**GRANT COUNTY BOARD OF EDUCATION**

2011

**GRANT COUNTY SCHOOLS**

**SECTION 504 PROCEDURES**

**GRANT COUNTY**

**Section 504**

**Procedures**

**2011**

**504 PROCEDURES -- TABLE OF CONTENTS**

**Definitions 03**

**Location and Notification: Child Find 08**

**Pre-placement Evaluation Required 08**

**Referral and Evaluation 08**

**Evaluation Procedures and Materials 09**

**Multiple Sources of Information Required for Placement 10**

**Eligibility 10**

**Free Appropriate Public Education 11**

**Educational Setting and Least Restrictive Environment 12**

**Nonacademic Services 13**

**Accommodation Plan and Placement 14**

**Periodic Review of Accommodation Plan and Placement 15**

**Reevaluation 15**

**Procedural Safeguards (Includes Hearing and Grievance) 15**

**Prior Written Notice and Parent Rights 16**

**Parent Consent 17**

**Transfer Students 18**

**Student No Longer Needs 504 Services 18**

**Discipline 18**

**Significant Change of Placement Because of Disciplinary Removals 18**

**11th Day and Subsequent Removal Periods 19**

**Manifestation Determination Review 19**

**Requirements if Behavior is a Manifestation of Student’s Disability 20**

**If Behavior is Not a Manifestation of Student’s Disability 20**

**Current Use of Illegal Drugs or Alcohol Exception in Disciplinary Situations 20**

**Appendix 22**

**Section 504 Compliance Plan 23**

**Section 504 Parent Rights Statement 24**

**Notice of Section 504 Meeting 25**

**Section 504 Conference Summary Report 26**

**Permission for Evaluation 29**

**Eligibility Determination Form 30**

**504 Accommodation Plan 31**

**Section 504 Manifestation Determination Review Form 34**

**Annual Notice of Non Discrimination 35**

**Authorization for Release of Records 36**

**Letter to Physician 37**

**Physician Questionnaire 38**

**504 Implementation Documentation 39**

**504 PROCEDURES FOR THE EVALUATION, IDENTIFICATION, PLACEMENT AND PROVISION OF SERVICES** **TO STUDENTS**

**Definitions Relating to These Procedures**

**504 Team** means a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data and the placement options. The 504 team is composed of a chairperson, the student’s regular classroom teacher, the parents, and others, as appropriate. The 504 team reviews the nature of the disability, how it affects the student’s access to the school environment or to school activities, curricular or extracurricular, determines whether specialized instruction, related aids or services, or program modifications are needed and, if so, determines the 504 services to be provided.

**504 Team Chairperson** -- The Superintendent, in consultation with the district Section 504 Coordinator, will recommend to the Board for approval a list of 504 team chairpersons by job or position title. The Superintendent, or designee, may designate which specific staff member on that approved list will serve as the 504 team chairperson for any 504 team meeting.

**Accommodations** mean specialized instruction, related aids or services, or program modifications needed for a 504 eligible student to access the school environment or school activities (curricular or extracurricular.)

**The Act** or **Section 504** means Section 504 of the Rehabilitation Act of 1973, as amended

**Accommodation Plan** means a written document setting out specialized instruction, related aids or services, or program modifications needed to enable the student to access the school environment or school activities.

**Adult student** means one who has reached the age of majority under state law; has been emancipated by court order; or is, or has been, married.

**Assistant Secretary** means the Assistant Secretary for Civil Rights of the U.S. Department of Education.

**Department** means the U.S. Department of Education.

***Drugs: Current illegal use of drugs exception to procedures:***

*(a) In general***:** The term ''individual with a disability'' does not include an individual who is currently engaging in the illegal use of drugs, when a covered entity acts on the basis of such use.

*Current illegal use of drugs*means illegal use of drugs that occurred recently enough to justify a reasonable belief that a person’s drug use is current or that continuing use is a real and ongoing problem. ***Illegal use of drugs*** means the use of one or more drugs, the possession or distribution of which is unlawful under the Controlled Substances Act (21 U.S.C. 812). The term illegal use of drugs does not include the use of a drug taken under supervision by a licensed health care professional, or other uses authorized by the Controlled Substances Act or other provisions of Federal law.

(b) *Rules of construction*: A public entity shall not discriminate on the basis of illegal use of drugs against an individual who is not engaging in current illegal use of drugs and who:

(1) Has successfully completed a supervised drug rehabilitation program or has otherwise been successfully rehabilitated;

(2) Is participating in a supervised rehabilitation program; or

(3) Is erroneously regarded as engaging in such use.

(c) It is not a violation of the law for a covered entity to adopt or administer reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual who formerly engaged in the illegal use of drugs is not now engaging in the current illegal use of drugs. Nothing in this section shall be construed to encourage, prohibit, restrict, or authorize the conduct of testing for the illegal use of drugs.

(d) A public entity shall not deny health services, or services provided in connection with drug rehabilitation, to an individual on the basis of that individual's current illegal use of drugs, if the individual is otherwise entitled to such services.

(e) *Health and drug rehabilitation services*: A public entity shall not deny health services, or services provided in connection with drug rehabilitation, to an individual on the basis of that individual’s current illegal use of drugs, if the individual is otherwise entitled to such services.

