



Saint Martin Parish School System (SMPSS)

**School Building Level Committee
2022-2023 Handbook**

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Receipt of Acknowledgement & Understanding

I acknowledge that I have received a copy of the SBLC Handbook, which describes important information about various policies and processes in regards to in the St. Martin Parish School System. I understand that I should consult with the SBLC Chairperson if I have questions. I have read and understand the handbook and all of the processes and policies within. I agree that I will comply with the information contained in this handbook and any revisions that may take place during course of the school year. A copy of this signed receipt of acknowledgment and understanding page must be kept on file for 5 years at the school by the principal or SBLC designee.

Employee Name (Printed)

Position

Employee Signature

School

Date

PREFACE

The St. Martin Parish School System (also “SMPSS” or “school district”) is grateful to Pam Diehm, Lafayette Parish School Board’s 504 Coordinator, for assisting with the development of the St. Martin Parish School Building Level Committee Handbook. This handbook will be used as a procedural resource guide for determining student eligibility for programs and services under Section 504 of the Rehabilitation Act of 1973 (Section 504) and for implementing such programs and services to qualified students with disabilities in the St. Martin Parish School System. This guide is consistent with the Family Support procedures used in the Success for All program implemented in St. Martin Parish.

ACKNOWLEDGMENTS

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Pam DelauneHammond & Sills
Pam Jordan.....Director of Federal Programs
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504/SBLC
IMPORTANT DATES
2020-2020

Month	Information Focus
Mach 8, 2022	Update 504 Handbook
August 29, 2022	In-service Training on SBLC, RTI & 504 (Phase I)
September 8, 2022	Email copy of RTI Process at School and SBLC Meeting
September 21, 2022	Email 504, IAPs, FBAs BIPs, Health Plans, Data Validation Form & Student 504 List
October 3, 2022	Child Count Due to Tamika Joseph at Federal Building
October 14, 2022	List of 504 students with OSS SBLC Log Due
December 16, 2022	List of 504 students with OSS SBLC Log Due
January 13, 2023	In-service Training on SBLC, RTI & 504 (Phase II)
February 1, 2023	Child Count Due to Tamika Joseph at Federal Building
March 13, 2023	List of 504 students with OSS SBLC Log Due
May 19, 2023	List of 504 students with OSS SBLC Log Due

SBLC PROCESS

2022-2023

1. Any person knowledgeable about a student may make a referral to the school's SBLC. This includes but is not limited to parents of the child, teachers, administrators, bus drivers, outside agencies, judicial system, etc.
2. A classroom teacher or the school's data team may **refer** a student after reviewing data and validating a need. Data reviewed may include universal screening, progress monitoring, standardized tests, grades, behavior and medical information.
3. The classroom teacher completes the **Initial Referral Student Data Form**. These pages should be submitted to the SBLC Chairperson for scheduling.
4. The SBLC Chairperson **schedules** the meeting and invites the parent. A Parent Notification of SBLC Meeting form and a copy of the Parent and Student Rights are to be sent home. Note: If the child is evaluated for Section 504 and meets eligibility criteria, the parent must sign stating the Parent and Student Rights were received. Every time you meet with the parent from then on (annual updates, disciplinary hearings, etc.), the parent should be given another copy of the Parent and Student Rights and should initial and re-date on the IAP.

5. The classroom teacher **gathers necessary data** and brings the following data to the meeting:
 - grades and reading level supported by running records or reading checks
 - attendance and behavior data
 - universal screening data
 - RTI and progress monitoring data including reports from various intervention programs
 - cumulative folder
 - work samples
 - standardized testing data
6. At the scheduled meeting, the data will be reviewed and the following actions may be taken:
 - Consider changes to the RTI process and formal progress monitoring.
 - Continue/change intervention(s) and continue progress monitoring through the RTI process.
 - Consider PBIS behavior interventions.
 - Conduct a Section 504 evaluation.
 - Refer to other appropriate personnel as needed (e.g., speech, counselor, nurse, etc.).
 - Refer the student to Pupil Appraisal Services for an individual evaluation if exceptionality is suspected.
 - Refer for dyslexia screening/evaluation.
 - Schedule a follow up meeting as necessary.

INTRODUCTION AND PURPOSE

The primary purpose of this Section 504 Handbook is to inform the reader of the equal educational opportunity rights available to students with **disabilities** under **Section 504 of the Rehabilitation Act of 1973** (Section 504) and to incorporate applicable changes resulting from the **Americans with Disabilities Act Amendments Act of 2008** (ADAAA), effective January 1, 2009, which amended the **Americans with Disabilities Act of 1990** (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of the term “disability” under Section 504.

Section 504 of the Rehabilitation Act of 1973 is a federal anti-discrimination law designed to eliminate, in part, **disability discrimination** in all programs or activities receiving federal financial assistance from the U.S. Department of Education. Because public school systems in Louisiana are recipients of federal educational funds, each such public school system must comply with the requirements of Section 504. Section 504 applies to all programs, services, and activities of the school district receiving federal funds, regardless of whether the specific program or activity involved is a direct recipient of federal funds. Section 504 specifically provides that:

"No otherwise qualified individual with a disability in the United States . . . 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"
29 U.S.C. §794 (a).

The requirements of Section 504 are enforced by the U.S. Department of Education’s Office for Civil Rights (OCR). OCR also enforces **Title II of the Americans with Disabilities Act of 1990** (ADA) and the ADAAA which prohibit disability discrimination in state and local government services, programs, and activities (including public schools), regardless of whether those entities receive federal financial assistance. Section 504 and the ADA/ADAAA further prohibit harassment of students or others based on disability and prohibit retaliation for the filing of an OCR complaint.

NOTE: For purposes of this document, all references to Section 504 incorporate the responsibilities of the St. Martin Parish School System under Title II of the ADA, as amended by the ADAAA.

NOTE: OCR does not enforce the **Individuals with Disabilities Education Improvement Act** (IDEA); however, all students identified with a disability under the IDEA are also protected under the anti-discrimination provisions of Section 504 and the ADA/ADAAA.

POLICY STATEMENT

The St. Martin Parish School Board does not discriminate on the basis of disability, race, color, national origin, sex, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Information regarding parent and student rights under Section 504, eligibility for programs and services, grievance and appeal procedures, and other information regarding Section 504 are found in this Handbook. The following person has been designated to handle inquiries regarding the St. Martin Parish School System's non-discrimination policies:

Dr. Shirley Thibodeaux, Section 504 Coordinator for Students

Address: Special Services Department

701 West Bridge Street

Breaux Bridge, Louisiana 70517

Email Address: Shirley_thibodeaux@saintmartinschools.org

Telephone #: (337) 332-3388 ext. 3238

Fax #: (337) 332-4086

Notice of rights available to qualified individuals with disabilities under Section 504 are printed yearly in the SMPSS' *Student/Parent Discipline Handbook* and can also be found on the school district's website.

SECTION 504 OF THE REHABILITATION ACT

Eligibility

Section 504 provides anti-discrimination protections to qualified students with disabilities who attend St. Martin Parish Public Schools (“SMPPS” or “school district”). To be eligible for protections available under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such impairment. Section 504 requires the school district to make available a free appropriate public education (FAPE) to qualified students in its geographical jurisdiction who have a physical or mental impairment that **substantially** limits one or more major life activities.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity is determined on the basis of an individual inquiry which generally includes referral to the School Building Level Committee (SBLC) at the student’s school of attendance, pre-referral screening and intervention services, and referral for evaluation when determined necessary and appropriate by the SBLC.

Section 504 defines a physical or mental impairment as 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 any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The list of specific diseases and conditions that may constitute physical or mental impairments under Section 504 is not exhaustive--an activity or function not specifically listed in the Section 504 regulations can be a major life activity as determined on a case-by-case basis. Emphasis on eligibility focuses on the student’s needs that are a result of the student’s disability (not the disability “label” itself).

The definition of disability under **Section 504** is significantly broader than the definition used in **IDEA**. In other words, all children eligible for programs and services under **IDEA** are also eligible for protections under **Section 504**; however, children eligible for services and accommodations solely under **Section 504** are not eligible for protections under **IDEA**.

When a school district has reason to believe that, because of a disability defined under Section 504, a student needs special accommodations or services in order to participate in programs and activities of the school district, the school district must assess the student. If the student is determined to be eligible under **Section 504**, the district must develop and implement a plan for

the delivery of all needed services. These steps must be taken even though the student is not covered by the **IDEA** special education provisions and procedures.

NOTE: There is no “automatic” eligibility under Section 504 and no right to an evaluation on demand. The school district is required to conduct an evaluation of the student “before taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement”. 34 C.F.R. §104.3.

The determination of what services are needed must be made by a group of persons knowledgeable about the student, the meaning of evaluation data, and available placement options. The group should review the nature of the disability, how it affects the student’s education, whether specialized accommodations or services are needed, and if so, the nature and extent of those accommodations or services. The individualized determination of eligibility under Section 504 must draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The decisions about **Section 504** eligibility and services to eligible students in the SMPSS must be documented using forms developed by the SMPSS. Such forms must be placed in the student’s file and reviewed periodically. (See forms in the Appendix)

Under **Section 504**, the parent or guardian must be provided with notice of actions affecting the identification, assessment, or placement of the student. Notice must also be provided advising parents or guardians of their procedural right to an impartial hearing to challenge the school district’s decisions in these areas.

In summary, Section 504 provides needed accommodations and services to qualified students whose disabilities substantially limit one or more major life activity pertinent to their ability to function in the educational environment. Students participating in regular education early intervening services through RTI or school-wide positive behavioral supports generally will not be regarded as eligible under Section 504 unless school district personnel suspect that the student may also have a mental or physical impairment that substantially limits a major life activity.

