (no effect) to 10 (highly effective).

Additional Information:

DETERMINATION OF ELIGIBILITY WORKSHEET

Page 1 of 7

Student name: _____ DOB: _____

School: _____ Grade: _____ ID#: _____

The District 504 Eligibility Team must determine that 1) the student has a disability which 2) results in substantial limitation in one or more major life activities/bodily functions. The team must consider information from a variety of sources to make determination.

Eligibility Part 1: Establishment of a mental or physical impairment.

#1. Does the student have a physical or mental impairment?

Section 504 Regulations define physical or mental impairment" as (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; respiratory, including speech organs; cardiovascular; reproductive, digestive, _enitor-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

_____ Yes – What is impairment?

- List supporting data. Proceed to Question #2.

_____ No – List supporting data. Student is not eligible. Proceed to Eligibility Determination Section

#2. Do cultural, economic or environmental factors account for the student's inadequate learning and/or behavior of concern?

Section 504 does not cover limitations of MLA/MBF caused by these factors.

Yes – List supporting data. Student is not eligible. Proceed to Eligibility Determination Section.

No – List supporting data. Proceed to Question #3.

#3. Is impairment temporary?

A temporary impairment is generally not considered a disability unless it is a substantial impairment, taking into account both the expected duration and the degree to which it actually limits a major life activity. A transitory impairment is impairment with an actual or expected duration of 6 months or less.

Yes – it is not considered a substantial impairment and/or has an expected duration of six months or less.

List supporting data. Proceed to Eligibility Determination Section.

Yes – it may considered a substantial impairment and/or have an expected duration longer than six months.

List supporting data. Proceed to Eligibility Determination Section.

No

List supporting data. Proceed to Question #4.

#4. Is impairment episodic or in remission?

An episodic impairment or impairment in remission may be a disability if it substantially limits a major life activity when active.

_____ Yes - List supporting data. Proceed to Question #5.

_____ No - List supporting data. Proceed to Question #5.

#5. Is the student using any measures or other modifications to reduce or control the effect of the impairment?

Mitigating measures include medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies. Other mitigating measures also include the (1) use of assistive technology, (2) reasonable accommodations or auxiliary aids or services; or (3) learned behavioral or adaptive neurological modifications. The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures

_____ Yes - List measures used, frequency of use, and the effect on the impairment. Proceed to Question #6.

_____ No - List supporting data. Proceed to Question #6.

Eligibility Part 2: Establish the impairment substantially limits one or more major life activities.

#6. Does the impairment limit one or more major life activities/bodily functions?

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

Major bodily functions include but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

_____ Yes - List areas/functions affected.

- List supporting data. Proceed to Question #7.

_____ No - List supporting data. Proceed to Eligibility Determination Section.

#7. Does the impairment result in substantial limitation?

A substantial limitation is a restriction as to the condition, manner, or duration under which an individual can perform a major life activity as compared to an average person in the general population.

The team must focus on the major life activity as a whole (e.g. learning), not on a particular class (e.g. math) or sub-area (e.g., socialization; study skills).

7a. When impairment is in an active state (not in remission and mitigating measures are not used) the impact of the impairment as compared to typical peers is:

_____ **Negligible:** an impairment that is minor, slight, or inconsequential.

_____ **Mild/Moderate:** an impairment that is slight, average, or minor effect or impact.

_____ **Substantial:** an impairment that is considerable, ample, large in effect or impact.

_____ **Severe:** An impairment that is harsh, serious, and grave in effect or impact.

- List supporting data. Proceed to Question #7b.

7b. When impairment is NOT in an active state (in remission and/or mitigating measures are being_used) the impact of the impairment as compared to typical peers is:

_____ **NA:** impairment is not episodic and no mitigating measures are used.

_____ **Negligible:** an impairment that is minor, slight, or inconsequential.

_____ **Mild/Moderate:** an impairment that is slight, average, or minor effect or impact.

_____ **Substantial:** an impairment that is considerable, ample, large in effect or impact.

_____ **Severe:** An impairment that is harsh, serious, and grave in effect or impact.

- List supporting data. Proceed to Eligibility Determination.

