

Educator Guide

Section 504

Iowa Department of Education

**Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319**



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Federal Laws

Section 504 of 1973

Section 504 of the Civil Rights Act of 1973 is a federal civil rights law designed to eliminate disability discrimination in programs and activities receiving federal funds. Because public school districts receive federal funds they must adhere to Section 504 law and provide a free appropriate public education (FAPE) to those students who meet the requirements of Section 504. Denial of Section 504 accommodations to students is deemed disability discrimination.

Americans with Disabilities Act of 1990 – ADA

The ADA is a wide-ranging civil rights law prohibiting discrimination based on disability. It affords similar protections against discrimination to Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal. In addition, the ADA also requires covered employers to provide reasonable accommodations to employees with disabilities, and imposes accessibility requirements on public accommodations. The ADA applies to places of public accommodation and to state and local governments.

The ADA Amendments Act of 2008 - ADAAA

The ADAAA amended the (ADA) and other disability nondiscrimination laws at the Federal level of the United States. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition—and therefore the number and types of persons who are protected under the ADA and other Federal disability nondiscrimination laws. It was designed to strike a balance between employer and employee interests.

How Section 504, ADA and ADAAA Intersect

Section 504 and the ADA are closely related. A public school district that receives federal financial assistance is covered both by Section 504 (because it receives federal financial assistance) and the ADA (because it is a unit of local government). Coverage and standards are, in all material respects, the same. The ADAAA's alteration of the definition of individual with a disability applies to both the ADA and Section 504.

Definitions

Accommodations — Adaptations made by classroom teachers and other school staff to enable the students with disabilities, under Section 504, to benefit from an appropriate education. Adjustments in academic requirements and expectations may be necessary to accommodate the needs of an individual student with a disability to enable him/her to participate in the general education program.

- Accommodations must be individualized.
- Accommodations should be designed to meet the individual educational needs of students with disabilities as adequately as the needs of other students are met.
- Modifications can be made to general education programs or the provision of different programs may be necessary.

Americans With Disabilities Act (ADA)—A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Appropriate – Meeting the needs of a student with a disability as adequately as the needs of students without a disability. Providing sufficient individualized services to enable a disabled student to receive educational benefit.

Consent for 504 Evaluation/Placement — OCR policy interpretation requires parental consent prior to conducting a Section 504 evaluation. Although it is implied in the OCR on-line Q & A that consent is required prior to a Section 504 placement, neither Section 504 nor its regulations require consent prior to Section 504 placement.

Emergency Action Plan/Emergency Care Plan (EAP/ECP)

A plan of action developed by the registered nurse for actions carried out by qualified trained personnel of the school nurse to use that is student specific in the event that an actual or potential healthcare emergent need occurs during the school day or school activities, including medical emergencies and disaster preparedness or evacuation needs.

Family Educational Rights and Privacy Act (FERPA) — Federal law and regulations that address student record keeping and confidentiality.

Free Appropriate Public Education (FAPE) under Section 504 – Related aids and services that are designed to meet individual educational needs of a students with a disability as adequately as the needs of nondisabled persons are met, based upon procedures satisfying Section 504’s identification, evaluation, placement and due process requirements.

An appropriate education can consist of:

- education in regular classes or school activities
- education in regular classes or school activities with related aids or services
- special education
- a combination of such services

Individual Health Plans (IHP) –A document of individualized plan of care using the nursing process pursuant to Iowa Administrative Code Chapter 655-6, written by the registered nurse using nursing judgment after an initial student assessment, with collaborative input from the student’s parents or legal guardians, healthcare professionals, and educational personnel to provide written directions for managing student health needs and adaptations for enhancing the student’s independent functions in the school setting.

Individual with a Disability — An individual with a disability is anyone (1) who has a physical or mental impairment which substantially limits one or more major life activities, (2)* who has a record of such an impairment, or (3)* who is regarded as having such an impairment. (34 CFR §104.3(j))

Least Restrictive Environment (LRE) – To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without a disability. Special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Office for Civil Rights (OCR) —A federal agency with three, primary responsibilities: (1) investigating complaints, (2) conducting compliance reviews, and (3) providing technical assistance. In addition to its national office, 10 regional OCR offices are located throughout the United States.