ST. MARTIN PARISH PUBLIC SCHOOL SYSTEM

(Section 504 of the Rehabilitation Act of 1973)

Mission Statement

The St. Martin Parish Public School System is committed to assisting all children in reaching their learning potential. It is our belief that all children can learn, but not all children learn the same way.

It is the mission of the St. Martin Parish Public School System to provide a free appropriate public education to each eligible student with a disability within its jurisdiction, regardless of the nature or severity of the disability. It is further the intent of the St. Martin Parish Public School System to ensure that students with disabilities who are determined to be eligible under Section 504 of the Rehabilitation Act of 1973 are identified, assessed, and provided with appropriate educational services. The procedural rights available to students with disabilities and their parents under Section 504 will be strictly enforced.

A person with a disability under Section 504 is defined as any person who: (1) has a **physical or mental impairment** which substantially limits one or more **major life activities**; (2) has a record of such an impairment; or (3) is regarded as having an impairment.

The definition applies to individuals with visible difficulties, as well as those with disabilities that may not be apparent. Physical or mental impairments that are not readily apparent to others may include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, allergy, low vision, poor hearing, heart disease, or chronic illness. (A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers).

“Major life activities” under Section 504 include, but are not limited to: *“...functions such as caring for one’s self, performing manual tasks, walking, seeing, speaking, breathing, learning, and working.”* The key factor in determining whether a person is considered to have a disability under Section 504 is whether the physical or mental impairment results in a **substantial limitation** of one or more major life activities. For many school-aged children, the major life activity affected is learning. However, learning, in and of itself does not have to be affected for children to be eligible for Section 504 rights and protections. To be eligible for Section 504 rights and protections in public preschool, elementary, secondary, or adult education services, the student with a disability must be at an age during which persons without disabilities are provided such services; of any age during which it is mandatory under state law to provide such services to persons with disabilities; or a person for whom the state is required to provide a free appropriate public education under the IDEA.

The school system has the following responsibilities to qualified students with disabilities in its jurisdiction:

- a. Undertake to identify and locate all unserved disabled children. (“Renata D” forms are sent home twice a year as part of the Child Search efforts.)
- b. Provide a free appropriate public education to each qualified disabled person regardless of the nature and severity of the disability. (The services provided must be designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled persons are met.)
- c. Ensure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to the needs of the student with disabilities.
- d. Establish non-discriminatory evaluation and placement to avoid the misclassification and misplacement of students.
- e. Establish procedural safeguards to enable parents and guardians to participate meaningfully in decisions regarding evaluation and placement of their children.
- f. Afford students with disabilities an equal opportunity to participate in nonacademic and extracurricular activities.

The SMPSS may not exclude qualified persons with disabilities from preschool or day care programs or adult education programs operated by the school district and must take into account the needs of qualified students with disabilities in determining the aid, benefits, or services to be provided under those programs and activities.

Students in St. Martin Parish exhibiting special needs are screened by teachers and/or School Building Level Committee (SBLC) using a clearly defined pre-referral process (Level I). Teachers and the School SBLC at each school in the SMPSS assume the very important role of identifying, assessing, and planning for students identified as disabled under Section 504. Positive attitudes, communication, and collaborative efforts are critical factors in successfully identifying and responding to the needs of children with disabilities, including those covered under Section 504 and the IDEA

This Handbook has been developed to describe the process to be followed by SBLC’s in addressing the needs of students in the SMPSS. The Handbook also contains SMPSS forms which each committee shall be expected to utilize. Examples of classroom accommodations/modifications are included; however, each decision regarding services provided to a student with disabilities must be individually determined to address the unique needs of the student. (See Appendix)

REFERRAL CRITERIA

EXPLANATORY NOTES

The School Building Level Committee (SBLC) is organized to ensure that each individual student is provided the opportunity to receive meaningful instruction geared to his/her individual needs. Students referred to the SBLC are those who are having learning and/or behavioral problems which could not be resolved at the pre-referral level. Level II is geared toward those students whose problems are more extensive in that the child either has more problems or the problem(s) is/are more severe than the ones typically resolved at the pre-referral level.

The major functions of the SBLC are:

- to enhance the implementation of regular education strategies and research-based interventions in addressing students with academic, behavioral, and other difficulties
- to facilitate and expedite communication among various school staff to help students having difficulties
- to provide support to teachers who are trying to implement classroom strategies and individualize instruction
- to facilitate a mechanism for parental notification, input, and feedback within the decision-making process
- to expedite educational interventions for students
- to be the first school contact for concerns involving Section 504 students with disabilities and the determination of program eligibility according to Bulletin 1903, Regulations for Implementation of the Louisiana Dyslexia Law
- to provide a screening vehicle for referral to Pupil Appraisal Services
- to review all elementary and middle school students being considered for retention at each school and assist in making recommendations for grade level placement and/or Least Restrictive Environment at the end of the school year.

Each campus must establish a committee of knowledgeable persons to conduct individual student assessment and referral activities. **SBLC membership** is composed of one regular education teacher, one administrator, one special education teacher, and one counselor, all of whom are based at that school. The student's teacher(s), parents, pupil appraisal personnel, and others may attend meetings as needed. All committee members should be genuinely interested in helping resolve the educational concerns regarding individual children in the classroom and must be knowledgeable of the student and/or the suspected condition or disability of the student.

The SBLC Chairperson has the responsibility and authority to coordinate the SBLC. The chairperson should be a regular education teacher who is either elected by the faculty or appointed by the principal to this position. The SBLC chairperson should have 1) successful experience working with students; 2) knowledge of curriculum and materials at more than one grade level in

the school; 3) interest and ability in assessing learning and behavior problems; 4) skill at individualizing instruction; 5) ability to effectively communicate with students, parents, and staff; 6) interest and ability to help fellow teachers; and 7) a caring, supportive personality.

Duties of the SBLC Chairperson:

- 1) Accept the student referrals from teachers and parents for SBLC review
- 2) Notify committee members of the time and place of the meeting within five days of receipt of the referral. The student's teacher(s) should be present. Parent(s) should be invited.
- 3) Ensure that the following activities are completed prior to the first meeting:
 - whether all Pre-Referral information is completed and ready for review in the child's red Student Profile folder;
 - whether there has been a previous referral; and
 - whether any medical records or private evaluations are available from the parents.
- 4) Conduct the SBLC meeting.
- 5) Schedule the next meeting.
- 6) Enter the information on the SBLC Log and keep it current. A copy of each month's entries should be sent to the office of the 504 Coordinator with a Monthly Summary Sheet.
- 7) Appoint a recorder who will fill out the necessary forms on each child discussed.

During the discussion, one member should act as a recorder. When the committee agrees to try implementing a specific recommendation, the recorder enters it on the proper form. The teacher(s) and parents should be provided with a copy of the Intervention Plan. A copy is also placed in the red Student Profile folder.

The person assigned to implement the recommendations should maintain a written record of the implementation and effectiveness of the recommendations, the student's progress, and all contacts and actions made on behalf of the student. The records may be a narrative, a checklist, or a tally sheet. A record of those in attendance at the meeting should be maintained.

When a decision is made to refer a student to Pupil Appraisal, the decision should be recorded, and the referral must be signed by the principal and the parent.

Follow-up meetings should be held at regularly specified intervals in order to assess the effectiveness of interventions. Follow-up is an essential key to the success of the SBLC, and the chairperson is the essential key to coordinating follow-up. Parents must be notified of the student's progress toward recommended interventions, strategies, accommodations, or other activities at least once each reporting period.

At the **first SBLC** meeting, the committee reviews all the information from various sources to decide whether a 504 assessment should begin, an IDEA/1508 evaluation should be pursued through Pupil Appraisal, or other actions/options should be considered. A log of the follow up meetings should be kept on file for 5 years.

If a Section 504 Evaluation is determined to be the appropriate course of action, the 504 Determination form (Form II-2) is completed at this time, following a careful review of definitions and criteria for eligibility. A 504 Action Plan is then completed. A follow-up meeting is scheduled to discuss the results of the implementation of the 504 Action Plan.

NOTE: All information should be recorded on the SBLC Log as each step is started PARENT AND STUDENT RIGHTS

IN STUDENT DETERMINATION OF PROGRAM ELIGIBILITY

as defined in

SECTION 504 of THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law (Section 504 of the Rehabilitation Act of 1973) to students with disabilities.

YOU HAVE THE RIGHT TO:

1. Have the school system advise you of your rights under Section 504 (as listed below).
2. Have your child receive free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school system make reasonable accommodations to allow your child an equal opportunity to participate in academic, nonacademic, and extra-curricular activities offered by the school system.
3. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabling condition.
4. Receive notice and an invitation to participate in meetings with respect to identification, evaluation, and educational placement of your child, including proposals to initiate or change, or refusal to initiate or change the identification, evaluation, and educational placement of your child. Notice will be provided in your native language, unless it is clearly not feasible to do so.
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.
6. Provide your child the opportunity to receive accommodations/modifications and services to address his/her needs as well as the needs of non-disabled students if he/she is found to be eligible for services under Section 504.
7. Have fair evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who are knowledgeable about the student, the evaluation data, and placement options.
8. Request changes in the educational program of your child.
9. Inspect and review your child's educational records.

10. Receive a response from the school system to reasonable requests for explanations and interpretations of your child's records.
11. Request amendment of your child's educational records if believe the records are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school system refuses a request for an amendment of your child's records, it shall notify you within a reasonable time, and advise you of the right to a hearing.
12. Have an opportunity to present complaints/grievances and be provided the opportunity for an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. Complaints/grievances and due process hearing requests must be presented in writing to the St. Martin Parish Section 504 Coordinator. (Contact information is found on the school district's website and as indicated below).

The persons in St. Martin Parish who are responsible for assuring that the system complies with Section 504 are:

Dr. Gail Dalcourt, Director of Curriculum and Instruction

Dr. Shirley Thibodeaux, 504 Coordinator

St. Martin Parish School Board

625 Corporate Blvd.

Breaux Bridge, LA 70582

(337) 909-2892 ext.2892

504 COMPLAINTS AND GRIEVANCES

The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept confidential at each level of procedure.

