

# Greenville City Schools

## Section 504 Manual

Revised August, 2018

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

Table of Contents

District Section 504 Contacts	3
Greenville City Schools BOE Policy-	
Nondiscrimination on the Basis of Disability	4
Section 504 Procedures-	
Preschool, Elementary and Secondary Education	5-8
Grievances Procedures	9-10
Section 504 Forms	11-
<i>GCS 504-03 Notice Regarding Section 504 of the Rehabilitation Act of 1973</i>	12-13
Optional Forms	14
OP-1 Functional Behavior Assessment	15-16
OP-2 Behavior Intervention Plan	17-19

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

**District Section 504 Contacts**

**The Section 504 Coordinator for Greenville City Schools is:**

Andrea Townsend  
Director of Career Technical & Special Education  
St. Clair Memorial Hall  
215 West Fourth Street  
Greenville, Ohio 45331  
(937) 548-3185

**District 504 Building Representatives:**

Greenville Elementary	Kitty Davis & Jody Harter (Principal)/ Susan Dankworth (Assistant Principal)	(937) 548-1013
Greenville Middle	Rhonda Schaar & Chris Mortensen (Principal)/ Sandra Snyder (Assistant Principal)	(937) 548-3202
Senior High School	Stan Hughes (Principal)/ David Torrence (Assistant Principal)/ Carl Brown (Assistant Principal)	(937) 548-4188

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

### **NONDISCRIMINATION ON THE BASIS OF DISABILITY**

The Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disabled persons should be in the mainstream of life in a school community. In addition, the District is the recipient of Federal funds and therefore must be in compliance with all laws and regulations which deal with disabled individuals.

Accordingly, employees of the District comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The following is expected.

1. No one discriminates against qualified disabled persons in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified disabled persons.
3. Free, appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.
4. No one excludes any qualified disabled person, solely on the basis of disability, from participation in any preschool education, day care, adult education or vocational education program.
5. Each qualified disabled person is provided with the same health, welfare and other social services which are provided to others.

[Adoption date: July 9, 1997]

## **SECTION 504 PROCEDURES PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION**

1. **BUILDING SECTION 504 TEAM** -- Each building will form a Section 504 team. The team will be composed of individuals knowledgeable about the student. This may include: the building IAT team, parents, community personnel, principal, counselor, school nurse, teacher, intervention specialist, school psychologist and others who can make a meaningful contribution to the discussion of eligibility and the provision of appropriate services. A school psychologist is a required team member for initial evaluation under Section 504.
2. **IDENTIFICATION AND REFERRAL PROCEDURES** – Students who are in need of or believed to be in need of special accommodations, related services or programs under Section 504 may be referred for evaluation by parents/ guardians, teachers, other certified school employees, community agencies or self.

When a concern arises regarding a student's eligibility under Section 504 (i.e. the student has a physical or mental impairment that substantially limits a major life activity), a referral (Section 504: Referral) is submitted to the building 504 team along with relevant documentation for review. The building 504 team will consider the referral and based upon a review of the student's existing records determine the appropriate assessments and/or evaluations needed.

NOTIFICATION -- The building principal or school psychologist sends to the parents/ guardians the notification letter (*Section 504: Prior Written Notice*), Section 504 Notice (*GCS 504-03 Notice Regarding Section 504 of the Rehabilitation Act of 1973*), Section 504 Release of Records (*Section 504: Release of Information Records*) and consent form (*Section 504: Parent Consent*).

The building principal or school psychologist forwards copies of the referral (*Referral for Evaluation*), parent letter (*Section 504: Prior Written Notice*) and original signed consent to the Special Services Department at Memorial Hall.

3. **EVALUATION** -- The school psychologist will coordinate the initial evaluation to determine eligibility as a person with a disability under Section 504 and determine reasonable accommodations, services or programs.