Qualified Student — “Qualified disabled person” means an elementary or secondary student with a disability is (1) of an age during which non-disabled persons are provided services, (2) or any age during which it is mandatory under state law to provide such services, or (3) to whom a state is required to provide a FAPE under the IDEA.

Related Aids or Services – A broad definition including any service a student needs to participate in and benefit from a district’s education program. These include, but are not limited to:

- school health services
- counseling
- environmental
- instructional
- behavioral
- transportation

Section 504 — Section 504 of the Rehabilitation Act of 1973 is the federal law prohibiting discrimination on the basis of disability.

Section 504 Coordinator — A coordinator is required by regulations for school districts employing 15 or more persons, to coordinate compliance with Section 504 regulations.

School 504 Contact — A School 504 contact is generally a student services or general education staff member appointed by the principal to coordinate school-based 504 efforts including convening the 504 team, ensuring accommodations are implemented and providing outreach to parents of 504 students with disabilities.

Substantial Limitation — A substantial limitation means an individual is substantially limited in the performance of a major life activity as compared to most people in the general population.

Temporary Impairments — A temporary impairment is an impairment of short duration with limited or no residual effect that does not result in substantial limitation of one or more major life activities/major bodily functions for an extended period of time. Whether or not a temporary impairment is substantial enough to be a disability under Section 504 must be determined on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

Determining Eligibility for a Section 504 for the purpose of FAPE

*“A Physical or Mental Impairment”
“That Substantially Limits”
“One or More Major Life Activities”*

Physical or Mental Impairment

Broadly defined, any physical or mental disorder or condition substantially limiting students from functioning in one or more major life activities. Determining physical or mental impairment is a local decision based on data and information concerning each specific student. A non-exhausted qualifying list of Section 504 and ADA definitions of major life activities is set forth below.

Substantially Limiting

Determining if a student is substantially limited by an impairment, in performing a major life activity on an equal basis with his non-disabled peers, is a local decision based on the Section 504 Team’s collection of data and evidence pertaining to the student. As a general rule, a student with a physical or mental impairment who is able to participate in or benefit from a district’s education program without the provision of special education or related aids or services, is not a student with a disability under Section 504 for the purposes of FAPE. The Americans with Disabilities Act (ADA) and its 2008 Amendments did not change the “substantially limits” language but it does suggest that while a significant limitation must be present it need not prevent or severely restrict the performance of a major life activity. Another change is that when a district determines limitation they may not consider ameliorative effects of medication or other medical treatments. Contact lenses and ordinary eyeglasses are the only mitigating measures that can be considered to determine whether impairment is substantially limiting. A minor impairment that limits a student, but not substantially so, is not a disability under Section 504.

One or More Major Life Activity – Section 504 and ADA

Variations and/or additions to this list is at the discretion of those determining major life activity interruption. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504.

| Section 504 | ADA |
|-------------------------|---------------|
| Caring for oneself | Eating |
| Performing manual tasks | Concentrating |
| Walking | Communicating |
| Seeing | Standing |
| Hearing | Bending |
| Speaking | Reading |
| Breathing | Thinking |
| Learning | Sleeping |
| Working | Lifting |

In addition, the following and/or similar major life functions may include, but are not limited to:

| | |
|--------------------------------|--------------------|
| Functions of the immune system | Normal cell growth |
| Digestive | Bowel |
| Bladder | Neurological |
| Brain | Respiratory |
| Circulatory | Endocrine |
| Reproductive functions | Other* |

***These lists are not exhaustive. Other major life activity/function may be determined by the Section 504 Team.**

Section 504 Process

Referring a Student

Any person; parent, guardian, school personnel, should refer a student for evaluation if they know or suspect, due to a disability, the student needs special education and/or related services to participate in or benefit from a district education or activity program.

Receiving a Referral

Upon receiving a referral a district should:

- Collect all data necessary to decide if the student
 - Has a Physical or Mental Impairment
 - That is Substantially Limiting the student
 - In One or More Major Life Activity
- Decide, by using the district Section 504 team, whether or not to evaluate.
- Notify the parent of the district decision to evaluate or not to evaluate. (see pg. 14 – Parent Due Process Rights)

Best practice would dictate evaluating a referred student if the district is aware the student, because of a disability, is not:

- Attending school regularly
- Advancing grade to grade
- Showing personal independence
- Taking social responsibility within his/her age group

Best practice would also dictate evaluation if it appears special education or related services would benefit the student.

