Manchester Local School District
Section 504 Procedures Handbook
October 8, 2025

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INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal anti-discrimination law that protects the rights of students with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. The law prohibits federal recipients from discriminating against individuals because they are disabled. In accordance with the law as well as Board policies, the Board of Education expects all individuals to comply with the following:

1. No one discriminates against an individual in any program or activity because of their disability.
2. Facilities, programs and activities are made available to qualified persons with a disability.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified persons with a disability.
4. No one excludes any qualified person with a disability, solely on the basis of disability, from participation in any preschool education, day care, adult education or career-technical education program.
5. Each qualified person with a disability is provided with the same health, welfare and other social services that are provided to others.

Board Policies 2260 and 2260.01 more fully describes the Board of Education's commitment to maintain an environment that is free from any form of unlawful harassment or discrimination, including harassment or discrimination based on disability.

A student receives protections under Section 504 if the student is determined to:

1. Have a physical or mental impairment which substantially limits one or more of such person's major life activities; or
2. Have a record of such impairment; or,
3. Be regarded as having such impairment.

Section 504 also requires Public School Districts to establish and implement a process for identification, evaluation and educational placement of students who, because of a disability, may need support including special education and/or related services.

As part of this process, the District is required to ensure that each qualified student with a disability within the District's jurisdiction is offered a free and appropriate education (FAPE) regardless of the nature or severity of the person's disability. Under Section 504, providing FAPE means providing regular and special education and related aids and services that are designed to meet individual educational needs of disabled students as adequately as the needs of nonhandicapped students are met at no charge to the student. The Board directs that all reasonable efforts be made to identify unserved students with disabilities in accordance with all applicable Board policy and procedures.

Section 504 records including medical documents shall be maintained confidentially in accordance with state and federal law and board policy. A copy of the relevant Section 504 documents will be maintained in the student's assigned building as well as in a central location at the special education office. Parents have the right to examine relevant records upon request and shall be provided access within a reasonable timeframe.

DEFINITIONS

Child Find: Every year, the District shall attempt to identify and locate every qualified disabled student residing in the District who is not receiving a public education. The District shall take appropriate steps to notify disabled students and their parents or guardians of the District's Section 504 obligations.

Current Users of Illegal Drugs: A student who is currently engaging in the illegal use of drugs does not receive protection under Section 504 when the District takes any disciplinary or other action related to the illegal drug use even if the student otherwise has a disability. Under section 504, the District may take disciplinary action to the same extent that such action may be taken against a nondisabled student. A student who is a former drug user participating in a drug rehabilitation program, however, may be eligible for Section 504 services and protection if the student otherwise meets that definition of an 'individual with a disability' as described above and is not currently engaging in the use of illegal drugs.

Episodic or In Remission Disabilities: An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Free Appropriate Public Education (FAPE): providing regular and special education and related aids and services that are designed to meet individual educational needs of disabled students as adequately as the needs of nonhandicapped students are met at no charge to the student. FAPE is determined in adherence to these procedures.

Individual with a Disability: An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more of such person's major life activities.

Major Life Activities: A major life activity includes, but is not limited to functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, sleeping, learning and working. Major life activities also include standing, lifting, bending, reading, concentrating, thinking, writing, communicating, and interacting with others. The term also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions.

This list is not exhaustive. An activity or function not found on the list may nonetheless be a major life activity.

Physical or Mental Impairment – examples of physical or mental impairment include:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs;

cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

2. Any mental or psychological disorder such as cognitive impairment, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Placement: regular and/or special educational program in which a student receives educational and/or related services.

Record of Impairment and Regarded as Having Impairment: Section 504 protects students from discrimination who have a record of impairment or who are regarded as impaired. Student is 'regarded as' having an impairment if the District perceives the student as impaired. The District shall not treat students differently based upon a record that shows that the student was disabled in the past, or based upon an assumption or perception of disability.