**Education of the Handicapped Act** means that statute, as amended (now IDEA).

**Equal Opportunity** means the provision of equally effective aids, benefits, and services. To be equally effective does not require the identical result or level of achievement for an individual with a disability and nondisabled persons, but must afford an individual with a disability equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

***Facility*** means all or any portion of buildings, structures, sites, complexes, equipment, rolling stock or other conveyances, roads, walks, passageways, parking lots, or other real or personal property, including the site where the building, property, structure, or equipment is located.

**Federal financial assistance** means any grant, loan, contract (other than a procurement contract or a contract of insurance or guaranty), or any other arrangement by which the Department provides or otherwise makes available assistance in the form of:

(1) Funds;

1. Services of Federal personnel; or
2. Real and personal property or any interest in or use of such property, including:
   1. Transfers or leases of such property for less than fair market value or for reduced consideration; and
   2. Proceeds from a subsequent transfer or lease of such property if the Federal share of its fair market value is not returned to the Federal Government.

**Individual with a disability** means one who: (i) has a physical or mental impairment, even if episodic or in remission, that substantially limits one or more major life activities when active.

**Major Life Activities** — Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. These also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

**Parent means** anatural, or adoptive, parent or a legal guardian of a student.

**Placement** means any accommodation that has been determined necessary for a student eligible for 504 services, including the setting (i.e., regular program or other environment) in which services will be delivered.

***Physical or mental impairment*** includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.  The phrase ***physical or mental impairment*** does not include homosexuality or bisexuality.

**Program or activity** means all of the operations of the Grant County Schools (GCS).

**Qualified individual with a disability** means: With respect to public preschool, elementary, and secondary educational services, an individual with a disability (i) of an age during which nondisabled persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to individuals with disabilities, or (iii) to whom a state is required to provide a free appropriate public education under section 612 of the Education of the Handicapped Act (now IDEA).

**Recipient** means any state or its political subdivision, any instrumentality of a state or its political subdivision, any public or private agency, institution, organization, or other entity, or any person to which Federal financial assistance is extended directly or through another recipient, including any successor, assignee, or transferee of a recipient, but excluding the ultimate beneficiary of the assistance. **Related Services** means transportation and such developmental, corrective, or supportive services as are required to assist a 504 eligible student to benefit from specialized education or to access the school environment or school activities (curricular or extra-curricular).

**School Day** means any day when all GCS students are scheduled to be in attendance for instructional purposes.

**Section 504 Coordinator**/**Compliance Officer means** the individual assigned to coordinate the GCS’s efforts to comply with Section 504 of the Rehabilitation Act.

**Student Evaluation** means the gathering of data to determine (1) eligibility for 504 services and (2) the needs of eligible students.

***Substantially limits*** means: Restricted in performing a major life activity as compared to most students in the general population. The 504 team may consider the condition, manner, or duration under which the student performs a particular major life activity as compared to most students in the general population. The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures, except for ordinary eyeglasses or contact lenses. “Ordinary eyeglasses or contact lenses” means lenses that are intended to fully correct visual acuity or eliminate refractive error.

**Work Day** means Monday through Friday, except for GCS holidays and days when GCS school-based administrative staff are not contracted to work.

**PROCEDURES**

**Location and Notification: Child Find.**

The Section 504 Coordinator of the GCS shall annually:

(a) Undertake activities to identify and locate every qualified individual with a disability, age three (3) to twenty-one (21), residing in the GCS's jurisdiction who is not receiving a public education, or who may need 504 services; and

(b) Take appropriate steps to notify individuals with disabilities and their parents or guardians of the GCS's duty under Section 504.

**Pre-placement Evaluation Required.**

The GCS shall conduct an evaluation of any student who, because of disability, needs or is believed to need a 504 accommodation plan before taking any action with respect to the initial placement of the student in 504 and before any subsequent significant change of placement.

**Referral and Evaluation**

A referral may be initiated by a teacher, parent, administrator or other person inside or outside the GCS. A SECTION 504 STUDENT REFERRAL FORM must be submitted to the school principal or designee, who assists the referring person with the completion of the 504 referral form.

As soon as possible after the referral is completed, the appropriate 504 team chairperson determines if the student is emancipated, and therefore represents himself in educational decision-making or must be represented by an adult such as a natural, or adoptive, [parent](file:///C:\Documents%20and%20Settings\pcase\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\4GKIWNLN\Definitions.doc#Parent), or legal guardian. The appropriate 504 team chairperson reviews records and may contact state agencies to assist with determining the appropriate educational representative of the student or whether the student is emancipated under Kentucky Law.

The appropriate 504 team chairperson schedules the 504 team meeting in a timely manner and invites anyone needed. The appropriate 504 team chairperson notifies parents, in writing, that they are invited to the meeting to discuss the need for initial 504 evaluations. The 504 team determines whether the student needs to be evaluated for 504 services. The appropriate 504 team chairperson must obtain written parent consent for an initial 504 evaluation. If a parent refuses, or revokes, consent for the initial evaluation, the appropriate 504 team chairperson may notify the GCS Section 504 Coordinator to discuss whether the GCS should seek to override the parent refusal to, or revocation of, consent.

As soon as practicable after receipt of parent consent for initial evaluation, the 504 team meets to plan the evaluation. The 504 team plans the evaluation based upon the type of disability suspected and the type of services the student appears to need. The evaluation must be sufficient to assess (1) the nature and extent of the disability; (2) its effect on major life activities affecting the student’s ability to access the school environment or school activities; and (3) needed accommodations.