The building 504 team will collect relevant information from a variety of sources (i.e. medical information, school history, report cards, disciplinary records, observations, checklists, rating scales, individual or group achievement tests, assessments, information from parents, teachers and staff, etc.) to assist in documenting the child:

- Has a mental or physical impairment; and

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

- The mental or physical impairment substantially limits one or more major life activity.

The evaluation procedures to be followed may include, but need not be all, those evaluation procedures consistent with the evaluation of students with suspected disabilities under the Individuals with Disabilities Education Act (IDEA).

The District must ensure:

- a. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are appropriately administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient.
- c. Tests are selected and administered to best ensure the results accurately reflect the student's achievement, aptitude or other factor being measured rather than the student's disability (except where those are the factors being measured).

In interpreting the evaluation data and in making educational decisions, the District shall:

- a. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior.
- b. Ensure all evaluation data is documented and carefully considered.
- c. Ensure decisions are made by a group of people, including those knowledgeable about the child, meaning of evaluation data and placement options.

4. ELIGIBILITY DETERMINATION – Following the completion of assessment and/or evaluation, the building 504 team will convene to review the collected information and determine eligibility. The Section 504 Evaluation Report (*Section 504: Evaluation*) will be completed.

Prior to any meeting of the building's 504 team regarding their child, the student's parents/guardians will be provided written notice of the date, time and location of the meeting (). No final eligibility determination will be made by the District without first inviting the parents or guardians to participate in a meeting concerning such a determination. Procedural safeguards will be provided to the parent.

5. STUDENT ACCOMMODATION PLAN -- If the student is eligible under Section 504 as a student with a disability, the building 504 team and parents will develop the *Student Accommodation Plan (Section 504: Plan)*. Parents/ guardians will be invited to participate in the meeting through written parent invitation (*Section 504: Parent Invitation*).

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

The Student Accommodation Plan will include a description of the student's disability and reasonable accommodations, modifications or related services. The plan should also specify how the accommodations will be provided and by whom.

- Statewide Testing- Ohio Department of Education- allowable accommodations may be provided on Ohio Achievement Assessments and Ohio Graduation Tests based on the demonstrated need of the student eligible under Section 504. These accommodations must be documented on the Student's Accommodation Plan.

The Student Accommodation Plan should include parent/ guardian and team member signatures. If the parents/ guardians are not present at the meeting, the parents/ guardians' signatures are required prior to the implementation of the initial Student Accommodation Plan.

A copy of the Student Accommodation Plan will be provided to parents/ guardians. A copy will be kept in the student's building file. The original will be filed in the Special Services Department at Memorial Hall.

6. PLACEMENT -- For students who have been identified having a disability under Section 504, the District shall determine what special services are needed to ensure the student receives a free, appropriate public education (FAPE). Students who are eligible for services under Section 504 will be educated, to the maximum extent appropriate, with students who are not disabled.
7. ANNUAL REVIEW -- The Student Accommodation Plan will be reviewed at least annually by the building 504 team and parents/ guardians to determine continued needs or accommodations. The Student Accommodation Plan can be reviewed at any time if concerns develop as to the appropriateness of the accommodations, modifications or related services being provided to the student. This can be initiated by staff or parents/ guardians.
8. REEVALUATION – For students identified with a disability under Section 504, periodic reevaluation is required.
  - a. A reevaluation will be completed at least every three years unless the district and parents agree reevaluation is unnecessary.
  - b. A reevaluation will be conducted prior to any significant change in placement.
  - c. A reevaluation will be completed when requested by a student's parents or teacher.
  - d. When a reevaluation is needed, parents will be sent a notification letter (*Section 504: Prior Written Notice*), Section 504 Notice (*GCS 504-03 Section 504 Manual*) and consent form (*Section 504: Parent Consent*). Evaluations will be completed consistent with Sections 4 and 5.