Related Services: developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

Section 504 Building Coordinator: The Section 504 Building Coordinator is the Building Principal. The Building Coordinator provides assistance with and is responsible for overseeing compliance with the District's Section 504 process and procedures and coordinating assignment of the Section 504 team. The Section 504 Building Coordinators serve as the chairperson of the Section 504 meetings and may assist with scheduling meetings and completing forms and documents. They will consult with the District Coordinator and notify the District Coordinator upon receipt of a grievance or complaint. The Building Coordinators are as follows:

For grades Kindergarten through Six:

Elementary School Principal
130 Wayne Frye Drive
Manchester, Ohio 45144
Phone: (937) 549-4777

For grades Seven through Twelve:

Junior High School/High School Principal
130 Wayne Frye Drive
Manchester, Ohio 45144
Phone: (937) 549-4777

Section 504 District Coordinator: The Section 504 District Coordinator is the person who provides guidance to the District regarding compliance with legal requirements specified under Section 504. The Section 504 District Coordinator also investigates and

makes recommendations to the Superintendent regarding a resolution of grievances or complaints in accordance with Board Policy. Contact information for the Section 504 District Coordinator is as follows:

Special Education Coordinator
130 Wayne Frye Drive
Manchester, Ohio 45144
Phone: (937) 549-4777

Substantially Limits: A student who has a physical or mental impairment that substantially limits a major life activity may be found to have a disability under Section 504. This determination is made on a case-by-case basis.

Except for ordinary eyeglasses or contact lenses, the ameliorative effects of mitigating measures may not be considered when assessing whether a student has an impairment that substantially limits a major life activity. Mitigating measures include, but are not limited to: medication, medical supplies, equipment or appliances; low-vision devices (devices that magnify, enhance, or otherwise augment a visual image), and prosthetics.

Temporary Impairment: a student with a temporary impairment is not defined as an individual with a disability under Section 504 unless the severity of the impairment is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The District considers on a case-by-case basis both the duration and extent of the impairment to determine if it constitutes a disability.

SECTION 504 PROCEDURES

The Section 504 Process consists of the following steps.

1. **Child Find, Identification and Referral Procedures:** The District has an affirmative obligation to identify and locate every qualified student with a disability residing in the District's school boundaries who is not receiving a public education. The obligation extends to students attending private schools, children residing in hospitals, and homeless children. The District also has an obligation to evaluate students who attend school at Manchester. Students who may qualify as individuals with disabilities under Section 504 may be referred for evaluation by parents/guardians, other school employees, community agencies or the students themselves.

   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), the referring staff member or parent completes and submits the Referral For Suspected 504 Disability to the Section 504 District Coordinator. It is recommended that relevant documentation be included with the referral. Forms shall be made available at the building office. A parent may request assistance in completing the form. A staff member who suspects a disability is required to complete the form.

   Corresponding forms: Section 504 Referral Form, Section 504 Prior Written Notice to Parents, and Section 504 Procedural Safeguards.

2. **Assignment of Section 504 Team Members:** For each referral, the District Coordinator will coordinate assignment of a Section 504 team. The team will be composed of individuals knowledgeable about the student who understand the meaning of the evaluation data and are familiar with the options with respect to accommodations, services and placement. This may include the Section 504 District Coordinator, Building Coordinator, assistant principal, a general education teacher, a special education teacher, school psychologist, the parent/guardian, the student (as deemed appropriate), school nurse, school counselor, or any other Manchester employee or contracted service provider with relevant knowledge of the student.

3. **Initial Evaluation:**

   The Section 504 initial evaluation includes a thorough review of the student's relevant information. During the evaluation, the District shall:

   A. Draw upon information from a variety of sources;
   B. Ensure all evaluation data is documented and carefully considered; and
   C. Ensure decisions are made by a group of people, including those knowledgeable about the child, the meaning of evaluation data and placement options.

The Section 504 team will schedule a meeting to develop an evaluation plan and obtain parent consent. The Section 504 Parent Invitation and prior written notice will be sent to the parent in advance. The 504 team will provide a copy of the form titled Section 504 Notification of Parent/Student Rights in Identification, Evaluation, and Placement of Individuals with Disabilities and will review procedural safeguards and timelines with the parent at the meeting. The team will obtain parent consent for the evaluation. Evaluation measures and assessments will be selected at the meeting utilizing the following parameters:

A. Tests and other evaluation materials are 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 ensure the results accurately reflect the student's achievement, aptitude or other factor being measure rather than the student's disability (except where those are the factors being measured).

The District must obtain signed parent consent for a Section 504 evaluation prior to the evaluation occurring. A parent has a right to refuse to provide consent for evaluation or for services. In these circumstances, the District has the option, but not the obligation, to pursue the Section 504 evaluation by using due process.