The evaluation will be conducted within 60 school days after the GCS receives written parent consent. The evaluation is then summarized on the SECTION 504 EVALUATION SUMMARY.

**Evaluation Procedures and Materials**

The GCS ensures that:

(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

(2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

(3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

#### Multiple Sources of Information Required for Placement

#### In interpreting evaluation data and in making placement decisions, the GCS shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; (2) ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and (4) ensure that the placement decision is made in conformity with 34 CFR §104.34 (least restrictive environment).

After reviewing available information and input from the parents, the 504 team shall identify what additional data, if any, is needed to determine whether the student is eligible for 504 services, and if eligible, any needed accommodations.

**Eligibility**

To be eligible for a 504 accommodation plan a student must have either (1) a current physical or mental impairment or (2) an episodic or in – remission impairment which, when active, substantially limits some major life activity, causing the student’s ability to access the school environment or a school activity (curricular or extra-curricular) to be substantially limited.

For students, a temporary impairment does not constitute a disability under Section 504 unless its severity is such that it results in a substantial limitation on a major life activity for an extended period of time, so that it substantially limits access to the school environment or to at least one school activity.

If the 504 team determines there is no impairment, the student is not eligible for 504 services.

If the 504 team determines there is an impairment, but that impairment does not currently, nor when active if episodic or in remission, substantially limit access to the school environment or to any school activity, the student is not eligible for 504 services.

The 504 team will document eligibility on the SECTION 504 CONFERENCE SUMMARY REPORT. The appropriate 504 team chairperson shall invite the parents to a meeting to discuss the 504 evaluation results. If sufficient information is available to prepare an accommodation plan and determine placement, this may be accomplished at the same meeting in which eligibility for services is determined, as long the team meets to prepare an accommodation plan and determine placement within 60 school days after the GCS’s receipt of written parent consent for initial evaluation.

**Free Appropriate Public Education.**

*General* The GCS shall provide a free appropriate public education to each qualified individual with a disability who is in the GCS's jurisdiction, regardless of the nature or severity of the person's disability.

Appropriate education The provision of an appropriate education is the provision of regular or specialized education and related aids and services that (i) are designed to meet the individual educational needs of an individual with a disability as adequately as the needs of nondisabled persons are met; and (ii) are based upon adherence to procedures that satisfy the requirements of the law. Implementation of an Individualized Education Program developed in accordance with the Education of the Handicapped Act, as amended (now IDEA), is one means of meeting this standard.

The GCS may place an individual with a disability or refer such a person for aid, benefits, or services other than those that it operates as its means of carrying out the requirements of the law. If so, the GCS remains responsible for ensuring that the requirements of the law are met with respect to any individual with a disability so placed or referred.

Free Education -- (1) General. For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the individual with a disability or to his or her parents or guardians, except for those fees imposed on nondisabled persons or their parents or guardians. It may consist either of the provision of free services or, if the GCS places an individual with a disability or refers such person for aid, benefits, or services not operated by the GCS as its means of carrying out the requirements of the law, of payment for the costs of the aid, benefits, or services.  Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to an individual with a disability.

(2) Transportation. If the GCS places an individual with a disability or refers such person for aid, benefits, or services not operated or provided by the GCS as its means of carrying out the requirements of the law, the GCS shall ensure that adequate transportation to and from the aid, benefits, or services is provided at no greater cost than would be incurred by the person or his or her parents or guardians if the person were placed in the aid, benefits, or services operated by the GCS.

(3) Residential Placement. If the GCS determines a public or private residential placement is necessary to provide a free appropriate public education to an individual with a disability because of his or her disability, the placement, including non‑medical care and room and board, shall be provided at no cost to the person or his or her parents or guardians.

(4) Placement of Individual with a disability by Parents. If the GCS has made available, in conformance with the requirements of the law, a free appropriate public education to an individual with a disability and the person's parents or guardian choose to place the person in a private school, the GCS is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and the GCS regarding whether the GCS has made a free appropriate public education available, or otherwise regarding the question of financial responsibility are subject to due process procedures. See the GCS 504 Due Process Hearing and Review procedure.

**Educational Setting and Least Restrictive Environment**

(a) Academic setting. The GCS shall educate, or shall provide for the education of, each qualified individual with a disability in its jurisdiction with persons who are not disabled to the maximum extent appropriate to the needs of the individual with a disability. The GCS shall place an individual with a disability in the regular educational environment unless it is demonstrated by the GCS that the education of the person in the regular environment with the use of supplementary aids and services cannot be satisfactorily achieved. Whenever the GCS places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) Nonacademic settings. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including transportation, meals, recess periods, and the services and activities set forth in 34 CFR **§** 104.37 (a)(2)(nonacademic services), the GCS shall ensure that an individual with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the individual with a disability in question.

(c) Comparable facilities. If the GCS, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for individuals with disabilities, the GCS shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the GCS.

**Nonacademic Services**

(a) General. (1) The GCS shall provide nonacademic and extracurricular services and activities in such manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities.(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the GCS, referrals to agencies which provide assistance to individuals with disabilities, and employment of students, including both employment by the GCS and assistance in making available outside employment.

(b) Counseling services. If the GCS provides personal, academic, or vocational counseling, guidance, or placement services to its students, it provides these services without discrimination on the basis of disability. The GCS ensures that qualified students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.