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

9. PROCEDURAL SAFEGUARDS – The parents/ guardians will be notified in writing of any district decision concerning the identification, evaluation or educational placement of the student. As to such decisions by the District, the parents/ guardians shall have the right to file a grievance and/or request an impartial hearing (See grievance procedures for more information).
10. DISCIPLINE – A manifestation determination meeting will occur for a student identified with a disability under Section 504 when:
  - a disciplinary removal of more than ten (10) consecutive school days or a pattern of short-term removals that cumulate to more than ten (10) school days in a year that would constitute a significant change of placement.

to determine if the behavior resulting in disciplinary action was caused by, or had a direct and substantial relationship to the child's disability. Relevant members of the child's 504 team and other qualified personnel must conduct a manifestation determination review. The *Manifestation Determination Form* (Section 504: Manifestation Determination Review) will be completed. If the behavior is a manifestation of the child's disability, the 504 team meets to either:

- Conduct a functional behavior assessment (OP-01) and implement a behavior intervention plan (OP-02); or
- Review the existing FBA and BIP and modify as needed to address the behavior.



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215 W. Fourth Street

Greenville, Ohio 45331

**GRIEVANCE AND DUE PROCESS PROCEDURES**

1. Greenville City Schools assures students, parents, applicants for employment and employees that it will not discriminate against any individual on the basis of disabilities.
2. Greenville City Schools parents/guardians, students and employees will be notified of their right to file an internal complaint regarding the guidelines and procedures implementing Section 504. In addition, Greenville students and their parents/guardians will be notified of their right to request an impartial hearing regarding the identification, evaluation or educational placement of persons with disabilities and of their right to examine relevant records.
3. The Greenville Section 504 Compliance Coordinator is the special education coordinator. This coordinator is responsible for Section 504 issues related to students and employees.
4. Complaints and/or requests for hearings under Section 504 must be put in writing, citing the specific circumstances of areas of dispute which have resulted in the complaint or request for a hearing.
5. The complaint and/or request for hearing must be sent to:

Special Education Coordinator  
215 W. Fourth Street  
Greenville, Ohio 45331

6. Complaints will be investigated under the direction of the appropriate compliance officer (building principal for students; building principal/director/supervisor for employees) and a determination issued in writing to the parties.
7. Any party to a complaint may, within 20 days from the date the determination is issued by the appropriate compliance officer, request in writing a reconsideration of the determination. The review of the determination shall be conducted by the Section 504 Compliance Coordinator based on the investigative file compiled and any new or additional information submitted with the written request for reconsideration. The determination of the Section 504 Compliance Coordinator upon reconsideration is final.
8. Hearing will be conducted according to the procedures outlined in the Family Education Rights and Privacy Act (FERPA).
9. Greenville City Schools will maintain a list of trained, independent hearing officers (IHO) which may include IDEA hearing officers, directors of special education outside Darke County and/or attorneys. The Section 504 Compliance Coordinator (or designee) will appoint an impartial hearing officer from that list and the costs of the hearing shall be borne by Greenville City Schools except as follows:
  - Expert testimony, outside medical evaluation, witness fees and cost of counsel will be paid by the party requesting the services.
  - One copy of the verbatim transcript will be provided to the parent at no cost. Additional copies will be paid for by the parent.
  - The appointment of an IHO will be made within 10 school days after the request for hearing is received.

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

10. The IHO will conduct the hearing to insure that, not later than 45 days after the receipt of a request for a hearing, a final decision is reached and a copy of the decision is mailed to each of the parties. An IHO may grant specific extensions of time beyond the 45 days at the request of either party.
11. The IHO will give the parent/guardian or student written notice of the date, time and place of the hearing. Notice will be given no less than seven days prior to the date of the hearing unless otherwise agreed to by the parent/guardian or student.
12. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. Each hearing involving oral arguments must be conducted at a time and place which is reasonably convenient to the parent/guardian and/or student. The parent/guardian or student may be represented by another person of his/her choice.
13. Either party shall have a right to appeal the decision of the IHO upon filing a written request for an appeal within 15 days from the receipt of notification of the results of the hearing, or within a reasonable time period after the lapse of 15 days, for just cause, as determined by the IHO.
14. In the request for an appeal, the requesting party shall specifically set forth the reasons the party feels the decision of the IHO is either contrary to and not supported by the evidence, or is otherwise contrary to law.
15. The appeal shall be heard by another IHO, who shall be appointed by the Section 504 Compliance Coordinator (or designee) from the list of IHO's in the same manner set forth in paragraph 9 above.