Eligibility Determination

In order to be eligible for services under Section 504, a student must have a physical or mental impairment that results in a substantial limitation in one or more one or more major life activities/bodily functions.

Based an analysis of the evaluation data, the District 504 Eligibility Team has come to the following consensus.

- _____ The student is not eligible under Section 504.
- _____ The student is eligible under Section 504. The school's team (including the parent) will meet within 30 days to develop a plan.
- _____ The student is eligible under Section 504 but does not currently require a 504 Plan because:
 - _____ Corrective effects of mitigating measures are effective
 - _____ The impairment is episodic or in remission

E. Team Signatures

All participants in eligibility determination are required to sign below. If participant was not in attendance for entire meeting(s), they are to sign and note that under Additional Comments.

Signature	Title	Area of Expertise (Mark all that apply)	Date
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	
		<input type="checkbox"/> Student <input type="checkbox"/> Evaluation Data <input type="checkbox"/> Placement Options & Accommodations	

Additional Comments:

PARENT NOTIFICATION OF 504 ELIGIBILITY

To the Parent/Guardian of: _____

Date: _____

The student was referred to Muscatine's District 504 Eligibility Team. In order to be eligible for services under Section 504, a student must have a physical or mental impairment that results in a substantial limitation in one or more one or more major life activities/bodily functions.

Based an analysis of the evaluation data, the District 504 Eligibility Team has come to the following consensus.

- _____ The student is not eligible under Section 504.
- _____ The student is eligible under Section 504. The school's team (including the parent) will meet within 30 days to develop a plan.
- _____ The student is eligible under Section 504 but does not currently require a 504 Plan because:
 - _____ Corrective effects of mitigating measures are effective
 - _____ The impairment is episodic or in remission

As a parent, you have the right to examine records relevant to this decision. If you have any questions, please contact the Building 504 Coordinator. If you disagree with this decision, you should file a written Notice of Appeal with the district's §504 Coordinator Jan Collinson (563-263-7223) within 15 calendar days from the time you received written notice of the §504 Committee's action(s). For addition information related to your rights, please refer to the Student/Parent Rights Handbook which you received on _____.

Respectfully,

District 504 Eligibility Team Chairperson

STUDENT 504 ACCOMMODATION PLAN

Page 1 of 2

Student name: _____ DOB: _____

School: _____ Grade: _____ ID#: _____

Parent/Guardian: _____ Phone: _____

Building 504 Coordinator: _____ Date _____

Plan Type: _____ Initial _____ Annual Review _____ Reevaluation

Briefly describe the impairment (both active state and during use of mitigating circumstances) and its impact on the student's success.

The following required accommodations are based on the eligibility for 504 services. MCSD recommends accommodations be in place a minimum of two months in an instructional setting prior to use on district or state assessments.

Accommodations required to meet the physical needs of the student.	Responsible Individual

Accommodations required to meet the instructional needs of the student.	Responsible Individual

Accommodations required to meet the behavioral needs of the student.	Responsible Individual

III. Team Members

Team Member Signature	Title	Date

504 DISCONTINUATION FORM

Student name: _____ DOB: _____

School: _____ Grade: _____ ID#: _____

Parent/Guardian: _____ Phone: _____

Building 504 Coordinator: _____ Date: _____

Date of Initial 504 Plan: _____ Recommended date of discontinuation: _____

Reason for Discontinuation:

Supporting Data for Discontinuation (if applicable):

_____ Attendance

_____ Grades

_____ Standardized Assessments

_____ ITBS/ITED _____ Star Reading _____ Star Math _____ DIBELS

_____ Compliance

_____ Other

I agree with and support the discontinuation of this 504 plan.

_____ Date _____

(Parent signature)

Team Member Signature	Title	Agree / Disagree	Date

RESOURCES

Accommodation:

- Practices and procedures that provide equitable access to the curriculum and equitable means of assessment without changing expectations in learning.
- Intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations.
- The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and district and state assessments.
- No accommodation should be just for assessments.
 - Iowa Testing Program lists guidelines and approved accommodations for ITBS and ITED. It is important to follow those guidelines.