(c) Physical education and athletics. (1) In providing physical education courses and athletics and similar aid, benefits, or services to any of its students, the GCS does not discriminate on the basis of disability. The GCS provides qualified students with disabilities an equal opportunity for participation in any physical education courses, interscholastic, club, or intramural athletics it offers or sponsors.  (2) The GCS may offer to students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if separation or differentiation is consistent with the requirements of 34 CFR §104.34(least restrictive environment), and only if no qualified student with a disability is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

**Accommodation Plan and Placement**

If the 504 team determines the student is eligible for 504 services, the team develops a 504 accommodation plan, which states the specialized instruction, related aids or services, or program modifications needed for curricular or extra-curricular activities, and the placement setting. The 504 team chairperson documents the accommodations on the 504 ACCOMMODATION PLAN FORM.

An appropriate accommodation plan for a student eligible under Section 504 may consist of participation in regular classes or programs with needed accommodations, and/or the use of specialized services or programs designed to meet the student’s unique needs.

After the 504 accommodation plan has been written and the placement setting determined, the appropriate 504 team chairperson shall make the implementers aware of their implementation responsibilities under the 504 accommodation plan. The appropriate 504 team chairperson must also obtain written parent consent before implementation of the initial 504 accommodation plan and placement.

If a parent refuses to provide, or revokes, consent for the initial 504 accommodation plan or the initial placement, the appropriate 504 team chairperson may notify the GCS Section 504 Coordinator to discuss whether the GCS should seek to override the parent refusal to, or revocation of, consent.

If the eligible student currently needs no accommodation, the 504 team Chairperson documents in the SECTION 504 CONFERENCE SUMMARY that the 504 team members have been told to bring any suspected need for accommodation to the 504 team.

### Periodic Review of Accommodation Plan and Placement

The 504 accommodation plan and placement must be reviewed by the 504 team annually. The GCS Section 504 Coordinator shall maintain a list of all 504 identified students and their review dates. It is the responsibility of the appropriate 504 team chairperson to initiate the review and schedule the 504 plan review meeting.

**Reevaluation**

The GCS shall reevaluate 504 students as determined necessary by the 504 team, but at least every three years and prior to a significant change of placement.  After reviewing available information and input from the parents, the 504 team shall identify what, if any, additional data is needed. After obtaining any needed information, the 504 team shall determine if the student still qualifies for 504 services, and make any needed modifications to the student’s 504 accommodation plan and placement.

**Procedural Safeguards**

With respect to actions regarding the evaluation, identification, or educational placement of students who, because of disability, need or are believed to need a 504 accommodation plan, the GCS has a system of procedural safeguards that includes notice; an opportunity for the parents or guardians of the person to examine relevant records; an impartial hearing with opportunity for participation by the person's parents or guardians; representation by counsel; and a review procedure.

If a parent(s) disagrees with any decision regarding evaluation, identification, or educational placement, the 504 team chairperson who chaired that meeting must inform that/those parent(s) of the right to file a grievance and to request a 504 due process hearing. The Stay Put principle does not apply to 504 hearings, or to review or appeal proceedings, unless ordered by a hearing or review officer, or a court.

The GCS and the parents have the right to request an impartial 504 due process hearing regarding evaluation, identification, or educational placement under Section 504. The Superintendent, with Board approval, shall contract with impartial 504 hearing officers, and impartial review officers, who are not employees of the GCS. The GCS and the parents have a right to further review of the hearing officer’s decision. See the GCS Section 504 Impartial Hearing and Review procedures.

Individuals may file a local grievance concerning discrimination under Section 504. Individuals may also file a complaint concerning discrimination with the U.S. Department of Education Office for Civil Rights. See the GCS Section 504 Parent Rights Statement.

**Prior Written Notice and Parent Rights**

The appropriate 504 team chairperson shall invite parents to any 504 team meeting at which decisions will be made regarding the evaluation, identification or educational placement of, their child (includes prior written notice) at the following times:

1. Once each school year, and also at the following times;

2. upon initial referral or parent request for a Section 504 evaluation;

3. prior to any Section 504 reevaluation;

4. prior to consideration of a significant change of placement because of disciplinary removals;

5. upon receipt of a Section 504 due process hearing request;

6. upon receipt of a Section 504 service plan grievance filed on behalf of a student;

7. upon request by a parent.

When a student reaches the age of majority, or is emancipated, under Kentucky law, all rights under Section 504 transfer from the parents to the student, unless the student has been declared incompetent under KRS Chapter 387 in a court of law. See definition of Adult Student. The GCS’s Section 504 Parent Rights Statement shall contain this transfer of rights statement.

The parents shall be notified in writing of any decisions made by the GCS concerning the evaluation, identification, or educational placement of the student under Section 504. The notice will be given by providing a copy of the SECTION 504 CONFERENCE SUMMARY REPORT and other documents completed at the 504 team meeting to parents at the end of the 504 team meeting if a parent attends, or by mailing these documents to parents who did not attend the meeting within 5 work days after the meeting. Changes to the 504 accommodation plan or placement may be implemented immediately if the parents received the notice documents in the meeting, and within 5 work days after mailing the notice documents to parents who did not attend the meeting, unless a hearing or review officer, or a court, orders otherwise.

**Parent Consent**

The GCS obtains written parent consent prior to conducting the initial 504 evaluation and prior to implementation of the initial 504 accommodation plan and placement. The GCS may initiate a 504 due process hearing to request an independent hearing officer to override parent refusal for such consent, or parent revocation of such consent. A district-level 504 team will determine whether to recommend to the Board of Education that it request a hearing officer to override parent refusal for, or revocation of, such consent. The Superintendent will notify the parents if the Board decides to request a hearing officer to override parent refusal to, or revocation of, consent through a 504 due process hearing.