Grievance Procedures

Proper levels of authority and communication are to be followed if a student or parent wishes to discuss a complaint or a grievance.

- First Level:** The student or parent **first contacts the teacher or school personnel with whom the problem occurred** for a conference. In the event that the situation is not resolved, the following persons are to be contacted (in order) until satisfactory resolution is achieved: the department **head or grade level chairperson**, the counselor, and, finally, the school's **administrator**.
- Second Level:** If, as a result of these discussions, the matter is not resolved, the grievant may request a conference with the appropriate **Central Office staff member** (e.g., Director of Elementary, Director of Secondary, Supervisor of Census and Attendance, 504 Coordinator, etc.). Full details of the grievance shall be initiated in writing or a 504 Grievance Form (page _____) shall be completed by the grievant within five (5) days following the conference with the principal. The appropriate Central Office staff member shall communicate the decision to the grievant in writing within five (5) school days following the date of submission. Unless the grievance shall be so appealed, it shall be deemed to have been settled, and the grievant shall have no further right with respect to said grievance.
- Third Level:** If the grievance is still not resolved, the grievant may appeal the decisions within five (5) school days to the **Superintendent**, who will review the facts and efforts made to resolve the problem and will make a decision in writing to the grievant within five (5) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled, and the grievant shall have no further right with respect to said grievance.
- Fourth Level:** If the grievant is not satisfied with the decision of the Superintendent, within five (5) school days after receipt of the decision, he/she may request a review by the **School Board**. The request shall be made in writing through the Superintendent who shall attach all papers relating to the grievance. The grievant's appearance to present his appeal before the School Board shall be scheduled in accordance with regular procedures at this meeting or by accompanied by counsel of his own choice. The School Board shall issue a written decision within thirty (30) days after the meeting with the grievant.

St. Martin Parish Public School System**Section 504 Grievance**

Date: _____

Name: _____

Address: _____

Phone: (Home) _____ (Work) _____

Name of Student: _____

Your Relationship to Student: _____

School Student Attends: _____

Nature of your Grievance: (Please describe the reason for your grievance.)

Please describe the corrective action you wish to see taken with regard to the grievance:

Signature of Grievant_____
Date_____
504 Coordinator's Signature_____
Date

SECTION 504 DUE PROCESS HEARING PROCEDURES

An **impartial due process hearing will be used** to resolve differences involving the education of a Section 504 qualified student with a disability **when such differences cannot be resolved by mediation or a less formal procedure**. In this instance, **due process** is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the SBLC regarding application of Section 504. A Section 504 due process hearing may be called at the request of the School Board or a parent, guardian, or surrogate of a student.

The proceedings will be presided over and decided by an **impartial hearing officer**, a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties. This person is one who is agreeable to both the parent and the school system, who is not employed by the school system or involved in the education of the child, or who otherwise has any personal or professional interest in the hearing. The grievant has the right to see a statement of qualifications of the hearing officer.

In all related hearing matters the following definitions shall apply:

SBLC refers to the School Building Level Committee.

Section 504 refers to the Rehabilitation Act of 1973 (and as amended).

Days mean operational days.

504 Action Plan means the specific program of accommodations/modifications developed to meet the needs of the eligible 504 student.

Parents means parents, guardian, or surrogate parent.

BESE refers to the Louisiana Board of Elementary and Secondary Education.

Parents or the School Board may initiate a due process hearing on a matter related to 1) eligibility and related procedures, 2) procedural safeguards, or 3) provision of a free and appropriate public education for the student.

Requests for a due process hearing must be submitted in writing to:

Dr. Shirley Thibodeaux, 504 Coordinator
 St. Martin Parish School Board
 625 Corporate Blvd.
 Breaux Bridge, LA 70517
 (337) 909-2892 ext.2892

Hearing notifications to the parents shall be given no less than fifteen (15) days and no more than twenty-five (25) days from the date the request was received. **Hearing notifications to the parents shall contain:**

A statement of time, place, and nature of the hearing. Time and place must be reasonably convenient to parent and child.

A statement of the legal authority and jurisdiction under which the hearing is being held. The hearing must be conducted in accordance with guidelines developed by the school system.

A reference to the particular section of the statutes and rules involved.

A statement of the availability of relevant records for examination.

A short and plain statement of the matters asserted.

A statement of the right to be represented by counsel. The parent has the right to be told of any free or low cost legal or other relevant services available. He/she must also be informed that attorney's fees may be recoverable in accordance with the provisions of Section 1415 of the Individuals with Disabilities Education Improvement Act, as amended, (IDEA; 20 U.S.C. §1401) et seq.).

All written correspondence shall be provided in English and/or interpreted in the primary language.

Hearing procedures shall be presided over by the Hearing Officer, who shall conduct the proceedings in an **impartial** manner to the end that all parties involved have an opportunity to:

Present their evidence.

Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to problems of disabled students.

Parents involved in the hearing will be given the right to:

Have the student present at the hearing.

Open the hearing to the public.

An interpreter, when language differences are determined to exist.

Present evidence and confront, cross-examine and compel the attendance of witnesses employed by the school system.

Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) days before the hearing.

Have the child remain in his/her present educational placement during the pendency of the administrative proceeding, unless parent and the system agree otherwise.

Have the child, if not enrolled in a program, placed in a program operated by the school system until the hearing and review process is final.

Duties of the Hearing Officer shall be to:

Review all relevant facts concerning the educational placement.

Determine, subject to appeal by an appellate process or judicial review, whether the School Board has met all procedural aspects of the 504 Action Plan.

Render a decision, subject to an appellate process or judicial review, whether the School Board has met all procedural aspects of the 504 Action Plan.

Render a decision, subject to an appellate process or judicial review that is binding on all parties, except that, in all cases, any action taken must comply with applicable federal and state law and regulations.

Further, the Hearing Officer shall ascertain that:

The procedures used in determining the student's needs have been appropriate in nature and degree.

The student's rights have been observed.

The provision of aids, services, or programs to the student may afford a free and appropriate education.

If the parents' primary language is other than English, then the hearing officer shall appoint an interpreter.

A copy of the **Hearing Officer's decision** shall be delivered to the School Board and the parent, guardian, or surrogate within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) days after receipt of the request for a hearing. Notification will include a statement that either party may appeal the decision. Extensions of the Due Process Hearing timelines may be granted by the Hearing Officer only at the written consent of either party to the Hearing Officer. The decision of the Hearing Officer is binding on all parties concerned; it is subject to an appellate process or judicial review.

Upon receipt of the decision in a due process hearing under Section 504 of the Rehabilitation Act of 1973, an aggrieved party may within thirty (30) days of the date of the decision **appeal such decision** to the 504 Coordinator for the school system. If no party files an appeal within the thirty (30) day time period specified above, the written decision of the 504 Hearing Officer will be regarded as the final decision on the complaint at the expiration of that period.

The 504 Coordinator, upon receipt of timely appeal, shall arrange for the establishment of an **impartial review panel** composed of three impartial reviewers, at least one of whom shall have received training in Section 504. The review panel shall meet and review the decision of the Section 504 Hearing Officer. The aggrieved party has the right to be afforded the opportunity, at the appeal, for and/or written arguments, at the discretion of the reviewing panel, and to have the oral arguments conducted at a time reasonably convenient to the parent. By majority decision, the review panel shall have the right to affirm, reverse, or modify the decision of the Section 504 Due Process Hearing Officer based solely on the merits of the case. The review panel shall have forty-

five (45) days from the date that the request for review is received by the 504 Coordinator in which to disseminate its decision to both parties. Any party aggrieved by the decision of the review panel shall have the right to appeal that decision as allowed by law.

A written or electronic verbatim **recording of the Section 504 Due Process Hearing** shall be on file at the School board office and will be available for review upon request of the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and/or in the primary language of the home.

If an agreement is not reached between the grievant and the school system, **an appeal may be made in court**, as provided by law.

APPENDIX

504 REVISED PLAN LINK

[http://www.louisianabelieves.com/docs/default-source/assessment/individual-accommodation-plan-\(iap\)-fillable.pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/default-source/assessment/individual-accommodation-plan-(iap)-fillable.pdf?sfvrsn=2)

Instructions for Completion of Section 504 Individualized Accommodation Plan and Standardized Assessment Data Validation Form (2010-2011)

Section 504 Individualized Accommodation Plan

The specific intent of the Section 504 Individualized Accommodation Plan (IAP) is to indicate that local education agencies provide accommodations to students with disabilities who are qualified individuals under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The IAP must be used for the purpose of providing documentation of accommodations on a written plan **for students who need Section 504 accommodations and who may or may not need standardized testing accommodations.**

- **Section 504 Disability:** The completion of Section 504 Disability indicates the district has determined that:
 - the student has a physical or mental impairment that substantially limits one or more of the major life activities,
 - the student needs accommodations, classroom instruction, and possibly statewide assessments that will allow the student to access educational opportunities to the same extent that peers without disabilities are able to do.
- **Do not attempt to diagnose.** Information that indicates diagnosis of a disability, obtained from the student's physician, may be considered when determining eligibility, in addition to data obtained in the educational setting by the SBLC/Section 504 team. If the team determines that the disability substantially limits one or more major life activities, the diagnosis may be included on the IAP. However, parents must not be required to provide medical documentation of conditions such as ADHD, dyslexia, or other disabilities. If information from a licensed medical practitioner, licensed psychologist/psychiatrist, or other medical authority is not obtained, eligibility may be based on data that indicate the presence of characteristics of the student's suspected disability that cause substantial limitation (i.e. characteristics of dyslexia, characteristics of ADHD) as observed and documented in the educational setting. **Note:** When documentation is made available, a medical evaluation or physician's statement of such conditions should not serve as the sole determinant of eligibility. For the purposes of Section 504 eligibility, existence of a disability must be accompanied by evidence of substantial limitation. If there is no presence of a **physical or mental disability that substantially limits one or more of the major life activities**, then the student is **not** a qualified individual under the Section 504 mandate, and the student should **not** receive Section 504 accommodations.
- **Documentation/Supporting Data:** Documentation of the evaluation results from the SBLC/Section 504 team must be kept on file and must remain accessible to the Data Validation Committee upon request. The examples listed below are various types of information that may help to support student eligibility under the Section 504 mandate. The Department does not advocate the use of any particular assessment, and it

is the local educational agency's responsibility to develop and document appropriate evaluation procedures. Support documentation may include, but is not limited to the following:

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

WRAT-3	Slosson	PALS	OWLS
TOLD-3	KBIT II	GORT-4	DST
KTEA (Brief)	Test of Reading Comprehension-3	DRA	DIBELS
TOWL-3	Test of Problem Solving	PIAT-R	
CTOPP			
Brown ADD Scales	Conners'	Hawthorne	TOPA

- **The decision concerning eligibility must be made by a group of individuals who are knowledgeable about the student, the student's disability, evaluation data, and placement options.**
- **Individualized Healthcare Plans (IHPs) must be attached to the IAP for further verification of students who receive Section 504 accommodations and who need specific medical procedures conducted during statewide assessment. Data listed on IHPs should be used as part of the Section 504 data-based decision-making process.**
- **Behavior Intervention Plans (BIPs), or a similar document, must be attached to the IAP when applicable and data listed on BIPs should be used as part of the Section 504 data-based decision-making process.**
- All content areas, school locations, and activities during which accommodations must be provided should be checked or noted on the IAP.
- All accommodations pertaining to the educational setting, teaching strategies, instructional materials, time demands, and behavior concerns should be checked or noted on the IAP, and all compensatory or additional services should be checked or listed. When necessary, accommodations may be specified or clarified on space provided on the form or on documents attached to the IAP.
- **Accommodations for Standardized Assessment:** The standardized assessment that the student is expected to take during the current IAP cycle should be checked on the form. All accommodations that will be received by the student during the standardized assessment period should be checked or noted, and an appropriate justification for the accommodation should be listed in the designated space on the form. Do not include instructional accommodations in the justification section of this form. There are various instructional accommodations that, if listed as testing accommodations, may constitute test security violations (i.e., peer assistance, guided help, tutor), or subvert the purpose of the test. **Note:** Accommodations provided to individual students during standardized assessments should be routinely (i.e. daily) provided to them during instructional time as documented on the first page of the IAP. Any test security violations may result in the student's test being voided. School districts must focus on providing educationally sound accommodations for regular classroom instruction and testing situations.

- **Limited English Proficient (LEP) Students:** The IAP and Data Validation Form are **not** for the use of documenting any type of accommodations for LEP students, unless the student has a qualifying disability under Section 504. LEP is not a disability under the Section 504 mandate.
- **Special Education Students:** **The IAP should not be used for students with disabilities who receive Special Education Services, including students with Speech or Language**
- **Impairments.** Instructional and test accommodations for these students should be documented on their Individualized Educational Program (IEP).
- **Gifted or Talented Students:** Gifted students with a “qualified disability” under Section 504 must have a Section 504 IAP attached to their IEPs.
- The IAP should be used to address accommodations given during regular instruction for informal and formal in-class assessments. Justification statements must reflect the need for accommodations on statewide assessments and be reflective of accommodations implemented on a routine basis in the educational setting. Accommodations must be justified, and the relationship between the accommodation and disability must be established. There must be evidence that accommodations are routinely provided in a reasonable amount of time prior to standardized assessment, in order to ensure that accommodations do not compromise the validity of the assessment.
- **Signatures:** Signature lines with an asterisk (*) must be original signatures. The parent and student signatures are optional, but it is considered a “best practice” to obtain these. The School Test Coordinator and the District Section 504 Coordinator’s signatures must be obtained if the student will require accommodations on statewide assessment.
- Provide parents with a copy of *Notice of Parent Rights* and document this provision on the IAP.
- This Individual Accommodation Plan must be completed in its entirety. Be specific in your answers and give detailed supporting information from the Section 504/SBLC process. Attach to the IAP necessary documents, memoranda, Individual Health Plans, Behavior Plans, and other relevant documentation, as appropriate. Retain originals or copies of all Section 504 records at the student’s school site. Observe procedures to ensure confidentiality of student records.
- Students may receive a variety of accommodations deemed appropriate by the committee (i.e., Students are not limited to instructional accommodations that only apply to statewide assessments. Other instructional, behavioral, environmental, et al. accommodations, if appropriate and needed, may be provided.)
- **Standardized Assessment Data Validation Forms:** LEAs must continue to track accommodations administered during standardized assessments for each identified student with a disability in the school district. However, effective September 2010, submission of the Standardized Assessment Data Validation Form will no longer be required by the Louisiana Department of Education.
- IAPs must not be developed for the sole purpose of providing accommodations on statewide assessments.

Standardized Assessments

- In order for newly identified students to receive accommodations for spring assessments, they should

be identified and begin receiving the targeted accommodations at least four weeks prior to the identified assessment period. Extenuating circumstances and exceptions may be considered. Students in the process of transferring from state to state or parish to parish should be considered for exception.

- If an IAP has not been reported during the current academic year, an accommodation plan must be submitted to the LDE thirty days prior to the administration of the retest for any student retaking any statewide assessment. For LEAP summer/fall remediation and retest, the IAP form must be forwarded to the student's remediation and testing site to ensure the student receives the appropriate accommodations for instruction and assessment.

SIS Database

- All LEAs should now use the revised IAP, dated 9/2010. This IAP contains disability codes that align with the SIS database.
- Each LEA shall assign an individual to input Section 504 data into the SIS database. The appointment of the designated individual(s) is at the LEA's discretion. However, the LEA Section 504 Coordinator is responsible for organizing Section 504 data in a manner appropriate for designated individuals to input student information into the local data management system for conversion to the SIS system. Disability codes indicated on the revised IAP align with codes in the SIS database.
-
- All LEAs are expected to have current data included in the SIS Data Management System for each collection/reporting period. Any changes made between collection periods should be included in the next data collection.

Temporary Illnesses and Injuries

- Broken thumbs, wrists, hands, and other temporary injuries or illnesses should no longer be documented on the Section 504 IAP. Only disabilities with an expected duration of six months or longer are considered a disability under Section 504. Temporary disabilities such as these listed may receive accommodations during standardized assessments when documented using the Louisiana Department of Education Temporary Accommodation Plan (TAP).
- Students receiving IDA or Section 504 services have long-term disabilities that should be documented on an Individualized Education Program (IEP) or IAP. These students may have a TAP for temporary conditions expected to last less than six months in duration. Copies of the TAP should be attached to the student's IEP or IAP, distributed to the student's teachers and all other relevant personnel, and submitted to the LEA Section 504 and Test Coordinator prior to the relevant standardized assessment period.

Questions or Concerns

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

SAMPLE SECTION 504

ACCOMMODATIONS/MODIFICATIONS AND SERVICES

General Considerations*

* These samples are not exhaustive.

ACCOMMODATIONS/MODIFICATIONS CHECKLIST

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ACCOMMODATIONS/MODIFICATIONS OF PHYSICAL ENVIRONMENT

		Preferential seating - close to direct instructional area
		Learning centers
		Checklist(s) to assist student organization
		Assignment notebook
		Individualized/small group instruction
		_____ at grade level _____ below grade level
		Peer tutors/work buddies/note takers
		Reduce/minimize distractions
		Alternative grouping
		Stand near the student when giving directions or correcting
		Other (Specify) _____

ACCOMMODATIONS/MODIFICATIONS OF INSTRUCTIONAL MATERIALS

		Shortened assignments
		Texts/workbooks/worksheets at a modified reading level
		Learning materials to supplement instruction
		Alter format or materials on page (type/highlight/spacing)
		Modify/repeat/model directions
		Give directions in more than one way (visual, auditory, written, and re-explained)
		Large print/recorded books
		Color coded materials
		Special study sheets
		Other (Specify) _____

Teach to student's learning style

_____ Visual _____ Tactile _____ Auditory _____ Multi-sensory

Individualized/small group instruction

_____ at grade level _____ below grade level

Cooperative learning/peer assistance

Modify assignments as needed (e.g., vary length, limit items...)

RELATED TO PHYSICAL ENVIRONMENT

1. **Assign preferential seating/alter physical room environment:** It is often best to seat the student 1) close to the area where the majority of direct instruction takes place, 2) in an area free from distractions, and 3) out of the main traffic areas. This placement may mean sitting near the teacher's desk or near the board or near an activity center.

Seat students with copying problems relatively close to and in direct eye contact with the board so that they do not have to turn their heads or turn around in their desks in order to see what is written there. For students who are highly distractible or overactive, place their desks in close proximity to the teacher so that the teacher can use cueing gestures and soft re-orientations to the task rather than verbal corrections from across the room.

Suggested guidelines regarding the environment of the room include: 1) ensure proper lighting; 2) ensure proper desk height and seating comfort, 3) store materials away from students; 4) arrange classroom to ensure physical accessibility; 5) arrange classroom to facilitate small group, large group, and peer learning opportunities; 6) use special interest centers; 7) arrange furniture to ensure that student traffic patterns do not promote disruptions; 8) encourage the teacher to move around in the classroom for proximity control; 9) provide modifications to any instructional equipment; and 10) provide more space for students to store and use various instructional aids.