The District will conduct an evaluation in a timely manner, generally within 60 days from the date that the District received the Section 504 Referral. If direct individual assessments are requested from staff, the Permission to Complete Assessment Form will be completed and signed by the parent/guardian prior to the initiation of the individual direct assessments.

Corresponding Forms: Section 504 Parent Invitation to a Conference, Section 504 Prior Written Notice to Parents, and Section 504 Notification of Parent/Student Rights, Section Parent Consent for Evaluation, Section 504 Evaluation.

4. **Eligibility Determination:** Following the completion of evaluation, the Section 504 team will convene to review the information and determine eligibility. The nature and extent of the information needed to make a Section 504 eligibility decision is determined on a case-by-case basis by the Section 504 team.

The Section 504 Team will make the following determinations of eligibility and need for a Section 504 plan using the Section 504 Disability Determination Form to determine the following:

A. **Student is 504 Eligible and Requires Section 504 Plan** - The student **has** an impairment which is substantially limiting a major life activity and **is eligible for Section 504 protections**. Further, the team determines that

accommodations and modifications **are necessary** for the student to have an opportunity commensurate with non-disabled students of approximately the same age in the District.

B. **Student is 504 Eligible But Does Not Require a Plan** The student **has** an impairment which is substantially limiting a major life activity and **is eligible for Section 504 protections**. The team determines that accommodations and modifications **are not necessary** for the student to have an opportunity commensurate with non-disabled students of approximately the same age in the District at this time. (For example, a medical plan may be in place, however, classroom modifications and accommodations are not required at this time.)

C. **Student is not 504 Eligible.** The student **does not** have an impairment which is substantially limiting a major life activity and **is not eligible for Section 504 protections** at this time. The team determines that accommodations and modifications **are not necessary** for the student to have an opportunity commensurate with non-disabled students of approximately the same age in the District.

Note: Prior to any meeting of the Section 504 team regarding their child, the student's parents/guardians will be provided with written notice of the date using the Section 504 Parent Invitation Form. No final eligibility determination will be made by the District without first inviting the parent or guardians to participate in a meeting concerning such a determination. Procedural safeguards will be provided to the Parent at the initial meeting and upon request.

Corresponding Forms: Section 504 Evaluation (See Section 2)

5. **Development of Section 504 Plan:** Within a reasonable time following eligibility determination that a student requires a Section 504 Plan, Parents/Guardians will be invited to participate in a meeting. Generally the meeting will be scheduled within thirty (30) days. At the meeting, the team will develop a written Section 504 plan. The Section 504 team shall sign the Section 504 Plan. The Student's Section 504 plan will include a description of the student's disability as well as reasonable accommodations, modifications and/or related services and supports determined appropriate by the team.

   Prior to implementation, a copy of the Section 504 Plan shall be provided to relevant staff members and the parents/guardians. Prior written notice to parents/guardians will indicate the School District's intent to implement the plan.

   Corresponding Forms: Section 504 Parent Invitation to a Conference, Section 504 Plan, Section 504 Prior Written Notice to Parents

6. **Placement**: Placement refers to regular and/or special educational program in which a student receives educational and/or related services. The Section 504

team is responsible for determining which placement is appropriate to implement the student's Section 504 plan. Students who are eligible for services under Section 504 will be educated, to the maximum extent appropriate, with students who are not disabled.

7. **Section 504 Plan Annual Review:** The student's Section 504 plan will be reviewed at least annually by the Section 504 team to determine continued needs or accommodations. The Section 504 District or Building Coordinator will schedule an annual review in accordance with Board procedures. Parents will be invited to participate in the meeting.

   A Section 504 team meeting may be convened at any time to review the plan and determine whether changes are necessary and appropriate. Staff, the student or parents/guardians can initiate a meeting to discuss concerns and review any part of the student's plan, including placement, accommodations, and/or services.

   Corresponding Forms: Section 504 Parent Invitation to a Conference, 504 Notification of Parent/Student Rights, Section 504 Plan, Section 504 Prior Written Notice to Parents, 504 Notification of Parent/Student Rights

8. **Section 504 Reevaluation:** For students identified with a disability under Section 504, periodic reevaluation is required and shall be completed in accordance with the following:

   A. A reevaluation will be completed at least every three years unless the District and parent agree reevaluation is unnecessary.
   B. A reevaluation will be conducted prior to any significant change in placement.
   C. A student's parent, administrator or teacher may request a reevaluation occur more frequently than every three years.
   D. When a reevaluation is needed, the parent will be sent notification in advance and will be invited to attend a planning meeting.
   E. The District will take reasonable efforts to obtain parent consent before conducting a reevaluation. Consent is not required for Reevaluations that are a review of records.
   F. The Section 504 reevaluation will be completed in a manner consistent with the parameters described for the District's initial evaluation.