If the GCS or a parent requests a 504 hearing after parent refusal, or revocation, of any required consent, the GCS does not conduct/implement the activity requiring consent unless (1) the hearing or review officer, or a court, grants the GCS the consent, and (2) hearing, review, and appeal rights have been exhausted.

**Transfer Students.**

When a student with a 504 accommodation plan transfers into the GCS, the 504 team shall review the 504 accommodation plan. If the 504 team finds the 504 accommodation plan not to be appropriate, it shall conduct a reevaluation of the student. A 504 accommodation plan found to be appropriate may be implemented, or the 504 team may develop a new 504 accommodation plan.

**Student No Longer Needs 504 Services.**

The 504 team shall make the determination as to whether a student no longer needs 504 services. The team shall document that the student no longer needs 504 services and give written notice to the parents as set out in the Procedural Safeguards section. The GCS shall maintain records of the student’s 504 services in accordance with law, including the Kentucky Records Retention Schedule.

# Discipline

504 students are disciplined according to the school code of conduct unless their 504 team and accommodation plan determines otherwise.

**Significant Change of Placement Because of Disciplinary Removals**

**"Change of placement because of disciplinary removals**" means a change of placement occurs if:

(a) The removal is for more than ten (10) consecutive schools days; or

(b) The child has been subjected to a series of removals that constitute a pattern (which is determined on a case-by-case basis) because:

(i) The series of removals total more than ten (10) school days in a school year;

(ii) The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and

(iii) Of additional factors including the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one (1) another.

**11th Day and Subsequent Removal Periods**

Before the student is removed for the 11th day in any school year and before each subsequent removal period during that school year, the building principal and the GCS Section 504 Coordinator, or designee, determine if the removal constitutes a significant change of educational placement. They must be in agreement that the removal is not a significant change of educational placement. If they do not so agree, the removal is treated as a significant change of educational placement.

###### Manifestation Determination Review

A 504 team meeting to conduct a manifestation determination review shall be scheduled by the appropriate 504 team chairperson for any 504 eligible student, or for any student the GCS has reason to believe may need 504 services, who is being considered for a significant change of educational placement because of disciplinary removals, whether or not the student is currently receiving 504 services.

The 504 team first considers, in terms of the behavior subject to the disciplinary action, all relevant information including evaluation and diagnostic results, relevant information supplied by the [parent](file:///C:\Documents%20and%20Settings\pcase\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\4GKIWNLN\Definitions.doc#Parent)s, observation of the student and the student’s 504 accommodation plan.

1. The 504 team may determine the behavior of the student was not a manifestation of the student’s disability if:

(a) The conduct in question was not caused by, or had a direct and substantial relationship to the child’s disability; or

(b) The conduct in question was not the direct result of the LEA’s failure to implement the Section 504 plan.

2 The conduct shall be determined to be a manifestation of the child’s disability if the team determines that either of the conditions in subsection (1)(a) or (b) of this section was met.

**Requirements if Behavior is a Manifestation of Student’s Disability.**

If the 504 team finds the behavior in question is a manifestation of the student’s disability, the student’s placement cannot be changed due to the behavior incident under review, unless the parents and the LEA agree to a change in placement as part of modification of the behavioral intervention plan.

If the 504 team determines the condition described in subsection (1)(b) of the above Manifestation Determination Review Section was met, the GCS shall take immediate steps to remedy that deficiency.

**If Behavior is Not a Manifestation of the Student’s Disability**

If, after the manifestation determination review, the 504 team determines the behavior was not a manifestation of the student’s disability, the relevant disciplinary procedures applicable to all students may be applied to the student in the same manner in which they would be applied to students without disabilities.Section 504 does not require continuation of educational services for such students. (Note: Continuation of educational services may be required under some other provision of law.)

**Current Use of Illegal Drugs or Alcohol Exception in Disciplinary Situations**

The GCS may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any 504 student who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against nondisabled students. Furthermore, the due process procedures at 34 CFR 104.36 (or any corresponding similar regulation or ruling) shall not apply to such disciplinary actions.

**APPENDIX**

**SECTION 504 COMPLIANCE PLAN**

The Compliance Plan serves students, parents, employees, applicants for employment, and programs within Grant County Schools.