It is a good idea to carefully choose seating modifications. Research evidence finds some modifications (e.g., relatively isolated within classroom) to be generally ineffective with AD/HD students and often increases rather than reduces behavioral problems. Seating very near the front of the room, such as directly next to the teacher's desk, can be beneficial if the teacher engages in considerable positive interaction with the student while he is sitting there. Procedures used simply to avoid disruptions to other students, rather than to give the student more attention, are generally ineffective and often worsen both behavioral and academic problems.

It is also a good idea to allow physical movement while seated. Students with AD/HD often tend to sit in awkward seating positions. Research evidence indicates that sitting on the legs or in a somewhat contorted position increases muscular tension and keeps these students more alert rather than less so. Students should be allowed to sit on their knees or kneel beside desks, or even stand while working at their desk as long as they do not disrupt others. Teachers are strongly encouraged to allow constructive movement while at the desk to avoid more disruptive problems, such as kicking the desks of others, tapping pencils, and the like. Trying to keep students with AD/HD still and sitting up straight is impossible and counterproductive.

2. **Use learning centers.**
3. **Use checklist(s) to assist student organization.**
4. **Use a notebook for assignments/materials/homework.**
5. **Provide individualized/small group instruction at grade level or below grade level.**

6. **Assign peer tutors/work buddies/note takers.** Have someone other than the student record notes, daily assignments, and classwork, homework, and/or test answers or transcribe essays and reports. Notes can be photocopied or taken on carbonless duplicating paper. If using a peer assistant, make sure that he/she wants to perform this volunteer job and is a good note taker who spells accurately and writes legibly. Except in extreme cases, this technique should not be used as a substitute for teaching note taking skills. The student should continue to take notes and use the peer note taker's notes as a model or to fill in gaps in his/her own notes. A classmate may also serve as a facilitator for the student under the supervision and direction of the teacher. This is particularly useful in schools having limited curricular and staff support.
7. **Reduce/minimize distractions.**
8. **Consider alternative grouping.**
9. **Stand near the student when giving directions or correcting.**
10. **Other:**

Channel physical activity into leadership roles. Have students with high activity levels deliver the roll to the office or serve as line leader, patrol leader or lunchroom monitor. The more responsibility they are given, the better they tend to do. The more they are isolated and viewed as negative within the context of the classroom, the more their behavior becomes self-fulfilling. In fact, sometimes the most disruptive children are most conscientious when given control and oversight over the behavior of others.

Avoid limiting extracurricular activities and recess for students with attention problems and for those who achieve limited academic success. Such restrictions often result in worsened, rather than improved, performance. Activities such as music or art, and those which involve physical movement, such as recess and P.E., should not be taken away, except in the most extreme circumstances and following consultation with the parent and/or prescribing physician if medication is utilized. If there are any activities in which students excel, including athletics, they should be encouraged to continue to participate in these activities, which are often the only areas in which they can perform in a socially acceptable way. They should be praised for their performance or skills in these areas.

Use nonverbal cognitive cues to control impulsive behavior, such as talking out loud, interrupting in the classroom, bothering other people's belongings or walking around the room on a routine basis. These cues must be established one-to-one with the student and on a consistent basis. Cues should be used in place of verbal corrections so that the student responds to the cue with positive interaction and eye contact. If the negative activity is repeated, the cue must be reused rather than utilizing a negative verbal correction. Cueing systems are extremely effective for students with AD/HD when teachers and administrators have the patience to establish an effective reinforcement history. As a general rule, it will take four to six weeks of continuous usage for the cue to have the desired behavioral impact. If more than one teacher is working with the student, it is extremely important that

all teachers who experience the problem as a similar cue. The cueing systems work best if both parents and teachers are utilizing the same mechanism. Since impulsive behavior is, by definition, resistant to consequence-based change, cueing systems are often the only effective system to improve the low-level disruptive behavior of many AD/HD students.

RELATED TO INSTRUCTIONAL MATERIALS

1. **Shorten assignments.** Require less academic output of the student who works slowly, especially on work which involves extensive copying and paper-and-pencil tasks or lengthy reading passages. It may be that fewer questions or problems are answered or that shorter written compositions are allowed or that reading amount is reduced. Consequently, the amount of work output is smaller.

Reducing the amount of work may, in some cases, ease the constant pressure to produce work quickly rather than accurately, completely rather than correctly, and sloppily rather than neatly. Written work may be altered by allowing a student to write answers only, or fragments, rather than complete sentences. In addition to reduction of assignments, assignments can be cut into smaller portions so that students are not overwhelmed by the quantity of work. Worksheets can be cut into rows or halves. Tests can be completed one sheet at a time.

2. **Use texts/workbooks/worksheets at a modified reading level.** Use high interest, low vocabulary reading materials.
3. **Provide learning materials to supplement instruction.** Use visual posting of academically relevant materials in place of room decorations. Colorful cues of academic information would include 5 x 8 note cards with spelling words written on them, examples of math problems currently taught, chemistry formulas, characters cards, spelling rules, etc. When students are visually inattentive in the classroom, this posted visual information tends to attract their visual inattention in the process so that off-task behavior can actually become a form of inadvertent study. Visual cues are left on the walls, or even ceilings, for all quizzes and daily work. This strategy allows the daily work process to become one of review and study, and can also be motivating to poor students in the classroom since they have the opportunity for some good grades. The final benefit of posting strategies is that when the cues are removed when giving chapter, unit, or major tests, the students who are strong visual/spatial learners will look at the now empty spot on the wall and recall the information which was previously posted there, indicating that posting has provided a long-term storage process for them.
4. **Alter format or materials on the page (type/highlight/spacing).** Use textbooks with highlighted materials.
5. **Modify/repeat/model directions.** Many students have difficulty processing oral instructions as a result of AD/HD, auditory processing, or short-term memory difficulties. Over-instruction or oral instructions so that the teacher continues to give instructions until all students have begun the task, are a much more effective strategy than limiting the instructions to an arbitrary number. Regardless of the number of times a teacher gives the instruction, some students will require one-to-one assistance. It is an incorrect assumption that listening skills are facilitated when the teacher mandates that she will give instructions only a limited number of times. In fact, students with good listening skills listen equally

well regardless of how many times the teacher gives instructions, while those students who do poorly at such skills are greatly benefitted through over-instruction techniques. Students may be asked to restate instructions to the teacher or a peer partner as a means of determining if the instructions are indeed understood.

6. **Utilize large print/recorded books.** Use large print materials for low vision students. Use Braille for students who cannot use print. Have students read, do assignments, or take tests on pages that have been photocopied and enlarged by 30% to 100% or that have been originally created with larger size print in order to make reading and paper and pencil tasks easier.
7. **Color code materials.** *In reading, spelling and subject area vocabulary, color code and/or underline troublesome portions of words, such as word endings, letters out of sequence, double consonants, consonants having the same or similar sound, vowels and vowel digraphs, and frequently omitted letters, etc., to call attention to visual details within words.*

*Color code **process signs in math** to call visual attention to the process being performed. Use the same color consistently to represent the same operation (i.e., red for addition, green for subtraction, purple for multiplication, orange for division. The goal is to train the student to attend to the process sign before attempting to solve a problem.*
8. Other: Use multi-sensory materials. Tape record reading materials and assignments. Allow students to use calculators. Use concrete manipulative materials. Allow students to use tape recorders in class. Provide students with advance organizers, lecture outlines, and pre-test questions. Have spell-check capabilities available for students. (These ideas overlap with methods.)

RELATED TO INSTRUCTIONAL METHODS

1. **Teach to the student's learning style**, whether it be visual, tactile, auditory, or multi-sensory. For many students instruction, practice activities, and directions should be given using more than one modality (multi-sensory). Such activities physically involve the student and require that multiple modalities (auditory, visual kinesthetic, tactile) are used simultaneously or in rapid succession. Direct instruction techniques that engage the student's hearing, vision, and tactile senses help assure that the student's strongest learning pathway is tapped. Tape recorders with headphones, chalk boards, small writing boards, plenty of visual aids--such as pictures, slides, and videos, as well as three dimensional manipulative and real-life examples— help increase the multi-sensory aspects of teaching and learning.

Tactile-kinesthetic surface writing, or finger writing, is a useful strategy for processing and memorizing numerous types of information including vocabulary words, phonics rules, mathematics formulas, dates, and other such types of information. Multi-sensory surface writing benefits not only students with AD/HD, but also students with other learning and behavioral problems.

2. **Provide individualized/small group instruction either at grade level or below grade level.**

3. **Use cooperative learning strategies.** Learning by being a part of a small group in which students pool ideas, trade information, and make group decisions is cooperative learning. It is considered a modification only if the cooperative learning situation is not part of the whole class instructional methodology or is in some way different. Groups should be carefully chosen based on students' learning styles, ability levels, and personality characteristics.
4. **Modify assignments as needed (e.g., vary length, limit items...).** Break long assignments into multiple short assignments to facilitate closer monitoring/feedback. Paraphrasing or condensing information (both verbal and written) in such a way that is complete, but is shorter and/or uses alternative vocabulary in order to make the idea and information easier to comprehend is often useful for students with auditory processing difficulties.
5. **Break tasks and procedures into sequential steps (task analysis)**
Assignment charts in which the tasks for the day are broken down in sequential order and given approximate time limits are useful for students with attention problems. These can be taped to the child's desk and checked off as completed. With younger students, stickers or other positive reinforcers can be utilized to note progress during the day. Older students are benefitted by the teacher's careful discussion, generally with the entire classroom, of the things which must be completed during the period. Close supervision is used to ensure that the student remains relatively on task during the assigned period.
6. **Use strategies for mastery and over-learning.** Call-and-respond questioning is designed to eliminate much of the hand raising in response to teacher questions in the classroom. For all oral questions which are asked about content-mastered material, that is, to which most of the students should know the correct answer, the teacher uses a call-and-respond method where, after the question is asked, she encourages group response. Hand raising is required, upon teacher direction, for more difficult abstract or conceptual question or for material which the teacher believes has been mastered by only a few students. The combining of these strategies allows ongoing assessment of content mastery since, if only a few students call out the correct answer, the teacher will recognize the need for re-teaching of this information. Perhaps, more importantly, it encourages attention and participation in the group and allows students who have been inattentive to the materials when it was first offered to relearn.