A Section 504 Team

Section 504 requires evaluation, eligibility and placement of students be made by a group of individuals. The Section 504 Team is responsible for receiving the Section 504 referral, securing evaluation information and determining eligibility and appropriate accommodations, related aid or services for eligible students with disabilities. The district/building team shall be composed of a group of persons who: are knowledgeable about the student, understand the meaning of evaluation data and are familiar with placement options. This team determines eligibility. After eligibility is determined a typical team for determining accommodations and school, student and parent responsibilities could consist of:

- Section 504 coordinator
- At-risk coordinator
- An administrator
- The child's teacher/teachers
- School Nurse
- Parent
- Student (unless age inappropriate)

A Section 504 Team Meeting – Best Practice

- A detailed agenda
 - Consensus review and definition (see Effective Consensus Building below)
 - Review of the disability
 - Review of the accommodations
 - Reason(s) for meeting
- Detailed notes distributed to entire team upon completion

Consensus Building

A consensus building model should be developed and reviewed/used at each Section 504 meeting. The following might assist you in developing your district or school consensus building strategy.

Effective Consensus Process

All Members Contribute

Everyone’s opinions are heard and encouraged

Differences are viewed as necessary and helpful

Agreement not to sabotage action/decision by the team

Team agrees to take responsibility for decision ... “Own It”

Consensus

| IS | IS NOT |
|-------------------------------------|-------------------------|
| Arriving at an acceptable decision | Everyone agreeing |
| A gathering or syntheses of ideas | A unanimous vote |
| A process for group decision making | A majority vote |
| Achieving better solutions | Everyone’s first choice |

An Evaluation under Section 504 – Determining Need

Evaluations can be individually designed and can include more than one data point (broad) or one data point (narrow). Data collected and used could include, but is not limited to:

- Student achievement data
- Medical data and/or diagnosis
- Social interactions/discipline referrals

It is the responsibility of a district to determine the scope of each student’s Section 504 evaluation. As a general rule, the scope of a student’s evaluation should be broad enough to enable the district to determine whether a student has a disability under Section 504 and, if so, what special education related services the student needs to participate in and benefit from the district’s education and/or activity program.

Placement and Accommodation Requirements under Section 504

If a Section 504 placement/plan for a student is recommended, accommodations/services to provide FAPE are required. Placement, accommodations and services must be documented, based upon a student’s evaluated needs. Decision must ensure students with a disability are educated in the least restrictive environment.

A Section 504 Plan

A Section 504 Plan is a written document describing the disability and the educational/related services a district determined a student needs to receive a FAPE. The content of a Section 504 Plan is fluid and may change within a school year or between school years as a student's needs and services change. A district must provide the services identified in a student's Section 504 Plan.

For a student whose only disability is a life threatening health condition see: ***"Individual Health Plans Relationship to Section 504"*** on page 10.

Educational and Related Services - Accommodations

After placement, and within the document describing educational and related services and/or accommodations, all services should be listed with descriptions and explanation. Accommodations must be shared with instructional and non-instructional staff who have a legitimate education interest for the student, on a yearly basis. Best practice would dictate the review of accommodations before the beginning of each grading period.

Accommodations should be based on the findings of the Section 504 Team, taking into consideration to what extent the student is limited in comparison to his/her non-disabled peers. Justifications should be documented.

Be sure accommodations are:

- Designed to address the specific major life activity in question
- Designed to meet individual educational needs equal to the needs of non-disabled students
- Supported by evaluation data
- Written clearly and specifically
 - Leave no room for interpretation
 - Avoid open-ended accommodations
 - Avoid giving teachers discretion to implement
- Modifications can be made to general education programs or the provision of different programs may be necessary

Best practice dictates, at minimum, a yearly evaluation to determine:

- Accommodation success/failures and or adjustments
- Need to continue with 504 plan

Although the law does not require a yearly evaluation, a district could decide to include annual reevaluations in its Section 504 program

Annual Review

It is recommended the accommodation plan/student progress be reviewed at least once annually and more often upon a review request from the parent, teachers or others. Attendees at annual reviews are generally the student's current teachers and members of the original Section 504 Team. All relevant teachers should provide the team with information about the student's classroom performance, even if they are unable to attend the review meeting.