1. Grant County Schools assures students, parents, applicants, for employment, and employees that it will not discriminate against any individual with 504 disabilities.
2. The following persons are designated as the ADA and Section 504 compliance coordinator:
3. Phyllis Case, Director of Special Instructional Services
4. Penny Meredith, Due Process Monitor and Behavior Specialist
5. Parents/guardians are provided procedural safeguards which are included in the “Notice of Parent/Student Rights in Identification, Evaluation, and Placement”.
6. An impartial hearing and appeal are provided upon request. Procedures are detailed in the Grant County Schools Procedures for Section 504 of the Rehabilitation Act.
7. Notice to students, parents, employees, and the general public of nondiscrimination assurances and parent/student rights in the identification, evaluation, and placement will be disseminated annually in the following manner:
8. Announcement in each school
9. Posted notice in each public school building
10. Public service announcement in local newspapers
11. Grant County Schools has established the following local grievance procedure to resolve complaints of discrimination on the basis of 504 disability:
12. An alleged grievance must be filed in writing, describing the circumstances for the grievance.
13. Grievances must be filed with the Section 504 compliance coordinator.
14. The 504 Coordinator will investigate and submit a written response offering options for a resolution.
15. If the response does not satisfactorily resolve the issue, the complainant may appeal to the Superintendent of Grant County Schools.
16. If the response from the Superintendent does not satisfactorily resolve the issue, the complainant may appeal the decision to the Grant County Board of Education.
17. The Board of Education will conduct a hearing and give the complainant reasonable advance notice of the date, time, and place of the hearing.
18. The Board of Education will give the complainant a full and fair opportunity to present evidence relevant to the issues raised. The complainant and Grant County Schools may, at their own expense be assisted or represented by individuals of his/her own choice, including an attorney.
19. The Board of Education will make a decision, in writing, and present it to the complainant within ten (10) working days after the hearing.
20. The decision of the Board will be based solely on the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.
21. The complainant may appeal, at any time during this process, to the Office for Civil Rights, Department of Education, Washington, D.C., 20101.
22. Grant County Schools will inform all individuals with 504 disabilities and their parents of Grant County Schools’ responsibilities and procedural safeguards under Section 504, as well as those under the Kentucky Administrative Regulations and the Individuals with Disabilities Education Act.

###### SECTION 504 PARENT RIGHTS STATEMENT

This is to inform you of your rights concerning Section 504. Adult students may assert these rights in their own behalf.

You have the right:

1. To receive notice of your rights;

2. To receive notice regarding evaluation, identification, educational placement, or significant change of educational placement, of your child;

3. To give consent prior to initial 504 evaluation and initial 504 placement of your child;

4. For your child to receive a free appropriate public education. This includes being educated with nondisabled students to the maximum extent appropriate. The school district must make needed accommodations to allow your child an equal opportunity to participate in school and school activities (curricular and extracurricular);

5. For your child to be educated in facilities, and receive services, comparable to those provided to nondisabled students;

6. For your child to receive an individualized evaluation, and if he/she is found to be eligible under Section 504 of the Rehabilitation Act, for your child to receive individualized accommodations;

7. For evaluation, identification and educational placement decisions made based upon a variety of information sources, and by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data and the placement options;

8. If the school district places your child in an educational program it does not operate, for your child to be transported to and from that outside placement setting at no greater cost to you than if the child was placed in a program operated by the district;

9. To examine all education records relating to your child’s evaluation, identification, and educational placement and obtain copies of educational records at a reasonable cost, unless the fee would effectively prevent you from inspecting and reviewing the records;

10. To a response from the school district to reasonable requests for explanations and interpretations of your child’s records;

11. To request amendment of your child’s educational records if there is cause to believe that they are inaccurate, misleading, or otherwise in violation of the child’s privacy or other rights;

12. To file a local grievance concerning discrimination;

13. To file a complaint concerning discrimination with the Office for Civil Rights in the U.S. Department of Education. The address and phone number of the regional OCR office serving the GCSD can be obtained from the GCSD 504 Coordinator/ Compliance Officer. The GCSD Section 504 Coordinator/ Compliance Officer is Phyllis Case, telephone number 859-824-3323;

14. To request an impartial due process hearing as to decisions about your child’s evaluation, identification, and educational placement; request review of the hearing officer’s decision; and appeal the review officer’s decision to court. You and your child may participate in the proceedings and have an attorney represent you at your own expense. You have the right to open the hearing to the public. Hearing and review requests must be made to the GCSD Section 504 Coordinator/Compliance Officer;

15. To request reimbursement of reasonable attorney fees if you are determined to be a prevailing party in your 504 hearing or legal action.

16. When a student reaches the age of majority, or is emancipated, under Kentucky law, all rights under Section 504 transfer from the parents to the student, unless the GCSD is provided with an official copy of a court order declaring the student incompetent under KRS Chapter 387.

**Grant County Schools**

**Notice of Section 504 Meeting**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We would like to schedule a meeting with you regarding your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reason(s) for Conference** (Check all that apply):

\_\_\_\_\_ at your request to discuss\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ to discuss a Section 504 referral on your child

\_\_\_\_\_ to develop a Section 504 Accommodation Plan for your child

\_\_\_\_\_ to conduct an annual review of the current Section 504 Accommodation Plan and placement

\_\_\_\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We would like to schedule this meeting for:

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Those invited to attend the meeting may include:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is important for you to attend this conference to help plan the best program for your child. You are welcome to bring anyone to the meeting whom you feel will be helpful in planning the educational program. You are also welcome to bring any information, including formal or informal test results, observations, work samples, etc. to the meeting.

Please let us know if you plan to come to this conference or if you need to reschedule the date, time or location. Please call the school at the number listed below if you have any questions.