Random oral drills are useful for activities such as recitation of the alphabet, counting sequences in math classes, spelling vocabulary words written on the board letter by letter, etc. Students usually stand and are called on one at a time in random order. These drills allow some physical movement, and the teacher moves around the room maintaining eye contact with the students as the drill is conducted. Both the physical movement and the random nature increase attention activation, and combining standing oral work with seated written work dramatically improves the quality of written performance.

7. **Teach concrete concepts before teaching abstract concepts.**
8. **Limit the number of concepts introduced at any one time.**
9. **Utilize oral responses to assignments.** Provide opportunity for increased response time. Allow the student who has slower processing skills the opportunity to think of and to give a more complete answer that reflects his actual knowledge. The student may be given the questions well in advance so that his rehearsed response can be made more quickly.
10. **Read class materials orally.**
11. **Provide practice activities using immediate or short-term feedback.**
12. **Use study guides or advance organizers/outline notes or key sections of the text to emphasize main ideas.** Provide copies of the teacher's notes and class plans to ease writing requirements and to assure that information for home study is accurate, sequentially ordered, and well organized. Although it is not always possible, if the notes are given to the student ahead of time, he may be able to follow the classroom instruction more readily.
13. **Use hands-on activities/concrete manipulative objects.**
14. **Use verbal and visual cues to reinforce instruction.**
15. **Provide options for students to obtain information and demonstrate knowledge through use of tape recorders/calculators/word processors/computers/alternate projects/interviews/oral reports.** Allow students to record classroom instruction, lecture notes, and/or directions. Teach the student how to use the tape recorder and establish guidelines for its use. The teacher may wish to tape his/her own materials and use the tape with multiple students and in more than one class. Tapes may be used for giving directions. While, sometimes the student needs to have directions repeated or paraphrased in different words, other times it is helpful for the student to hear the exact same wording for instruction more than one time. This strategy enables the student to begin to cue in to the consistent direction-giving style of the teacher.

Use a calculator to assess mathematical concepts that involve calculation skills. A calculator can be used to check answers after the student has worked the problem by hand first, showing all steps so that the teacher can document that they have, in fact, completed the work by hand. They may then use the calculator to check to see if the answer is correct. If they have made an error, this will encourage them to correct the problem and work back through it. In subject matter other than math, students with math computational problems must be given a calculator provided by the school if computational accuracy is required in testing. This would apply in particular to classes such as physical science and chemistry

where computational accuracy is often graded, but is not a part of the content mastery of the course itself.

Use a computer or word processor for students with written language problems (hand writing, spelling, visual-motor, or copying). Such students should be encouraged to use a computer or word processor to the greatest extent possible and be allowed to complete assignments at home with technological assistance if such resources are available in the home. Except in extreme cases, however, 504 arbitrations and subsequent litigations have ruled that schools were not required to provide an individualized computer or word processor, since this exceeds the standard of minimal accommodations and can be quite costly, as well as causing difficulties with other students in the classroom. For students with severe expressive language problems, however, such accommodations may be necessary. In cases where students are receiving lower grades as a result of the lack of neatness of their handwriting in subject matter other than handwriting itself, the teacher should either discontinue grading the handwriting quality and neatness, or should allow the use of a computer, word processor, or typewriter.

16. **Teach organizational skills.** *Encourage the student to use a blank unlined index card as a marker and place holder in all academic activities. Use large blank white 4 x 6 index cards in every book, notebook, and workbook to help the student organize and structure him/herself quickly and efficiently. The index card should also be used to follow a line of print so that the student does not lose his/her place or skip words while reading. Use of the card also helps focus attention and adds a subtle tactile-kinesthetic dimension to the activity of reading. It is more effective than pointing.*

Using paper clips to mark pages is also effective as an organizational tool.

Many AD/HD students have great difficulty remembering and organizing their material and supplies. A few of these:

**SECTION 504 ACCOMMODATIONS/MODIFICATIONS/SERVICES
(COMPLIANCE AND CONFIDENTIALITY)**

Dear Teachers:

Attached you will find classroom accommodations/modifications to be implemented as a result of the SBLC findings regarding the following student:

Name: _____ SID#: _____

It is imperative that these modifications be implemented for this student so that we are in compliance with Section 504, a federal law which protects the rights of students with disabilities.

Failure to comply with the law regarding classroom modifications can result, for example, in an investigation by the Office for Civil Rights (OCR). If OCR determines that the school district has violated federal mandates pertaining to children with disabilities, such rulings can result in loss of all district funds as well as possible personal civil liability of district employees who fail to comply with the law.

CONFIDENTIALITY AND SENSITIVITY dictate that the student's disability and the accommodations/modifications be discussed and implemented privately between teacher and student without making others in the classroom aware of either the disability or accommodations/modifications. In some instances, it will be impossible for others in the room not to be aware of certain accommodations/modifications. However, please handle as discretely as possible to protect the student's rights to confidentiality.

Thank you for your continued efforts on behalf of all students.

I have read the above compliance and received the 504 Action Plan of Accommodations/Modifications.

Signature of Receipt:

Date:

NOTIFICATION OF ANNUAL REVIEW OF 504 ACTION PLAN

on

Student

Date

Parent _____

Address _____

Phone _____

Section 504 Action Plans of Accommodations/Modifications are required by law to be reviewed annually and revised, if necessary.

The annual review of _____'s 504 Action Plan is scheduled for

_____ at _____.

It is the SBLC's hope that you can be present at this meeting and that you participate in this review process. If this time and date are not convenient for you or if you have any questions or need more information, please call me at _____. Thank you for your cooperation in this matter.

Sincerely,

SBLC Chairperson

ANNUAL REVIEW OF SECTION 504 ACTION PLAN

STUDENT _____ **GRADE** _____ **DATE** _____

TEACHER _____ **SCHOOL** _____

The following determination(s) was/were agreed upon by the School Building Level Committee (SBLC) at the annual 504 Review meeting.

The 504 Action Plan dated _____ has been:

_____ reviewed and accepted.

_____ reviewed and current modifications will be continued.

_____ reviewed and changes have been made. A new Action Plan is attached.

_____ reviewed and the decision was made to stop the Action Plan and to exit the student from the program.

_____ reviewed and the decision was made to refer the student to Pupil Appraisal.

Additional Notes:

SIGNATURES:

PARENT(S) _____

TEACHER _____

COUNSELOR _____

SBLC CHAIR _____

DISCIPLINARY PROCEDURES FOR STUDENTS SUSPECTED OF HAVING A DISABILITY

Students suspected of having a disability are entitled to procedural protections when disciplinary action is contemplated. The following students may be eligible for special disciplinary considerations:

1. Students who have been referred by the School Building Level Committee (SBLC) for an individual evaluation.
2. Students who are in the evaluation process following receipt of signed written consent of the parent or guardian for such evaluation.
3. Students whose parents have made a written request to a SMPSS school official/supervisor requesting an individual evaluation of the student.

For disciplinary procedures involving students suspected of having a disability, please see the St. Martin Parish Disciplinary Handbook.

**ST. MARTIN PARISH PUBLIC SCHOOLS
INDIVIDUAL DISCIPLINARY RECORD
SECTION 504**

Student's Name: _____ Sex: _____ Ethnicity: _____

Age: _____ DOB: _____ School: _____ Date: _____

Date of Disciplinary Occurrence: _____ Parental Notification Date: _____

Description of Behavior: _____

Determination Regarding Direct and Substantial Relationship of Behavior to Student's 504 Disability

Check as completed:

- _____ 1. Review 504 Records
_____ 2. Investigate Occurrence
_____ 3. Based on our review, it is our professional opinion that the behavior exhibited by
_____ IS a MANIFESTATION OF his/her Section 504 disability.

Reasons: _____

- _____ 4. Based on our review, it is our professional opinion that the behavior exhibited by
_____ IS NOT RELATED A MANIFESTATION OF to his/her Section 504 disability.

Reasons: _____

Person Knowledgeable about Student:

Person Knowledgeable about Disability:

Name Position

Name Position

Action Taken: _____

Principal: _____

Suspension Number (Check appropriate space): _____ 1 _____ 2 _____ 3 _____ 4

Number of suspension days during the academic year (Circle one)

1 2 3 4 5 6 7 8 9 10

Note: Recommendation for expulsion requires re-evaluation by SBLC. Send copies within one operational day to the following:

School

Child Welfare

504/Dyslexia Coordinator

**ST. MARTIN PARISH SCHOOL SYSTEM
504 RE-EVALUATION/RELATEDNESS DECISIONS**

Student: _____ **Date:** _____ **Date of Incident:** _____

Attendance: _____ **Suspension** _____ **Excused** _____ **Unexcused** _____

Consider the following factors in making a manifestation decision:

- | | | |
|----------|---------|---|
| _____yes | _____no | Has the nature of the incident described on the Louisiana Department of Education School Behavior Report been reviewed? |
| _____yes | _____no | Has the student's 504 data file been reviewed? |
| _____yes | _____no | Does the student have an accommodation plan? |
| _____yes | _____no | Is the accommodation plan being used? |
| _____yes | _____no | Is the accommodation plan effective? |
| _____yes | _____no | Have a Functional Behavior Assessment (FBA) been completed? Identify function of behavior. _____ |
| _____yes | _____no | Does the student have a behavior plan? |
| _____yes | _____no | If yes, is the behavior plan being followed? |
| _____yes | _____no | If yes, is the behavior plan effective? |
| _____yes | _____no | Does the student have a current diagnosis? If yes, list the diagnosis. _____ |
| _____yes | _____no | Is the student on medication? If yes, list the medications. _____ |
| _____yes | _____no | Have there been recent changes in medication? If yes, explain. _____ |
| _____yes | _____no | Does the student have a discipline file/record in the school's office? |
| _____yes | _____no | If yes, do any previous discipline concerns reflect the present concerns. |
| _____yes | _____no | Is/are the behavior(s) in question mentioned in the student's 504 data? |
| _____yes | _____no | Is/are the behavior(s) considered a characteristic of the student's disability? |
| _____yes | _____no | Does the student have a history/pattern of the behavior(s) in question? |
| _____yes | _____no | Has the student recently developed a pattern (frequency, severity, setting, etc.?) |
| _____yes | _____no | Does the student have a psychiatric/psychological diagnosis, in addition to the 504 disability which accounts for, describes, or predicts the behavior(s)? |
| _____yes | _____no | Does the student's exceptionality characteristically result in special vulnerabilities including deficits in coping skills, judgment, impulse control which likely account for the behavior(s) in question? |
| _____yes | _____no | Are there other factors/significant events that should be taken into consideration in determining if the behavior of concern is related to the student's exceptionality? If yes, explain: _____ |

Committee Participants and Position: (Administrator NOT involved in disciplinary action)

Completed by: _____ **Date:** _____

Revised 10/2010

ST. MARTIN PARISH SCHOOL BOARD

MDR

Date of Infraction: _____ **Student Name:** _____ **Date:** _____

Disability: _____ **DOB:** _____ **School:** _____
Grade: _____

Student Status: _____ **STUDENT WITH IAP (504)**

Category of Infraction: _____ **DRUG** _____ **WEAPON** _____ **SERIOUS BODILY INJURY** _____ **OTHER** _____
INFRACTION

Description of Infraction:

A MANIFESTATION REVIEW DETERMINATION MUST BE CONDUCTED WITHIN 10 SCHOOL DAYS OF ANY DECISION TO CHANGE THE PLACEMENT OF A CHILD WITH A DISABILITY BECAUSE OF A VIOLATION OF A CODE OF STUDENT CONDUCT. IF A STUDENT POSSESSES AND/OR SELL DRUGS, POSSESSES A WEAPON OR CAUSES SERIOUS BODILY INJURY ON SCHOOL PROPERTY OR AT A SCHOOL ACTIVITY, A SCHOOL ADMINISTRATOR MAY ORDER A CHANGE IN PLACEMENT FOR UP TO 45 SCHOOL DAYS REGARDLESS OF THE MANIFESTATION DETERMINATION.

IAP TEAM REVIEW: _____ **Evaluation/Diagnostic Results** _____ **Individual IAP** _____ **Parent Information** _____
_____ **Teacher Observation/Charting**

THE CONDUCT IN QUESTION WAS CAUSED BY, OR HAD A DIRECT AND SUBSTANTIAL RELATIONSHIP TO THE CHILD'S DISABILITY: _____ **YES** _____ **NO**

EXPLAIN:

THE CONDUCT IN QUESTION WAS THE DIRECT RESULT OF THE SCHOOL'S FAILURE TO IMPLEMENT THE IAP:

_____ **YES** _____ **NO**

EXPLAIN:

IF EITHER A OR B IS APPLICABLE, THE CONDUCT SHALL BE DETERMINED TO BE A MANIFESTATION OF THE CHILD'S DISABILITY.

ON THE BASIS OF THIS REVIEW, IS THE STUDENT'S BEHAVIOR A MANIFESTATION OF THE STUDENT'S DISABILITY?

_____ **YES** _____ **NO**

DISCIPLINARY ACTION TAKEN:

_____ **SUSPENSION** _____ **RECOMMENDED CHANGE OF PLACEMENT** _____ **RECOMMENDED EXPULSION**

MANIFESTATION DETERMINATION REVIEW COMMITTEE PARTICIPANTS:

PARENT _____ **REGULAR EDUCATION**

TEACHER _____

504 COORDINATOR/ODR _____ **SBLC COMMITTEE**

MEMBER _____

☐ **504 Rights Given/Discussed**

Other _____

If the behavior **IS A MANIFESTATION** of the disability. Disciplinary actions constituting a change in placement may not be taken. Conduct a functional behavioral assessment and develop a behavior intervention plan. If behavioral intervention plan already exists, review the plan and modify it to address the behavior that was a code of conduct violation and if needed, other behavior(s) of concern. Indicate future actions:

_____ **Remain in current program with changes to IAP**

_____ **Conduct Functional Behavioral Assessment**

_____ **Create behavior intervention plan**

_____ **Revise or modify behavioral intervention plan**

Other

White: 504 Supervisor

Yellow: School

Pink: Parent

If the behavior **IS NOT A MANIFESTATION** of the disability. The appropriate disciplinary action to be taken is a recommended expulsion. The school must continue to provide educational services. These services must enable the student to continue to participate in the general curriculum and to progress towards meeting the goals of the IEP. Services must be provided on the 11th day of removal and any subsequent removal days in the school year.

_____ **Contact Child Welfare and Attendance Supervisor**

Student:	Date of Birth:	Date of Infraction:	Date of Assessment:
School:	Infraction:		Exceptionality:
Principal/ODR:	Teacher:	Teacher:	Teacher:

Current Use: ___ General FBA ___ Suspension ___ Disciplinary Hearing

Setting	Antecedent	Behavior	Consequences
1. Where did the behavior occur? (Ex: Science Class, Playground, Hallway, Bus, etc.)	6. What were the specific expectations for the student just prior to the behavior? (Ex: attend to instruction, work in cooperative groups, take test, work independently, refrain from speaking and keep hands to self, etc.)	11. What did the student do?	15. How did others respond to the behavior? <i>Teacher:</i> (Ex: reminded of rules, told to stop behavior, redirected, tried to ignore, etc.)
2. What time was it when the behavior occurred? (Be specific : Ex: 9: 25 AM)	7. What was the teacher doing just prior to the behavior? <input type="checkbox"/> Whole class inst <input type="checkbox"/> Small group inst <input type="checkbox"/> Individualized assis <input type="checkbox"/> Test	12. How long did behavior last?	<i>Other Students:</i> (Ex: laughed, ignored, encouraged, etc.)
3. In what activity was the student engaged at the time of the behavior? (Ex: walking down the hallway, studying, taking a test, etc.)	8. What unusual emotional factors, if any, were observed in the student that day? (Ex: unusual crying, anger, use of profanity, frustration)	13. How many times was the behavior observed in a given period of time? (Ex: 5 times per class period, 10 per minute, t times per hour, etc.)	<i>Para- educators:</i> (Ex: reminded of rules, told to stop behavior, redirected, etc.) <i>Others:</i>

<p>4. How many of the following were present at the time of the behavior?</p> <p>Students:</p> <p>Para- Educators:</p> <p>Others (specify):</p>	<p>9. Was the observed behavior strictly an isolated incident? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If <u>NO</u>, describe or attach documentation of previous incidents:</p>	<p>14. If this behavior has occurred previously, what do you think the student gains as a result of the behavior:</p> <p><input type="checkbox"/> Attention from peers and/or teachers</p> <p><input type="checkbox"/> Power from struggles with teacher/staff</p> <p><input type="checkbox"/> Avoidance of class work</p> <p><input type="checkbox"/> Self- stimulation or sensation seeking</p> <p><input type="checkbox"/> Relief from academic frustration</p> <p><input type="checkbox"/> Other:</p>	<p>16. Does this student have a Behavior Contract/ Behavior Intervention Plan? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>17. Were the rewards/ consequences in the Plan implemented? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>18. Should it be revised at this time due to this infraction? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>5. Given this student's age, disability, and service delivery model, was the setting/ curriculum appropriate at the time of the behavior? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>10. Were there any unusual circumstances observed? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If <u>YES</u>, describe circumstances:</p>	<p>Desired Behaviors (to be implemented on BIP):</p> <p><u>Student will:</u> _____</p> <p>_____</p> <p>_____</p>	

Created: 8/2011

Student Name: _____

Date of Assessment: _____

What is your opinion as to the function or reason behind the behavior?

Attention:

- ☐ Engages in the behavior to get attention
- ☐ Engages in the behavior because he/ she likes to be reprimanded
- ☐ Engages in the behavior to draw attention to himself/ herself
- ☐ Engages in the behavior to try to get a reaction from you and/ or peers
- ☐ He/ She seems to be saying “come see me” or “look at me” when engaging in the behavior

Escape:

- ☐ Engages in the behavior to escape work or learning situations
- ☐ Engages in the behavior when asked to do something
- ☐ Engages in the behavior when she/ she does not want to do something

- ☐ Engages in the behavior when he/ she is unsure what to do
- ☐ Engages in the behavior when he/ she is unable to do what is asked
- ☐ Engages in the behavior to try to get people to leave him/ her alone

Tangible:

- ☐ Engages in the behavior to get access to items such as preferred toys, food, beverages, etc.
- ☐ Engages in the behavior when you take away something from him/ her
- ☐ Engages in the behavior when you have something he/ she wants
- ☐ Engages in the behavior when a peer has something he/ she wants
- ☐ He/ She seems to be saying, “give me that” when engaging in the behavior

Physical:

- ☐ Engages in the behavior because he/ she is ill
- ☐ Engages in the behavior more frequently when he/ she is ill
- ☐ Engages in the behavior when there is something bothering him/ her physical
- ☐ Engages in the behavior because he/ she is physically uncomfortable
- ☐ The behavior seems to indicate to you that he/ she is not feeling well

Non- Social:

- ☐ Engages in the behavior as a form of self- stimulation
- ☐ Engages in the behavior even if he/ she thinks no one is in the room
- ☐ Engages in the behavior because there is nothing else to do
- ☐ Engages in the behavior in a highly repetitive manner, ignoring the surroundings
- ☐ He/ She seems to enjoy the behavior, even if no one is around

Created: 8/2011

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Student: _____	School _____	Grade _____
Age _____		
Today's Date: _____	Date of Incident : _____	Exceptionality: _____
Current Use: _____ General FBA _____ Suspension _____ Disciplinary Hearing		

Describe the BEHAVIOR/incident that prompted this FBA (what did the student do?):

How long did the behavior last? _____

How many times was the behavior observed in a given time: (Ex: 5 times per class period, 10 per minute, ____ times/hour, etc.)