Modification:

- Practices and procedures which significantly alter or change the curriculum.
- Assessment practices which result in a change of learning expectations.
- Modifications can increase the achievement gap or have other adverse effects on students. Examples:
 - Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons), reducing assignments and assessments so a student only needs to complete the easiest problems or items.
 - Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or giving a student hints or clues to correct responses on assignments and tests.
- It is important to note that, as a general rule, 504 Plans deal with accommodations, not modifications.

Accommodation	Modification
Levels the playing field	Changes the rules of the game
Often times just good teaching practices. You do it without thinking.	Makes you stop and think about what should be done and why.
Can be done for just about any student in your classroom at any given time	Very individualized and typically reserved for more involved disabilities
Allows student to complete the same assignment or assessment as other students, but with adjustments made to allow for the disability.	Often results in a total change of curriculum and expectations. End results may not look like the rest of the class.
Does NOT alter in any significant way what you are trying to measure.	Changes the standard or what you are trying to measure.
Can be in an IEP or 504, so then it MUST be done. But could be done for anyone.	SHOULD be in an IEP or 504, so then it MUST be done. Should not be done for general population.

Five Types of Accommodations

1. Presentation / Input
 - Instructional strategies and/or assistive devices that allow students to access information.
 - Ways to present assessments to allow student to demonstrate their knowledge.
2. Response / Output
 - The ways learners can demonstrate understanding and knowledge.
 - Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer
3. Setting
 - Adjustments to the location in which an assignment, activity or test is given
 - i. Total change of location
4. Time / Scheduling
 - Adjust the allowable length of time to complete an assessment or assignment
 - Adjust the way the time is organized.
5. Instruction and Assessment
 - Adjustments to the assignments or assessments that allow a student to use areas of strength to fully participate in the curriculum.

Presentation / Input

- Instructional strategies and/or assistive devices that allow students to access information.
- Ways to present assessments to allow student to demonstrate their knowledge.

Audio

- Peer helper to read assignments aloud rather than silently
- Provide additional verbal or written instructions or directions
- Auditory amplification device

Etc.

- Record (audio or video) presentation for student to replay as needed
- Have student read or repeat directions to you
- Bookshare.org provides many texts and novels in various format for students with an IEP or 504.
- Provide extra examples
- Develop 'signal' with student to cue back on task without drawing attention to him/her

Directions

- Simplify or shorten directions
- Provide sequential directions
- Read aloud complex, multiple-step math questions one step at a time.
- Repeat directions for subtasks
- Highlight key words/phrases in the directions.
- Simplify language of directions to clarify or explain.
- Present directions on audio tape
 - Some PDAs and cell phone have recording capabilities
- Present directions both verbally and in writing

Visual

- Key words or phrases highlighted
 - Have a text 'pre-highlighted' for any student who needs it
- Sticky notes to indicate important concepts or topics
- Take notes on Sticky Notes and keep in text or other 'handy' place
- Place cues on worksheet or test (arrows, stop signs, etc.).
- Large print version of the materials
- Reduce Visual Clutter
 - Materials in large print
 - Visual magnification devices.
 - Increase spacing on page
 - Reduce number of items per page or line
 - Worksheets with only one sentence per line
 - Use folders to display small portions of work at one time
- "Manipulative" math objects

Output / Response

- The ways learners can demonstrate understanding and knowledge.
- Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

Technology

- Access to 'speech to text' program such as Read and Write to complete assignments
- Allow student to record answers on a computer or audio or video recorder.
- Accept alternative responses
 - Verbal responses instead of written
 - Written response instead of verbal
 - Permit answers to be recorded directly into test booklet (and transposed later by adult)
 - Accept answers dictated to a scribe
- If verbal response is necessary (speech, oral report, etc.), allow student to present in front of smaller group or accept videotaped presentation.
- Break tasks into shorter pieces
 - Entire task is required, but done in parts
- Advance notice / multiple reminders of due dates
- Shortening of assignments, both in class and homework
 - If student has difficult time writing, accepting 10 problems w/100% accuracy addressed the disability without lowering learning.
 - Be careful!! This could result in lowered learning and lowered expectation if not used appropriately.
- Student compares agenda with peer daily to make sure all items are recorded
- Have student summarize at end of lesson / day / chapter
 - Allow student to mark responses in booklet instead of on answer sheet.
 - Allow alternative response such as oral, signed, typed, or pointing.
 - Allow the student to respond on a Braille writer.
 - Appoint a scribe to record the student's response (verbatim).
 - Audiotape student's response.
 - Allow student to use lined or grid paper for recording answers.