   Corresponding Forms: Section 504 Parent Invitation to a Conference, Section 504 Prior Written Notice to Parents, and Section 504 Notification of parent/Student Rights, Section Parent Consent for Evaluation (recommended but not required for reevaluations), Section 504 Evaluation.

9. **Section 504 Transfer Students:** When a student with a current Section 504 plan enrolls in the District, the following steps will be taken. The Section 504 District Coordinator will assign a Section 504 team and convene a meeting to review the Section 504 plan. Parents will be invited to attend the meeting. Parents will be provided with the Notice of Procedural Safeguards at that meeting.

At the meeting, the Section 504 team will review the Section 504 plan and any supporting documentation provided by the previous district. If the Section 504 team agrees with the Section 504 Plan, the District will implement the plan as written. Prior written notice will be sent documenting agreement with the plan.

If the Section 504 team disagrees with the Section 504 plan, the school will offer to conduct an evaluation to determine eligibility. If the team determines that the student is eligible for a Section 504 plan after completing the evaluation, the team will convene a meeting and develop a new plan. The Section 504 plan that was received from the previous school will be followed until the Section 504 evaluation and subsequent Section 504 plan is written. If the student is determined not eligible for a Section 504 Plan following the evaluation, the Section 504 team will document the determination on the Section 504 eligibility determination form.

Corresponding Forms: When transferring the Section 504 Plan. Section 504 Parent Invitation to a Conference, Section 504 Prior Written Notice to Parents, and Section 504 Notification of Parent/Student Rights.

When Rejecting the Section 504 Plan and Conducting a Section 504 Reevaluation: Section 504 Parent Invitation to a Conference, Section 504 Prior Written Notice to Parents, Section 504 Notification of Parent/Student Rights, Section Parent Consent for Evaluation (recommended but not required for reevaluations), Section 504 Evaluation.

10. **Procedural Safeguards:** The parent/guardian will be notified in writing of any District decision concerning the identification, evaluation or educational placement of the student.

    Corresponding Forms: Section 504 Prior Written Notice

11. **Discipline:** Students who are eligible under Section 504 have certain additional protections when charged with a violation of the Code of Student Conduct, which may result in a suspension or expulsion. A manifestation determination review for a Section 504 disabled student is conducted when:

    A. The suspension or expulsion will be for more than ten (10) consecutive school days. A series of suspensions that total more than ten (10) school days in a school year that creates a pattern which constitutes a change in placement as determined on a case-by-case basis.

    B. The Office for Civil Rights has identified some of the key factors in determining the existence of a pattern of exclusion; these include the length of each suspension, the proximity of one suspension to another, the similar or

dissimilar nature of the behavior, and the total amount of time the student is excluded from school.

In order to determine if the behavior resulted in a disciplinary action was caused by, or had a direct and substantial relationship to the child's disability, relevant members of the child's Section 504 team and other qualified personnel will conduct a manifestation determination review. The Manifestation Determination Form will be completed at the meeting to document the team's decision. If the behavior is a manifestation of the child's disability, the child returns his/her current placement.

If the 504 team determines the behavior is NOT related to the disability, the student will receive the same sanctions as nondisabled students, consistent with the School District Code of Student Conduct and Board policy. The provisions of FAPE do not apply during the period of discipline or removal from school.

Section 504 allows a student to be disciplined, without going through the manifestation determination review process, where the student is charged with and found to be currently engaging in the illegal use of drugs or alcohol, in violation of the School Code of Conduct.

Corresponding Forms: Section 504 Parent Invitation to a Conference, Section 504 Prior Written Notice to Parents, and Section 504 Notification to Parent/Student Rights, Section 504 Manifestation Determination Review.

12. The District periodically conducts a self-evaluation of the school facilities, programs, and policies to ensure that discrimination is not taking place. This study may be conducted with help from interested persons, including persons with disabilities.