Student Transfer into District

When a student transfers from another system with an existing accommodation, the 504 team should meet to review the accompanying plan. If there are no concerns about the transfer student's eligibility or the accommodation plan, the transfer plan should be implemented without delay. If the Section 504 team does not agree with the decision and plan from the previous district, the student should be promptly evaluated to determine eligibility and the need for accommodations.

Section 504 Records

A copy of a current Section 504 information should be located in the cumulative school record of the student. Other copies may be kept in the nurse's office and current building office. All documents are confidential and are to be maintained, disclosed and managed according to FERPA regulations.

Closure of a Section 504 Plan

When a student no longer needs Section 504 accommodations, the student's team should meet to make the determination. The team should document that the student no longer needs the accommodations. The team should also notify the parents in writing, if the parents were not involved in the team's determination. Records of the student's prior accommodations should be kept in the same manner as IDEA records when a student no longer needs special education services. If the need arises again for a Section 504 Plan the team should convene and follow local process for re-implementing the plan.

***“If you can't describe what you are doing
as a **PROCESS**
you don't know what you are doing”***

W. Edwards Deming – American Engineer



Student Health Plans

What is an Individual Health Plan - IHP?

An Individual Health Plan (IHP) is a document consisting of an individualized plan of care;

- decided upon by using the nursing process pursuant to Iowa Administrative Chapter 655-6
- written by the registered nurse after an initial student's health assessment;
- with collaborative input from the student's parents or legal guardians, healthcare professionals, and educational personnel; and
- provides written directions for managing student health needs and adaptations for enhancing the student's independent functions in the school setting

What is an Emergency Action Plan (EAP) or an Emergency Care Plan (ECP)?

- A plan of action developed by the registered nurse with input from parents, health care providers, and educational personnel; to be carried out by the school nurse or qualified personnel.
- That is student specific to address an actual or potential health related emergent need during the school day or school activities,
- Including health related emergencies, disaster preparedness or evacuation needs.

Additional information

The **Nursing Process**, as stated in the Iowa Nurse Practice Act, is used in the development of an individual health plan.

The IHP includes:

- an initial assessment of data
- nursing diagnosis
- identifiable and/or expected outcomes
- nurse plan
- nursing interventions
- student goals (applicable only when student can participate in the plan)
- and evaluation

The planning of an IHP is a registered nurses responsibility and standard of care regulated by the [Iowa Nurse Practice Act](#) and is necessary for successful management of a student's health condition to enable the student to:

- fully access their educational programs
- prevent the development of life threatening emergencies
- prevent serious complications
- develop independent health management skills
- and prolong life

The school nurse is accountable and responsible for creating the IHP or EAP to:

- document the nursing practice provided according to the standards of care
- that the nurse provides to the student
- within his or her scope of practice under the nurse's licensure regulated by the Iowa Board of Nursing

The IEP and 504 accommodation plans are mandated by federal laws to ensure qualified students receive services or accommodations needed to access their education to provide FAPE. The school nurse uses the individual health care plan data or emergency plan to develop the health component of the IEP or 504 Plan within the multidisciplinary educational team meeting initiated by the special education or Section 504 coordinator. The school nurse provides a unique perspective and a separate body of knowledge as a related service provider regarding the student's health needs and accommodations to provide FAPE in a safe learning environment.

The school nurse has an essential role in the development of 504 Accommodation Plans for students who require health related services and accommodations to obtain equal access to school or school sanctioned activities. Students with an IHP receive specialized health services that allows for the student to attend their educational program throughout the entire day. The authority of the Section 504 process encompasses all of the necessary accommodations for a student to obtain FAPE, to include students who require health services to access their education. All public educational institutions are mandated to comply with and protect the equal opportunity rights for all students with disabilities to access and participate in school programs and extracurricular activities.

The school nurse, as part of the multidisciplinary education team, can collaborate, contribute, and utilize the IHP or EAP data to assist in the development of a 504 Accommodation Plan as identified in the table (see the attachment).