Setting

- Adjustments to the location in which an assignment, activity or test is given
- Total change of location

- Preferential seating - by teacher, away from noise, etc.
- Take short breaks out of classroom
- Provide special lighting or acoustics
- Wear headphones to eliminate noises
- Provide a space with minimal distractions (study carrel, different room)
- Administer a test in small group setting, private room or alternative test site
- Different spot in room for lecture vs. independent work
- Provide transition directions
- Setting Adaptations
- Seat student in area that allows him/her to move about freely without distracting other students - back of the room, behind a divider
- Allow larger area for student - two desks, taped off area, etc.
- Provide adaptive furniture
 - Chair ball
 - Beanbag
- Special lighting - Desk lamp, sit by window

Time / Scheduling

- Adjust the allowable length of time to complete an assessment or assignment
- Adjust the way the time is organized.

- Use a flexible scheduling of tests
 - If student has class at 10:00 but best time for working is 8:00, make arrangements accordingly
- Extend the time allotted to complete the work
 - Use in moderation - If student always has an extra day for assignments, they will quickly fall behind the rest of the class.
- Select time of day that is best for the student for certain activities
- Be aware of medication/health issues - ADHD, Diabetic, etc.
- 'Intense' classes and testing while medication is in effect
- Allow supervised breaks which don't count as part of the timed session
- Extend allotted time for a test - be sure to set maximum, such as up to 2X allowed
- Use timer as visual reminder for student
- Administer a test in several timed sessions or over several days
- Allow subtests on standardized assessments to be taken in a different order -ie: longest test first.
- Administer a test at a specific time of day - ie: always first thing in AM or after lunch

Instruction and Assessment

Adjustments to the assignments or assessments that allow a student to use areas of strength to fully participate in the curriculum.

- Even or odd problems instead of all
 - Require high level of mastery to assure learning is not compromised
- Five minute presentation instead of ten minute presentation
 - But all material must be covered - do not reduce learning
- Two page report instead of five pages.
 - All material must be covered - do not reduce learning
- Reading based on CBM
 - Typical student reads 100 CWM, so assignment reading 10 pages a night takes 10 minutes. This student reads 50 CWM so assignment is 5 pages, but takes same amount of time.
- Use cooperative groups to allow students to learn and perform at their level of comfort
- Have variety of culminating projects for students to select from in order to demonstrate their learning.
 - Powerpoint, written report, interview, art project, etc.
- Provide study guides
- Make notes available online
- Work independently rather than group project
- Advance organizers
- Introducing vocabulary prior to the unit to increase student's participation
- Provide on-task/focusing prompts
 - Preferably non-verbal to avoid dependence and intrusion
- Provide daily or weekly notes to parents for communication
- Provide daily or weekly assignment sheets
- Post daily or weekly schedule
- Provide organizers
- Use specific rather than general praise
- Use behavioral contracts
- Allowing an extra set of text books to be kept at home

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. The questions below are provided as a guide to the selection of appropriate accommodations. The important thing to remember is that accommodations are not to be generic, but rather should be focused on the student's disability.

1. What are the student's learning strengths and areas of further improvement?
2. How do the student's learning needs affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
5. What accommodations are regularly used by the student during instruction and assessments?
6. What are the results for assignments and assessments when accommodations were used and not used?
7. What is the student's perception of how well an accommodation "worked?"
8. Are there effective combinations of accommodations?
9. What difficulties did the student experience when using accommodations?

10. What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
11. Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?
12. Of the accommodations that match the student's needs, consider:
 - a. the student's willingness to learn to use the accommodation,
 - b. opportunities to learn how to use the accommodation in classroom settings
 - c. conditions for use on state assessments.
13. Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place.
14. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

WHO CAN BENEFIT FROM TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks.