GRIEVANCE PROCEDURE AND IMPARTIAL DUE PROCESS HEARINGS

It is the policy of the Manchester School District Board of Education not to discriminate on the basis of disability. The District has adopted an internal grievance procedure providing for prompt, impartial and equitable resolution of complaints filed by students, employees, parents/guardians and third parties alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). See, Board Policy 2260. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Section 504 District Coordinator, who has been designated to coordinate the efforts of the District to comply with Section 504. The Section 504 District Coordinator at Manchester is:

Special Education Coordinator
130 Wayne Frye Dr.
Manchester, Ohio 45144
Phone: (937) 549-4777

A grievance may be filed at any time in accordance with this procedure.

The District will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 District Coordinator will be responsible for such arrangements.

The District will take steps to correct discriminatory acts and effects as appropriate, and will also take steps to prevent recurrence of disability-based discrimination and harassment.

Board policy strictly prohibits retaliation related to a complaint of discrimination or harassment. Retaliation is prohibited against anyone who files a complaint; participates in an investigation, proceeding, or hearing regarding harassment; or otherwise opposes language or conduct that is perceived as violating the anti-discrimination and harassment policy. This prohibition applies regardless of the findings in the underlying complaint.

Step 1. Grievances must be submitted to the Section 504 District Coordinator, ideally within thirty (30) days of the date the person filing the grievance becomes aware of the alleged discriminatory act. While there are no time limits for initiating complaints, individuals should make every effort to submit a complaint as soon as possible to provide the best chance that relevant evidence and witnesses are available. **Staff are expected to report any known or reasonably suspected acts of discrimination or harassment within two (2) business days.** A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem(s) or action(s) alleged to be discriminatory and the remedy or relief sought.

Step 2. The Section 504 District Coordinator will investigate the complaint. The investigation will be thorough, affording all interested persons an opportunity to submit a list of potential witnesses and evidence relevant to the complaint. The Section 504 District Coordinator will maintain the files and records of the District relating to such grievances.

Step 3: The Section 504 District Coordinator will issue a written decision in a timely manner, ordinarily within fifteen (15) business days of the complaint being received.

Step 4. If the complainant wishes to appeal the decision of the Section 504 District Coordinator, he/she may submit a signed statement of appeal to the Superintendent within fifteen (15) calendar days after receipt of the Coordinator's response. The Superintendent shall review the Coordinator's decision as well as any documentation filed with the appeal, and will respond in writing to the complainant appeal within thirty (30) calendar days.

Exceptions may be made to any of the timelines listed in the grievance procedure for good cause on a case by case basis.

The complainant may file a complaint with the Office for Civil Rights (OCR) at any time before, during, or after the local grievance procedures. The contact information for the regional office is as follows: Office for Civil Rights Denver, Colorado, US Department of Education, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582. A complaint may also be submitted online at https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/how-file-discrimination-complaint-ocr.

Impartial Due Process Hearings

Parents or legal guardians who disagree with the identification, evaluation, placement or provision of a free appropriate public education for a student with a disability have the right to request an impartial due process hearing. A parent/guardian has the right to file for a due process hearing at any time and is not required to seek mediation or file a grievance or complaint before requesting a due process hearing.

Request for a Section 504 due process hearing must be made in writing to the Superintendent. Upon receipt of such a request, the Superintendent/designee will select a hearing officer. A hearing officer is prohibited from having a personal or professional interest which would conflict with his or her objectivity in the hearing.

Any party to a hearing has the right to be: accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.

A written or electronic verbatim record of the hearing will be made and upon request will be provided in the parent's native language.

Timeline for Due Process Hearing: The School District will adhere to the following timeframes in the event of a request for a due process hearing:

- A hearing will be scheduled not more than sixty (60) calendar days following receipt of a written request from the parent. The parties in consultation with the hearing officer may mutually agree to reasonable extensions.

  The Hearing Officer will, not later than thirty (30) calendar days after the hearing, reach a final decision regarding the matter and send a written copy of the decision to each party.

- In the absence of an appeal, the District will be in compliance with any decision rendered by the Hearing Officer within thirty (30) days after the District's receipt of the decision.

If the complainant wishes to appeal the decision of the Hearing Officer, he/she may submit a signed statement of appeal to the Superintendent within fifteen (15) calendar days after receipt of the Hearing Officer's decision. The Superintendent will appoint a Hearing Review Officer within thirty (30) days of receipt of the appeal. The Hearing Review Officer is prohibited from having a personal or professional interest which would conflict with his or her objectivity in the hearing.