Sincerely,

Krista Stanley-SES Counselor 859-428-5506

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

CALL OR COMPLETE AND RETURN TO THE SCHOOL OF YOUR CHILD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ I plan to attend the Section 504 Meeting

\_\_\_\_\_ I DO NOT plan to attend the Section 504 Meeting

\_\_\_\_\_ I would like this meeting to be rescheduled for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at \_\_\_\_\_\_\_\_\_ am/pm

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

###### SECTION 504 CONFERENCE SUMMARY REPORT

A. PERSONAL INFORMATION:

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birth Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. PURPOSE OF 504 TEAM MEETING

Consider initial evaluation \_\_\_\_\_ Determine Eligibility \_\_\_\_\_

Determine Accommodations/Placement \_\_\_\_\_\_ Review \_\_\_\_ Reevaluation \_\_\_\_\_

Determine if Recommend Override of Parents’ Consent Refusal/Revocation (Explain)\_\_\_\_\_\_\_\_\_

Manifestation Determination \_\_\_\_\_ Other (Explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Data presented and interpreted by team:

Variety of sources of information considered (indicate each one used):

\_\_\_\_\_ Aptitude tests \_\_\_\_\_\_\_\_ Achievement tests

\_\_\_\_\_ Teacher information \_\_\_\_\_\_\_\_ Physical/Medical condition

\_\_\_\_\_ Social or cultural background \_\_\_\_\_\_\_\_ Adaptive behavior

\_\_\_\_\_ Behavior observations \_\_\_\_\_\_\_\_ Behavior rating scales

\_\_\_\_\_ Parent Input \_\_\_\_\_ Others (specify): \_\_\_\_\_\_\_\_\_\_\_

2. Options discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Factors relevant to options/decisions including any additional data and/or information needed to

establish eligibility: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Conference participation:

\_\_\_\_\_ 1. The Parent(s) present verifies he/she has in the past received a Section 504 Parent Rights Statement and does not need the rights further explained at this time.

\_\_\_\_\_ 2.The Parent(s) present verifies he/she has been given the opportunity to participate in the development of the 504 accommodation plan and placement.

D. The following persons, as indicated by their signatures, have participated in this 504 team meeting.

Signature Date Position

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 504 Chairperson

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Regular Classroom Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent (s)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other

If you should have any questions regarding any decision made by the committee, the statement of your rights, or any other matter pertaining to your child’s educational program, please contact the school. We appreciate your continued cooperation and look forward to working together for the educational needs of your child.

\_\_\_\_\_ Parents did not attend the meeting. A copy of Parent Rights and appropriate forms were:

\_\_\_\_\_Mailed via U.S. mail

\_\_\_\_\_Sent home with child

\_\_\_\_\_Delivered by school personnel

Attachments: Parent Rights

\_\_\_\_\_504 Accommodation Plan

\_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### PARENT CONSENT

Consent for initial 504 evaluations is: \_\_\_\_\_ granted \_\_\_\_\_\_ denied

Consent for the initial 504 accommodation plan to be implemented is: \_\_\_\_ granted \_\_\_ denied

Consent for the initial 504 placement setting is: \_\_\_\_\_ granted \_\_\_\_\_ denied

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian / Adult Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Date

**SECTION 504 PERMISSION FOR EVALUATION**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based upon recommendations of the 504 Team Committee, additional evaluation is proposed for your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Section 504 Conference Summary explains this proposal. This evaluation includes assessments of the following:

\_\_\_\_\_Educational

\_\_\_\_\_ Behavior Observation

\_\_\_\_\_ Social & Developmental History

\_\_\_\_\_Communication

\_\_\_\_\_Medical

\_\_\_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When the evaluation is complete, we will meet with you to discuss the results and determine if your child may need special services.

You may give your permission for this by checking “yes”, or you may refuse permission by checking “no” below.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

PLEASE SIGN AND RETURN TO YOUR CHILD’S SCHOOL

I have been informed in my native language, or preferred mode of communication, concerning reasons for the evaluation of my child.

\_\_\_\_\_ Yes, I do give permission for additional evaluation

\_\_\_\_\_ No, I do not give my permission for additional evaluation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

###### ELIGIBILITY DETERMINATION FORM

1. Specify the current mental or physical impairment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Identify major life activity(ies) impaired: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Determination of Whether the Student Has a Disability Under Section 504.

Place an “X” on the following scale to indicate the specific degree that the impairment in #1 limits the life activity in #2, as indicated above.

Make sure the team focuses on the major life activity as a whole, not in a particular class (e.g., math) or for a particular educational area (e.g., socialization).

The team should discount from the analysis subpar performance due to other factors, such as normal mood swings, lack of motivation, and the immediate situation or environment. Use the average student in the general population as the frame of reference for purpose of comparison. Refer to the definition of “substantially limits,” as well as to the Eligibility section of the GCSD’s 504 procedures.

5-- -- completely For an “X” at a 4.0 or above, fill in specific information evaluated by the team

that justifies the rating, indicating how the student’s access to the school

environment or to school activities is limited:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4-- -- substantially \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3-- -- moderately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2-- -- mildly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1-- -- negligibly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Student DOES NOT QUALIFY \_\_\_\_\_ Student QUALIFIES

If the team’s determination for #3 above was less than “4” on the scale, provide notice to the parents of their procedural rights, including the rights to file a grievance and to request an impartial hearing. If the team’s determination was a “4” or above on the scale, the team determines and lists on the Accommodation Plan the accommodations that are necessary to provide opportunity equal to that provided to students without disabilities (at or about the same age) in the GCSD and to meet the child’s educational needs as adequately as the needs of students without disabilities are met.

\*This form was adapted from a form prepared for KSBA by Perry Zirkel.