It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses.

Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site.

Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

- Do...make accommodation decisions based on individualized needs.
 - Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
- Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.
 - Don't...select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.
- Do...be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.
 - Don't...use an accommodation that has not been documented on the IEP or 504 plans.
- Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.
 - Don't...assume that all instructional accommodations are appropriate for use on assessments.
- Do...be specific about the "Where, When, Who, and How" of providing accommodations.
 - Don't...simply indicate an accommodation will be provided "as appropriate" or "as necessary."
- Do...refer to state accommodations policies and understand implications of selections.
 - Don't...check every accommodation possible on a checklist simply to be "safe."
- Do...evaluate accommodations used by the student.
 - Don't...assume the same accommodations remain appropriate year after year.

- Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.
 - Don't...make decisions about instructional and assessment accommodations alone.
- Do...provide accommodations for assessments routinely used for classroom instruction.
 - Don't...provide an assessment accommodation for the first time on the day of a test.
- Do...select accommodations based on specific individual needs in each content area.
 - Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Directions: Accommodations should address a student's specific needs. These questions are designed to help identify areas of accommodation for a student. The list is not exhaustive—its purpose is to prompt individual teachers and members of IEP and 504 teams to consider a wide range of accommodation needs.

PRESENTATION ACCOMMODATIONS

1. Does the student have a visual impairment that requires large-type or Braille materials?
2. Is the student able to read and understand directions?
3. Can the student follow oral directions from an adult or audiotape?
4. Does the student need directions repeated frequently?
5. Are assistive technology devices indicated on the student's IEP?
6. Has the student been identified as having a reading disability?
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?
8. Does the student have a hearing impairment that requires an interpreter to sign directions?
9. Does the student have a hearing impairment and need a listening device?

RESPONSE ACCOMMODATIONS

1. Does the student have difficulty tracking from one page to another and maintaining that student's place?
2. Does the student have a disability that affects the ability to record that student's responses in the standard manner?
3. Can the student use a pencil or writing instrument?
4. Does the student use a word processor to complete homework assignments or tests?
5. Does the student use a tape recorder to complete assignments or tests?
6. Does the student need the services of a scribe?
7. Does the student have a disability that affects that student's ability to spell?
8. Does the student have a visual or motor disability that affects that student's ability to perform math computations?

SETTING ACCOMMODATIONS

1. Do others easily distract the student or does that student have difficulty remaining on task?
2. Does the student require any specialized equipment or other accommodations that may be distracting to others?
3. Does the student have visual or auditory impairments that require special lighting or acoustics?
4. Can the student focus on the student's own work in a setting with large groups of other students?
5. Does the student exhibit behaviors that may disrupt the attention of other students?
6. Do any physical accommodations need to be made for the student in the classroom?

TIMING AND SCHEDULING ACCOMMODATIONS

1. Can the student work continuously for the length of time allocated for standard test administration?
2. Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?
3. Does the student tire easily due to health impairments?
4. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?
5. Does the student have a learning disability that affects the rate at which that student processes written information?
6. Does the student have a motor disability that affects the rate at which that student writes responses?
7. Does the student take any type of medication to facilitate optimal performance?
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

Strategies for Differentiation

As you review the unit, note areas where differentiation is included and suggestions for additional strategies.

Strategy	Included	Suggestions for Additional Strategies
<p>Presentation / Input</p> <ul style="list-style-type: none"> • Instructional strategies and/or assistive devices that allow students to access information. • Ways to present assessments to allow student to demonstrate their knowledge. 		
<p>Response / Output</p> <ul style="list-style-type: none"> • The ways learners can demonstrate understanding and knowledge. • Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. 		
<p>Setting</p> <ul style="list-style-type: none"> • Adjustments to the location in which an assignment, activity or test is given • Total change of location 		
<p>Time / Scheduling</p> <ul style="list-style-type: none"> • Adjust the allowable length of time to complete an assessment or assignment • Adjust the way the time is organized. 		
<p>Instruction and Assessment</p> <ul style="list-style-type: none"> • Adjustments to the assignments or assessments that allow a student to use areas of strength to fully participate in the curriculum. 		