The Hearing Review Officer will review the record, including the transcript and decision of the Hearing officer, and will issue a final written decision to both parties within thirty (30) days. The District will be in compliance with any decision rendered by the Hearing Review Officer within thirty (30) days after the District's receipt of the decision.

LIST OF SECTION 504 FORMS

Form: Section 504 Referral (Referral for Suspected Section 504 Disability)
Form: Parent Invitation to a Section 504 Meeting
Form: Section 504 Notification of Parent/Student Rights In Identification, Evaluation, Educational Placement of Individuals with Disabilities
Form: Section 504 Prior Written Notice
Form: Parent Permission for Section 504 Evaluation
Form: Section 504 Evaluation
Form: Section 504 Disability Determination
Form: Section 504 Accommodation Plan
Form: Section 504 Accommodation Documentation Form
Form: Parental Authorization for Release of Information
Form: Manifestation Determination Review for Section 504 Plans
Form: Section 504 Grievance/Complaint Form
Form: Section 504 Due Process Hearing Request Form
Form: Communication Log (optional)
Form: Permission for Educational Assessment
Form: Record Request

Manchester Local School District
130 Wayne Frye Drive
Manchester, Ohio 45144
(937) 549-4777

504 ACCOMMODATION PLAN

NAME		**EFFECTIVE DATE**	
GRADE		**REVIEW DATE**	
STUDENT ID#			
SCHOOL BUILDING			

Describe the basis for the determination of disability:

Americans with Disabilities Act of 1990, as amended

(1) Disability.- The term 'disability' means, with respect to an individual

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment.

"Impairment" is defined as:

(1) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine, or

(2) Any mental or psychological disorder, such as an intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness, and specific learning disabilities.

INSERT DESCRIPTION

Describe how the disability affects a major life activity:

Major life activities include, but are not limited to: (According to ADAAA, 2008)

(A) IN GENERAL.— 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.

(B) MAJOR BODILY FUNCTIONS.—A major life activity also includes 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

INSERT DESCRIPTION

The student is considered an individual with a disability under Section 504 of the Rehabilitation Act of 1973. In accordance with the Section 504 guidelines, the school district will provide reasonable accommodations based on the student's individual needs as indicated in this plan.

PHYSICAL ENVIRONMENT

☐	Seat student near teacher	☐	Provide preferential seating
☐	Modify location of the desk, chair, table, study carrel, furniture as follows (specify):	☐	Avoid the following distractions (specify windows, doorway, high traffic areas, etc.):
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

LESSON PRESENTATION

☐	Provide directions in multiple formats (i.e. verbal & written)	☐	Provide written outline of lessons
☐	Clarify verbal/written directions	☐	Allow student to audio record lessons
☐	Provide computer-assisted technology (i.e. laptop, iPad, etc.)	☐	Have child repeat instruction or lesson orally
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

WORK ASSIGNMENTS

☐	Give extra time to complete classwork (up to double)	☐	Break work into smaller segments
☐	Simplify compound directions	☐	Allow computer generated/printed assignments
☐	Give extra time to complete homework (up to double) as follows (specify):	☐	Reduce homework assignments as follows (specify):
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

TESTS

☐	Allow student to type or record verbal responses	☐	Place student in small group setting
☐	Give exams/tests orally	☐	Allow the following amount of extra time for exams/test (specify):
☐	Provide a scribe	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

☐	*State Accommodations (as available in accordance with state testing protocols):*	☐	Extended time (up to double) as follows (specify):	☐	Small group setting	☐	Read allowable parts	☐ Scribe
		☐	Other					

***All accommodations for state and district assessments must be given for all regular classroom tests and quizzes.**

ORGANIZATION			
☐	Review work organization with staff (specify frequency)	☐	Provide a planner
☐	Allow student to have an extra set of books at home	☐	INSERT OTHER OPTIONS
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

BEHAVIOR			
☐	Reinforce positive behaviors by (specify):	☐	Provide opportunities for student to stand up or move
☐	Use self-monitoring strategies	☐	Develop a behavior contract with student
☐	Use of Positive Behavior Supports (develop and attach plan)	☐	Allow student to go to alternative setting for cool-down/time-out (develop and attach plan)
☐	Allow for short breaks when (specify):	☐	Provide a nonverbal cue for student to stay on task or communicate concerns
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