###### SECTION 504 ACCOMMODATION PLAN

Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_\_ Sex: \_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next Scheduled Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AREA (S) OF STRENGTH: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AREA (S) OF ACCOMMODATIONS STARTING IMPLEMENTER EFFECTIVENESS/

SUBSTANTIAL LIMIT DATE (BY TITLE) PROGRESS

### SECTION 504 MANIFESTATION DETERMINATION REVIEW FORM

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB:\_\_\_\_\_ Date of 504 team Meeting:\_\_\_\_\_\_\_\_

**Step 1:**

a. Describe the behavior(s) subject to disciplinary action if not fully explained on the attached disciplinary records.

|  |
| --- |
|  |

b. Describe proposed disciplinary action(s) under consideration.

|  |
| --- |
|  |

**Step 2:**

The 504 team has considered, in terms of the behavior outlined in Step 1, all relevant information, including the following :

Evaluation and diagnostic results,

Relevant information supplied by the parents,

Observation(s) of the student, and

The student’s current 504 plan .

**Step 3**

1. The Team now determines:

a. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the child’s disability?

      b. Was the conduct in question the direct result of the LEA’s failure to implement the Section 504 plan?

(2) The conduct shall be determined to be a manifestation of the child’s disability if the team determines that either of the conditions in subsection (1)(a) or (b) of this section was met.

(3) If the team determines the condition described in subsection (1)(b) of this section was met, the GCSD shall take immediate steps to remedy that deficiency.

**Step 4:**

a. The 504 team finds the behavior in question is NOT a manifestation of the student’s disability, and the student may be subjected to the same disciplinary proceedings as a student without a disability.

b. The 504 Team finds the behavior in question IS a manifestation of the student’s disability, and the student’s placement cannot be changed due to the behavior incident under review, unless the parents and the LEA agree to a change in placement as part of modification of the behavioral intervention plan.

\*This form was adapted from the KDE Manifestation Determination Review form for Special Education.

Notice

To Students, Parents, Employees, and the General Public

Of the

Grant County School District

Students, their parents, employees, and potential employees of the Grant County Schools are hereby notified that the Grant County School System does not discriminate on the basis of race, color, national origin, sex/gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The Grant County School System also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Ac6t of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator.

Career and Technical programs offered at the Grant County High School include Agriculture, Business, Information Technology, Health Sciences, Project Lead the Way Biomedical Science, Project Lead the Way Pre-Engineering, Welding Technology, Electrical Technology, Automotive Technology, and Consumer and Family Services.

Adult Education classes are offered to individuals pursuing a GED certificate. Adult programs are offered periodically based upon the demand for specific classes.

Parents, guardians, and students have the right to file complaints to the Grant County School District concerning any alleged discriminations. An alleged grievance must be filed in writing fully setting out the circumstances giving rise to such grievance. Such claims must be filed with:

Phyllis Case, Title IX Coordinator

Grant County School Board of Education

820 Arnie Risen Blvd.

Williamstown, KY 41097

Phone: 859-824-3323

The district office is open Monday through Friday, from 7:00 a.m. to 4:30 p.m.

If you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the Director of Pupil Personnel or the Director of Special Education at the address or phone number listed above for the district office.

**Grant County Schools**

**820 Arnie Risen Blvd.**

**Williamstown, KY 41097**

**859-824-3323**

**Authorization for Release of Information**

Concerning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The undersigned hereby authorizes the release and exchange of information and records between Grant County Schools and the following persons or agencies**.

\_\_\_\_\_ Department for Social Services

\_\_\_\_\_ Comprehensive Care Center

\_\_\_\_\_Cabinet of Human Resources

\_\_\_\_\_ Juvenile, District or Circuit Court of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Hospital: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Doctor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Information may include:**

\_\_\_\_\_ Full name and other indentifying information of the child and family

\_\_\_\_\_ Medical Records

\_\_\_\_\_ Diagnostic and assessment information: psychological/psychiatric reports and other evaluations

\_\_\_\_\_ Behavioral observations, treatment plans, or treatment progress notes

\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**It is understood that this authorization for release of information is subject to revocation at any time. Information obtained under this release becomes a permanent part of the education record and is subject to protection or release according to federal and state regulations. Personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without further written consent.**

Signature of Parent or Student 18 years old or older Date

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant County Schools

Letter to Physician

Dear Dr.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

A referral has been initiated for the following student under Section 504 of the Rehabilitation Act of 1973:

Name DOB

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address

The reason(s) for the referral are:  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Section 504 Conference Committee would like your input on the medically related concerns of this student, and how these concerns affect the education of the student. Please complete the attached questionnaire and return it by the date requested below. A signed Release of information has been completed by the parent and is enclosed.

If you have any questions or concerns, please contact me at the number listed below. Thank you for your assistance.

Sincerely,

504 School Coordinator

**Attachments:**

\*Release of Information

\*Physicians Questionnaire

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grant County Schools

Physician Questionnaire

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardians: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe pertinent medical background, including a written diagnostic statement.
2. Describe any recommendations the school may need to consider.
3. Describe how this disability affects the student’s education.
4. Other comments appropriate to the needs of this student.

Attach any reports pertaining to the medical/educational needs of this student.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

8/21/09

504 Implementation

Documentation

I acknowledge it is my responsibility to access, review, and

implement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s 504 Plan. I understand that I have

(Student’s Name)

access to all 504 documents in Infinite Campus or by accessing the

504 folder. If I have any questions regarding this information or accessing

this information, I will contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

( Counselor/Case Manager)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Education Teacher Special Area Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Education Teacher Special Area Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Education Teacher Special Area Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Education Teacher Special Area Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructional Assistant Special Area Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructional Assistant Instructional Assistant