(Approval date: July 9, 1997)

Section 504 Coordinator is the Director of Administrative & Pupil Personnel Services:

Andrea Townsend  
St. Clair Memorial Hall  
215 West Fourth Street Greenville,  
Ohio 45331  
(937) 548-3185

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

## Section 504 Forms

*(Section 504 Forms are available through the Samegoal.iepanywhere Software)*

*Section 504: Request for Evaluation (available through the Samegoal.iepanywhere Software)*

*Section 504: Prior Written Notice (available through the Samegoal.iepanywhere Software)*

*GCS 504-03 Notice Regarding Section 504 of the Rehabilitation Act of 1973*

*Section 504: Parent Consent (available through the Samegoal.iepanywhere Software)*

*Section 504: Release of Records and Information (available through the Samegoal.iepanywhere Software)*

*Section 504 Evaluation (available through the Samegoal.iepanywhere Software)*

*Section 504: Plan (available through the Samegoal.iepanywhere Software)*

*Section 504: Parent Invitation (available through the Samegoal.iepanywhere Software)*

*Section 504: Manifestation Determination Form (available through the Samegoal.iepanywhere Software)*

*Section 504: Discontinuation (available through the Samegoal.iepanywhere Software) GCS*

*504-10 Grievance Form*

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

## **Notice Regarding Section 504 of the Rehabilitation Act of 1973**

GCS 504- 03

The Rehabilitation Act of 1973 is a nondiscrimination statute enacted by the United States congress. The purpose of the act is to prohibit discrimination and to assure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities.

A student eligible under Section 504 is a student who has, has record of or is regarded as having such a mental or physical impairment that substantially limits one or more major life activities (including activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working).

Parent/ Guardian/ Student's Rights under Section 504:

1. You have the right to be informed by the school district of your rights under Section 504. The purpose of this notice is to advise you of those rights.
2. Your child has a right to a free appropriate public. Your child has a right to placement in the least restrictive environment. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.
3. Your child has the right to facilities, services and activities that are comparable to those provided for students without disabilities.
4. Your child has a right to an evaluation for initial Section 504 placement and any subsequent significant change in placement.
5. You have the right to notice prior to any action by the district in regard to the identification, evaluation and placement of your child.
6. You have the right to eligibility and placement decisions based upon a variety of information sources and by individuals who know the student, eligibility data and placement options.
7. You have the right to agree or disagree with the proposed district action in evaluating, identifying your child as having a disability under Section 504 and determining accommodations.
8. If eligible under Section 504, your child has a right to periodic reevaluations (generally every three years).
9. You have the right to examine relevant records.
10. You have the right to file a complaint with the district when you believe your child's rights have been violated. A written complaint, signed and dated by the complainant shall be submitted to the Section 504 Coordinator and include the nature of the grievance and the remedy requested within 14 days of the time you received written notice of the team's action. The Section 504 Coordinator for Greenville City Schools is:

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Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

11. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation or education placement with opportunity for parental participation in the hearing and representation by an attorney.
12. If you disagree with the decision of the impartial hearing officer, you have the right to a review of that decision by a court of competent jurisdiction.
13. You also have the right to file a complaint with the Office for Civil Rights of the United States Department of Education. The address for the regional office which covers Ohio is:

United States Department of Education,  
Office for Civil Rights  
600 Superior Avenue East, Suite 750  
Cleveland, Ohio 44114

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

## Optional Forms

~~OP-01~~ *Functional Behavior Assessment (available through the Samegoal.iepanywhere Software)*

~~OP-02~~ *Behavior Intervention Plan (available through the Samegoal.iepanywhere Software)*

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

**Functional Behavior Assessment**

OP-01

Child's Name:            Student ID:    Grade:    Date of Meeting:    Date of  
Implementation:

**Directions:** A functional behavioral assessment (FBA) must be conducted when the 504 team determines that the student's behavior is a manifestation of the student's disability. A FBA may be conducted, as determined appropriate by the student's 504 team, if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options.

Please fill out a separate copy of this form for each behavior being assessed.

- 1. Behavior of Concern:** Provide a description of the behavior in observable and measurable terms. Include a description of the intensity, frequency and duration of the problem behavior.
  
- 2. What Event Triggers the Behavior (Antecedent):** Include a description of environmental factors which may contribute to the behavior (e.g., medical conditions, sleep, diet, scheduling and social factors.)
  
- 3. Setting Where Behavior Most Likely Occurs:** Describe the setting in which the behavior occurs (time of day, physical setting, persons involved). Include a description of any relevant events that preceded the target behavior (antecedents).
  
- 4. How Often/How Long:** Describe the time between the request to stop or change the behavior and the time of the student's response to the request.
  
- 5. Who is the student most likely to react negatively to when requested to do something and who is the student least likely to react negatively to when requested to do something?**
  
- 6. What is the vocal adult response to the student's negative behavior?**
  
- 7. Consequences:** Include a description of the consequences that resulted from the behavior of concern.
  
- 8. Why (function or purpose of behavior)?** What is the student communicating through the behavior of concern?

**Functional Behavioral Assessment Additional Information\***

Behavior History Interventions Attempted	Primary Mode of Communication	Other Relevant Information (e.g., medical)

Team Members' Signatures:

Greenville City Schools

215 W. Fourth Street

Greenville, Ohio 45331

**Behavior Intervention Plan**

OP-2

Child's Name:

Student ID:

Grade:

Date of Meeting:

Date of Implementation:

**Sources of Information:**

List sources of information used in the FBA, both formal and informal, to develop this plan.

**Strength Based Profile**

Identify skills and interests, positive relationships, pro-social behaviors, family and community supports.

**Functional Behavioral Assessment (FBA) Summary Statement**

Describe the specific problem behavior as outlined on the FBA and create a hypothesis/summary statement about the specific behavior utilizing the information on the FBA.

**BIP Strategies/Outcomes Worksheet**

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

**Setting Event Strategies**

(reducing impact of setting events)

**Antecedent Strategies**

(decreased likelihood that behavior will occur)

**Behavior Teaching Strategies**

**[Alternative Behaviors]**

(increases the likelihood that the appropriate replacement behavior will occur through instruction)

**Reinforcement Strategies**

**[Consequence]**

(when student demonstrates the desired behavior, the need behind the behavior is met.)



Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331  
**DEVELOP AN ACTION PLAN\***

**A. Goal Statement** (Use one page for each goal.)

Intervention/Skills

Who Implements?

How Long?

Data Used to Measure Progress?

Who Collects Data

Who Monitors During Implementation?

Team Members' Signatures:

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Parent provided a copy of plan

**Crisis Intervention Plan (Optional)**

Greenville City Schools  
215 W. Fourth Street  
Greenville, Ohio 45331

If the student's behavior has the potential to produce harm, summarize the steps to be taken to protect all parties.

**Measuring Progress**

Indicate how the plan will be measured and by whom. Identify the desired performance level for either increasing the occurrence of the identified alternative behavior(s) or decreasing the occurrence of the behavior of greatest concern (criterion for success).

**Continuous Progress Monitoring Method:**

**Person Responsible:**

**Criterion for Success:**

**Follow-up Meeting Date:**

Supports, resources and training needed for personnel to implement this plan in the current educational environment.

**Communicating the Behavior Intervention Plan**

The plan will be communicated to the following people (i.e., bus driver, clinic aid, school resource officer.)

<b>Person to be contacted:</b>	<b>How contact will be made:</b>	<b>Person responsible:</b>	<b>Date/Frequency:</b>
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Team Members' Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Parent provided a copy of plan