OTHER ACCOMMODATIONS/MODIFICATIONS			
☐	Allow student restroom breaks as needed	☐	Notify support staff about student needs (bus, cafeteria, etc.)
☐	Monitor student during unstructured time	☐	Allow student to carry drinks/food as needed
☐	Develop intervention strategies for transition periods (cafeteria, PE, etc.) (see attached plan)	☐	Allow student to leave class _____ minutes prior to end of class for transition needs
☐	INSERT OTHER OPTIONS	☐	INSERT OTHER OPTIONS
☐	*Additional accommodations:*		

504 TEAM MEMBERS			
PRINTED NAME	**TITLE**	**SIGNATURE**	**DATE**

Manchester Local School District
130 Wayne Frye Drive
Manchester, Ohio 45144
(937) 549-4777

SECTION 504 EVALUATION FORM

☐	INITIAL EVALUATION	☐	RE-EVALUATION

Sources of evaluation data: (indicate each one used)			
☐	**Assessment Results**	☐	**Teacher Recommendations/Observations**
☐	**Medical Documentation**	☐	**Student Work Samples**
☐	**Parent Information**	☐	**Student Records**
☐	**Other Sources of Data (Specify)**		

Summary of Data:

504 EVALUATION TEAM MEMBERS

PRINTED NAME	TITLE	SIGNATURE	DATE

Manchester Local School District
130 Wayne Frye Drive
Manchester, Ohio 45144
(937) 549-4777

REFERRAL FOR SUSPECTED SECTION 504 DISABILITY

***Parents – please contact [INSERT NAME] for assistance with completing this form.**

Student Name		**INSERT OTHER DATA**	
School Building		**Grade**	
Parent Name(s)			
Address			
Phone		**Email Address**	

A. Statement of Suspected Section 504 Disability (Please check the statement(s) which apply).

I suspect that this student:

☐	May have a physical or mental impairment that substantially limits one or more major life activity; (**Impairment** includes: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine, or Any mental or psychological disorder, such as an intellectual disability (formerly termed "mental retardation"), organic brain syndrome, emotional or mental illness, and specific learning disabilities (**Major Life Activity** includes but is 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, includes 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)
☐	May have a record of such an impairment; or
☐	May be regarded as having such an impairment

B. Nature of the Concern (attach additional sheets if necessary)

1. State the suspected physical or mental impairment and any evaluative/data source supporting the referral.

2. Indicate which major life activity(ies) is/are limited.

3. Indicate how the major life activity(ies) is/are substantially limited (condition, manner, duration), (e.g. frequency and intensity).
C. Summarize the Reason(s) for Referral
D. List any supports that have been provided to assist the student.

Signature of Person Making Referral	Relationship to Student	Date
District Representative Signature	**Name and Title**	**Date Received**

Manchester Local School District
130 Wayne Frye Drive
Manchester, Ohio 45144
(937) 549-4777

SECTION 504 ACCOMMODATION PLAN
Parental Permission for Section 504 Evaluation

I give my permission for the Manchester Local School District to conduct an evaluation of my child because of a suspected disability under Section 504 of the Rehabilitation Act of 1973. I understand that the School District will be obtaining and reviewing information from a variety of sources in order to determine whether my child is eligible for Section 504 protections and also whether accommodations and modifications are necessary I further understand that the evaluation will be completed within approximately sixty (60) school days.

Child's Name		**DOB**	
Parent's Signature		**Date**	

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SECTION 504
Notification of Parent/Student Rights In Identification, Evaluation, and Educational Placement of Individuals with Disabilities

The following is a description of the rights granted by Section 504 of the Rehabilitation Act of 1973 to students with disabilities. The intent of this Federal Law is to keep you fully informed concerning decisions about your child and to inform you of your rights, if you disagree with any of the decisions made by the School District.