Student Goals - IHP's

- If the student was a part of the 504 Planning, the **Student Goals of the IHP** could be contributed as part of the data used in the 504 team decision "describing reasonable accommodations that are necessary":
- Student Goals means a measurable long or short term action or behavior of the student that is stated in the individual health plan using the nursing process and is evident after nursing interventions have been completed
- Student Goals are:
 - Student focused and Student described desired outcomes
 - Clear, Concise, and Measurable
 - Developed from the Nursing Diagnosis
 - Outcome Criteria driven
 - Provided with a Timeline

Student Goal Scenario: David is a 15 years old student who has been diagnosed with Hemophilia

Nursing Assessment

- David has moderate Hemophilia A with a 4% Factor VIII Deficiency. He has had 5 bleeding episodes:
 - 1) During an appendectomy surgery when he was 5 years old,
 - 2) Joint Bleed from a fall when he was 6 yrs. old
 - 3) Joint Bleed from a fall when he was 7 yrs. old
 - 4) Joint Bleed from a fall when he was 10 years old
 - 5) Joint Bleed from a sports related injury when he was 13 yrs. old

Nursing Diagnosis

- Risk for Injury causing prolonged bleeding r/t deficiency of clotting factor

Outcome

- David will verbalize understanding of safety measures and demonstrate actions to be carried out in the emergency care plan in the school setting by a specific month, day and year.

One Student Goal

- David will identify and treat bleeding episodes in the school setting promptly (clear) by implementing the emergency care plan (concise) during the school year resulting in zero school absences (measurable).

**If a student is eligible under Section 504, the student’s health services (described in any health related plan or emergency plan) must be developed under Section 504’s regulations for evaluation, placement, and procedural safeguards in addition to the requirements for IHP development. An IHP for a 504-eligible student may not be developed outside of Section 504’s requirements. For further information concerning the conjunction of Section 504 and IHP please refer to the memorandum found at this link on the Department of Education website: <https://www.educateiowa.gov/documents/school-nurse/2015/03/intersection-504-and-ihp>*

For other information concerning student health plans please contact

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Discipline and Section 504

Students who are eligible for Section 504 accommodations and services, as well as services under the IDEA, are disciplined consistent with the IDEA. To discipline a student who is receiving Section 504 accommodations, but who is NOT receiving services under the IDEA, administrators need to conduct an analysis similar to IDEA, but it may have different results.

Disciplining a Student

- The administrator needs to determine whether the student committed the infraction of which the student is accused. The determination of whether the student committed the infraction is not the jurisdiction of the 504 Team.
- The student's 504 team determines whether the behavior was caused by the disability or caused by the lack of implementation of accommodations – a manifestation conference.
 - If yes, the student's team determines whether the accommodation plan is appropriate and whether the student needs a change in the plan.
 - If no, the student is referred to administration for discipline as a general education student.

Note – Section 504 students who participate in extracurricular activities who violate a district's ***Good Conduct/Code of Conduct*** policy are not entitled to the manifestation determination process. The same disciplinary measures should apply to Section 504 students that are applied to non-disabled students.

Note - It is important to note that the ***Office for Civil Rights*** advises that Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.



Parental/Guardian Rights

Parent Due Process Rights under Section 504

Section 504 gives parents and guardians the right to challenge district decisions regarding the identification, evaluation and educational placement of their child. Under Section 504, a district must notify a student's parent or guardian before it takes any action regarding the identification, evaluation, or placement of their child and provide the parent or guardian an opportunity to challenge the action if they disagree. The minimum necessary due process rights include:

- Prior notice of any action
- A right to inspect records
- An impartial hearing with a right to counsel
- A review procedure

Parent Consent

Under Section 504, a district must obtain parent or guardian consent in two circumstances:

1. Before a child's initial evaluation – the first time a child is evaluated by any district
2. Before a child's initial placement – the first time a child is placed on a Section 504 Plan

Other Parent Consent Information

- If a parent or guardian refuses consent to either, a district may, but is not required to, initiate a Section 504 Due Process hearing to override the refusal to consent.
- A district must notify a parent or guardian, but need not obtain consent, before it reevaluates or significantly changes a student' placement.

AEA Mediation (also known as Resolution Facilitation)

Parents and guardians may resolve issues concerning Section 504 without first resorting to formal hearings and civil suits. The AEA Mediator process is available to provide an informal resolution-to-conflict with the assistance of a trained mediator. The process is initiated through the relevant Area Education Agency (AEA). If impartiality is a concern, a facilitator from a different AEA is available. Parents are not required to use this process before more formal procedures; however, many parents choose this process because of its voluntary nature. For more information, go to http://www.educateiowa.gov/search/Resolution_Facilitation

Office for Civil Rights

The Office for Civil Rights is the federal entity with primary responsibility for ensuring compliance with Section 504 of the Rehabilitation Act of 1973. More information including links to Section 504, OCR guidance, and how to file a complaint at the federal level is available by first going to <http://www.ed.gov/about/offices/list/ocr/index.html> and clicking on "Office Contacts."

Resources

Section 504 and ADA – Wrightslaw

<http://www.wrightslaw.com/info/sec504.index.htm>

Questions and Answers on the ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>

Council of Chief State School Officers (CCSSO) and its partnership with the Access Center at the American Institutes for Research (AIR)

www.ccsso.org/Resources/Resources_Listing.html?search=Section+504+Resources

Protecting Students with Disabilities

<http://www.ed.gov/print/about/offices/list/ocr/504faq.html> **ADA Compliance with the American With Disabilities Act**

A Self-Evaluation Guide for Public Elementary and Secondary Education: Office for Civil Rights, United States Department of Education, Washington, D.C. This guide is intended to serve as a resource to assist school districts in conducting their self-evaluations under the Americans with Disabilities Act. The guide was developed by the U.S. Department of Education's Office of Civil Right in cooperation with Adaptive Environments, Inc. The guide reflects the interpretations of the Office for Civil Rights to which the U.S. Department of Justice has delegated responsibility for compliance activities. It does a good job of explaining the requirements of and the relationship between IDEA (Individuals with Disabilities Education Act), Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act.

****The Iowa Department of Education has mailed a copy of this guide to all school districts in Iowa as well as to all area education agencies. Additional copies of the guide can be purchased from the U.S. Government Printing Office, (202) 512-1800.***

For further technical assistance in understanding the responsibilities of school districts under Title II of the ADA school officials may contact the U.S. Department of Education's ADA Information Line at (800) 514-0301 (voice), (800) 514-0383 (TDD). School personnel can also contact the ADA national Access for Public Schools project at Adaptive Environments, Inc. (800) 893-1225 (Voice/TDD).

Office for Civil Rights Region VII, U.S. Department of Education, The OCR office for Iowa: Office for Civil Rights

Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 W. Madison Street - Suite 1475
Chicago, IL 60661-7204
Phone: 312-730-1560
FAX: 312-730-1576
Email: OCR.Chicago@ed.gov

The Division of Persons with Disabilities, Iowa Department of Human Rights

Lucas State Office Building
321 East 12th Street – 2nd Floor
Des Moines, IA 50319
Phone: 888-219-0471
FAX: 515-242-6119
Website: <http://www.humanrights.iowa.gov/pd/>
Email: ahr.disabilities@iowa.gov

The Great Plains Disability and Business Technical Assistance Center

<http://www.humanrights.iowa.gov/pd/>

The National Institute on Disability and Disability and Rehabilitation Research

Provides information, training, and technical assistance to both public and private entities with responsibilities under ADA.

<http://www2.ed.gov/programs/nidrr/index.html>

The Architectural and Transportation Barriers Compliance

The Compliance Board provides telephone assistance and training on the removal of architectural, transportation and communications barriers affecting persons with disabilities. Publications available include: ADA Accessibility Guidelines (ADAAG) for Buildings and Facilities.

<https://www.federalregister.gov/agencies/architectural-and-transportation-barriers-compliance-board>

Adaptive Environments, Inc.

Founded in 1978 as a non-profit organization, adaptive environments develops and conducts educational programs and produces publications on accessibility for private and public agencies including school districts.

<http://www.fctd.info/organizations/4831>

Sample Forms

The following link will lead you to the State of Iowa Section 504 Manual. Scroll down to sample forms.

(under construction)