<u>ANTECEDENTS</u>	<u>CONSEQUENCES</u>
<p>What is likely to “set off” or precede the problem behavior?</p> <p><u>WHEN</u> is the problem behavior most likely to occur?</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Before/After School <input type="checkbox"/> Lunch/Recess </div> <input type="checkbox"/> Time of day does not seem to affect this behavior. <input type="checkbox"/> _____ _____	<p>What “PAY OFF” does the student obtain when he/she demonstrates the problem behavior? The student <u>GAINS:</u></p> <div style="display: flex; flex-direction: column;"> <input type="checkbox"/> Teacher/Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Desired item or activity <input type="checkbox"/> Control over others or situation <input type="checkbox"/> Self-Stimulation <input type="checkbox"/> _____ </div> <p>_____</p>
<p><u>WHERE</u> is the problem behavior most likely to occur?</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Reg Ed Classroom <input type="checkbox"/> Hallways </div> <input type="checkbox"/> Bus <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> SPED Classroom <input type="checkbox"/> Cafeteria </div> <input type="checkbox"/> Gym <input type="checkbox"/> Location does not seem to affect this behavior. <input type="checkbox"/> _____ _____	<p>The student <u>AVOIDS</u> or <u>ESCAPES:</u></p> <div style="display: flex; flex-direction: column;"> <input type="checkbox"/> Teacher/Adult Attention <input type="checkbox"/> Peer Attention <input type="checkbox"/> Non-preferred activity, task, or setting <input type="checkbox"/> A difficult task or frustrating situation <input type="checkbox"/> _____ </div> <p>_____</p>
<p>During what <u>SUBJECT/ACTIVITY</u> is the problem behavior most likely to occur?</p> <input type="checkbox"/> Subject(s) _____ <input type="checkbox"/> Seatwork <input type="checkbox"/> Unstructured Activities	<p>What has been tried thus far to change the problem behavior?</p> <div style="display: flex; flex-direction: column;"> <input type="checkbox"/> This is a first occurrence <input type="checkbox"/> Behavior , academic contract or BIP </div> <p>Date: _____</p>

<div> <input type="checkbox"/> Group Activities <input type="checkbox"/> Transitions </div> <div> <input type="checkbox"/> Lesson Presentation <input type="checkbox"/> Task </div> <p>Explanations</p> <div> <input type="checkbox"/> Subject/Activity does not seem to affect this behavior. </div> <div> <input type="checkbox"/> </div> <hr/> <p>The PEOPLE who are present when the behavior problem is most likely to occur include:</p> <div> <input type="checkbox"/> Teacher <input type="checkbox"/> Other Peers </div> <div> <input type="checkbox"/> Classmates <input type="checkbox"/> Other Staff </div> <div> <input type="checkbox"/> Specific Person(s): </div> <hr/> <div> <input type="checkbox"/> Those present do not seem to affect this behavior. </div> <p>Are there OTHER EVENTS or CONDITIONS that immediately precede this problem behavior?</p> <div> <input type="checkbox"/> A demand or request <input type="checkbox"/> </div> <p>Isolated Incident</p> <div> <input type="checkbox"/> Unexpected changes in schedule or routine. </div> <div> <input type="checkbox"/> Consequences imposed for behavior. </div> <div> <input type="checkbox"/> Comments/teasing from other students. </div> <div> <input type="checkbox"/> Was curriculum/setting appropriate at time of behavior? </div> <p>WHAT unusual factors (if any) were observed in the student that day? (Ex: unusual crying, anger, use of profanity, frustration, etc.)</p> <hr/> <hr/> <p>When is the student most successful? When DOESN'T the problem behavior occur?</p> <hr/> <hr/> <hr/> <hr/>	<div> <input type="checkbox"/> Rules and consequences for behavior posted </div> <div> <input type="checkbox"/> Home/school communication system </div> <div> <input type="checkbox"/> Modified instruction/curriculum. How? </div> <hr/> <hr/> <div> <input type="checkbox"/> Adjusted Schedule. How? </div> <hr/> <hr/> <div> <input type="checkbox"/> Conferences with parent. Dates: </div> <hr/> <hr/> <div> <input type="checkbox"/> Sent to office. Dates: </div> <hr/> <hr/> <div> <input type="checkbox"/> Loss of incentive/privileges/rewards. </div> <p>What? _____</p> <hr/> <hr/> <div> <input type="checkbox"/> Revised BIP. Date: </div> <hr/> <hr/> <p>List Suspension(s) and the Infraction(s):</p> <hr/> <hr/>
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Form Completed by:

Desired Behavior(s): (to be implemented on BIP)

Created: 8/2011

St. Martin Parish School System
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
Parent Interview

Directions: Please complete and return this form to your child's school. The information will be used to help develop a **Behavior Intervention Plan** for your child. Please return the completed form to

Phone Number _____ Ext. _____ Teacher's Name _____

Student: _____ **Age:** _____ **Today's Date:** _____

Address: _____ **Phone:** _____

Person Completing Form: _____ **Relationship to**

Child: _____

Does your child have any medical or physical conditions?

List any current medications your child is taking?

Describe your child : (check all that apply)

- | | | | |
|-----------------------------------|---|--|--|
| <input type="checkbox"/> angry | <input type="checkbox"/> easily distracted | <input type="checkbox"/> cooperative | <input type="checkbox"/> talkative |
| <input type="checkbox"/> friendly | <input type="checkbox"/> stubborn | <input type="checkbox"/> impulsive | <input type="checkbox"/> shy/quiet |
| <input type="checkbox"/> shy | <input type="checkbox"/> self-abusive | <input type="checkbox"/> physically aggressive | <input type="checkbox"/> often fidgety |
| <input type="checkbox"/> mean | <input type="checkbox"/> overactive | <input type="checkbox"/> verbally aggressive | <input type="checkbox"/> bossy |
| <input type="checkbox"/> pouts | <input type="checkbox"/> moody | <input type="checkbox"/> easy to please | <input type="checkbox"/> cries easily |
| <input type="checkbox"/> sad | <input type="checkbox"/> polite/kind | <input type="checkbox"/> funny/clever | <input type="checkbox"/> prefers to be alone |
| <input type="checkbox"/> passive | <input type="checkbox"/> eager to please others | <input type="checkbox"/> withdrawn | <input type="checkbox"/> sociable |

Self-Concept: ☐ Good ☐ Fair ☐ Poor

Good ☐ Fair ☐ Poor

Relations with peers: ☐ Good ☐ Fair ☐ Poor

☐ Good ☐ Fair ☐ Poor

Relations with sister/brother: ☐ Good ☐ Fair ☐ Poor

behavior: ☐ Yes ☐ No ☐ Some

Relations with parents: ☐

Relations with teachers:

Accepts responsibility for

List his/her favorite things to do/places to go:

What motivates your child to behave well?

What usually causes your child to misbehave?

How often does your child misbehave?

List the specific problem behaviors your child has at home:

List the specific problem behaviors your child has at school:

What efforts have you taken to assist the school in dealing with your child's behavior?

When were you first aware of behavioral problems at school?

_____ _____			
List all community services, doctors, psychologists, social workers, etc. that have been helping with these problems:			
Agency	Address	Phone Number	Start/End Date

*** Please attach any additional information you would like the school to consider in planning a behavior intervention plan.

Parent/Guardian Signature: _____

Today's Date: _____

Created: 8/2011

504 Intervention Check Form

Student's Name: _____

School: _____

DOB: _____

Person Responsible for Documentation: _____

Disability listed on the IAP? _____ Total Days Suspended _____ Total Discipline Referrals _____
Date

- Date of the child's current 504 Individual Accommodation Plan (IAP) _____
- Are accommodations being implemented? ☐ Yes ☐ No _____
 A. Are there documentation/logs of implementation of accommodations? ☐ Yes ☐ No _____
- Was the student's schedule changed to correct behavior problems? ☐ Yes ☐ No _____
 Was the student's teacher changed to correct behavior problems? ☐ Yes ☐ No _____
 If the student's behavior occurs mainly during unstructured time, has this time been taken away from the student, i.e. recess? ☐ Yes ☐ No _____
- Are there current Functional Behavioral Assessments and Behavior Plans addressing the student's infractions and disciplinary referrals? ☐ Yes ☐ No _____
 A. Is this the student's first behavior plan? ☐ Yes ☐ No _____
 B. Or is this a revision? ☐ Yes ☐ No _____
 C. How many plans have been developed? # _____
 D. Has each of the student's teachers received a copy of BIP/Revised Plan and signed off on Documentation Signature Form? ☐ Yes ☐ No _____
 E. Is the Intervention Check Form filled out dating interventions? ☐ Yes ☐ No _____
- Has the parent attended disciplinary meetings scheduled this school year? ☐ Yes ☐ No _____
 If no, please give dates missed. _____

6. Has a Manifestation Determination been completed? ☐ Yes ☐ No _____
Was the behavior related to the student's disability? ☐ Yes ☐ No _____
7. Before scheduling a hearing on a 504 K-5 student, has the Early Intervention Program been utilized this year with this student? ☐ Yes ☐ No _____
8. If a hearing is recommended, has the 504 committee reviewed this student's 504 IAP and/or reevaluated or considered additional assessment? ☐ Yes ☐ No _____
A. Did you enclose a copy of revised IAP and or additional assessment if applicable? ☐ Yes ☐ No _____

Revised 07-09