You have the right to:

A.	Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
B.	Have the School District advise you of your rights under Federal law;
C.	Receive notice with respect to identification, evaluation, or placement of your child;
D.	Have your child receive a free appropriate education in the least restrictive environment. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the School District provide reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
E.	Have your child educated in facilities and receive services comparable to those provided non-disabled students;
F.	Have your child receive special education and related services if she/he is found to be eligible and in need of services under the Individuals with Disabilities Education Improvement Act or under Section 504;
G.	Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the child and are knowledgeable about the evaluation data and placement options;
H.	Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by this District;

I.	Examine all relevant records relating to decisions regarding your child's identification, evaluation, education program, and placement;
J.	Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
K.	A response from the School District to reasonable requests for explanations and interpretations of your child's records;
L.	Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the School District refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing and/or to place in the record a statement of why you disagree with the information it contains;
M.	Request an impartial due-process hearing relating to decisions or actions regarding your child's identification, evaluation, or educational placement. You and your child may take part in the hearing and have an attorney represent you. You will also have the opportunity to review any decision made after the hearing has concluded. Hearing requests must be made to [INSERT TITLE AND NAME OF INDIVIDUAL];
N.	Obtain information about procedures governing due process hearings and appeals;
O.	File a complaint/grievance with the U.S. Department of Education Office of Civil Rights at any time;
P.	Receive all information in your native language and chosen mode of communication;

The person(s) in the District who is/are responsible for assuring that the District complies with Section 504:

[INSERT TITLE, NAME AND CONTACT INFORMATION
OF SECTION 504 COORDINATOR]

The Office of Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments of 2008. A discrimination complaint may be filed directly with OCR at any time. Additionally, if a person is dissatisfied with the District's resolution of a complaint, that complaint may be filed with OCR within 60 days of the District's resolution. The address of the Ohio office is:

Office for Civil Rights, Cleveland Office, U.S. Department of Education
Denver Office
Cesar E. Chavez Memorial Building
1244 Speer Blvd., Suite 310
Denver, CO 80204-3582
Phone: (303) 844-5695
Fax: (303) 844-4303

Email: OCR.Denver@ed.gov
Website: https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/how-file-discrimination-complaint-ocr

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SECTION 504
Manifestation Determination Review

A manifestation determination review occurs when a student with disability is subject to a significant change in placement (suspension or expulsion of 10 consecutive days or more) due to a violation of the student code of conduct.

NAME		**DATE OF BIRTH**	
GRADE		**SCHOOL**	
STUDENT ID#		**INSERT OTHER INFORMATION**	
EFFECTIVE DATE OF CURRENT PLAN		**DATE OF MEETING**	

1.	Describe the behavior that is subject to the disciplinary action.
2.	Describe the nature of the student's disability, including any relevant evaluation and diagnostic information related to the student's disability.
3.	Provide an overview of accommodations or services included in the student's current Section 504 Accommodation Plan.

Yes	No	
☐	☐	The Section 504 Team has reviewed and considered all of the above information
☐	☐	Failure to provide the accommodations included in the student's 504 plan did not directly cause the misbehavior
☐	☐	The student's disability does not directly and substantially impair his or her ability to control the misbehavior

****If any box is checked "No", the student's behavior is considered a manifestation of his or her disability.**

Section 504 Team Conclusion

☐	The current behavior under consideration **is** a manifestation of the student's disability.
☐	The current behavior under consideration **is not** a manifestation of the student's disability.

Section 504 Team Members

Print Name	Sign Name	Title	Date

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SECTION 504
Prior Written Notice
Regarding Your Student's Educational Program

NAME

GRADE

STUDENT ID#

SCHOOL BUILDING

1. Description of Action

- ☐ **Proposal to Conduct an Initial 504 Evaluation**
- ☐ **Refusal to Initiate an Evaluation**
- ☐ **Parent Refusal to Consent to Initial Evaluation**
- ☐ **Proposal to Conduct 504 Plan Review**
- ☐ **Proposal to Conduct 504 Re-evaluation**
- ☐ **Proposal to Change the Educational Placement**
- ☐ **Refusal to Change the Educational Placement**
- ☐ **Change of Placement for Disciplinary Reasons**
- ☐ **504 Issues/Meetings where Parent(s) Disagree with the District**
- ☐ **Other:**

2. Description of the action proposed or refused by the District:

3. Explanation of why the District is taking this action:

4. Description of any other options the District considered and the reasons why the options were rejected:

5. A description of each evaluation procedure, test, record, or report the District used as a basis for the action:

6. Other information relevant to this action:

A parent of a child who has a suspected or identified disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act receives procedural safeguard protections. Parents are provided with a notice of procedural safeguards once a year. Please contact us if you have questions about the action(s) described above, your rights, or if you would like to receive an additional copy of the procedural safeguards notice.

NAME: TITLE:

OFFICE ADDRESS:

CITY: STATE: ZIP CODE:

TELEPHONE NUMBER: E-MAIL ADDRESS: