



JOHNSON COUNTY SCHOOLS

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EDUCATION SERVICE PLAN – SECTION 504

ACADEMIC YEAR: _____ to _____

Student: _____ Date of Birth: _____

Grade: _____ School: _____

1. Does the student have a physical or mental impairment which substantially limits one or more major life activities; a record or such impairment; or, is regarded as having such impairment? _____ YES _____ NO

2. Nature of impairment(s): _____
Evaluation by: _____ Date: _____
Reevaluation due date (three years): _____

3. Areas which need to be addressed:

4. The following sources of information have been relied upon in designing this plan:
_____ Aptitude and Achievement Test
_____ Teacher Recommendations
_____ Physical Condition
_____ Social or Cultural Background
_____ Adaptive Behavior
Other: _____

5. Was parent notified of meeting? _____ YES _____ NO
Notified by: _____

6. Individuals attending planning conference:

Name:

Title:

Date:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parental Consent: “I have been given a copy of the Board Policy and Rights. I have reviewed this plan and consent for it to be used in the education of my child.”

Signature of Parent/Guardian

Date

MODIFICATIONS STRATEGIES CHECKLIST

Environmental Modifications:

- Seating near teacher
- Alternative seating
- Study area for independent work
- Minimized auditory distractions
- Minimized visual distractions
- Low-lighted area
- More physical space for learner
- Headphones with music

Materials adaptations:

- Reading materials at ___ grade level
- Peer assistance with reading
- Adult assistance with reading
- Tape recordings of required reading
- Highlighted materials for reading emphasis
- Color-coded materials for reading and emphasis
- ESL materials
- Large print/Braille
- Colored transparency

Altered assignments:

- Reduced assignments
- Taped assignments
- Extra time for assignments
- Opportunity to respond orally
- Individual contracts
- Emphasis on major points
- Task analysis of assignments

Presentation of Instruction:

- Short instructions (1 or 2 steps)
- Opportunity to have instructions written
- Visual aids (pictures, flash cards, etc...)
- Auditory aids (cues, tapes, music, etc...)
- Use of varying voice volume and tonality

Modifications of Instruction:

- Frequent feedback
- Immediate feedback
- Positive reinforcement for academic skills
- Positive reinforcement for communication skills
- Checking for understanding

Expectations for instructional output:

- Extra time for oral response
- Extra time for written response
- Oral instead of written response
- Illustration and labeling instead of writing
- Opportunity for taped responses
- Opportunity to create a model instead of writing
- Opportunity to dramatize instead of writing

Modifications to test:

- Extended time for exams
- Oral exams with oral responses
- Open-book exams
- Preview to test questions
- Answer list for fill-in-the blank exams
- Limited choices for multiple choice exams
- Dictations of answers on essay test

Homework modifications:

- Reduced homework load
- Opportunity for students to dictate to their parents
- Opportunity to use the typewriter or computer
- Taped instructions for homework assignment

Behavior management:

- Clearly defined limits
- Frequent reminder of rules
- In-school time out
- In-class time out
- Frequent eye contact
- Frequent breaks
- Private discussions regarding behavior
- Implementation of behavior contract
- Positive reinforcement
- Supervision during transition

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION
& PLACEMENT OF SECTION 504 OF THE REHABILITATION
ACT OF 1973**

The following is a summary of the rights granted by federal law to students with disabilities. The intent of the 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 these decisions.

You Have The Right To:

1. Have your child take part in, and receive benefits from a free appropriate public education program without discrimination because of his/her disability, which is designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met;
2. Have the school system advise you of the system's duty under federal law;
3. Have your child educated with on-disabled students to the maximum extent appropriate, including an equal opportunity to participate in school and school-related activities, including physical education, counseling, extra-curricular activities and any day care, pre-school or adult education programs offered by the system;
4. Services which are provided without cost, except for those fees that are imposed on non-disabled students or their parents or guardians;
5. Have transportation provided at no greater cost than would be incurred if the student were placed in a program operated by the school system, in the event services are not provided at an alternative placement setting;
6. Have your child educated in facilities and receive services comparable to those provided to non-disabled students;
7. Have your child evaluated by trained personnel using materials validated for the purpose for which they are used, which are tailored to assess educational needs;
8. Have evaluation, educational and placement decisions based upon a variety of information sources, and by persons who know the student, the evaluation date and placement options, and to have your child periodically re-evaluated;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
10. A response from the school district to reasonable requests for explanations and interpretations of your child's records;

11. 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 system refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
12. Request an impartial hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You, the student, and anyone you choose to assist to represent your child may take part in the hearing. Hearing requests must be made to the school system's Section 504 Coordinator.

NON-DISCRIMINATION ON THE BASIS OF HANDICAP OR DISABILITY

Non-Discrimination:

Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 requires school districts to have officially adopted policy statements of non-discrimination on the bases of sex, handicap, national origin and race.

“It is the policy of the Johnson County School System not to discriminate on the bases of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and life-styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the bases of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation for cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.”

Coordinator:

The Board shall appoint a Section 504, Title VI, and Title IX Coordinator to be responsible for coordinating the efforts of the Johnson County Board of Education in compliance with Section 504, Title VI, and Title IX. The Coordinator shall annually undertake to identify and locate every qualified handicapped person to appropriate age residing in the jurisdiction of the Board who is not receiving a public education.

Compliant Procedure:

The purpose of this grievance procedure is to provide the prompt and equitable resolution of complaints alleging any action prohibited by Section 504, Title VI and Title IX.

A person who alleges that the Board is in violation of Section 504, Title VI and Title IX may file a complaint. The complaint must be filed in writing and state in detail the basis for the complaint. Within twenty (20) calendar days of the filing of the complaint, the coordinator shall commence a hearing regarding the complaint. The complaining party shall be given at least seven days notice of the date, time and place of the hearing. The complaining party shall have the right to be present, to offer testimony and other evidence, to present witnesses in his/her behalf, to cross-examine witnesses, to be represented by counsel and such other rights as are required by due process of law. The coordinator shall issue a decision regarding the complaint within twenty (20) calendar days of the date of adjournment of the hearing. In the event the

coordinator is unable to conduct the hearing, the director (or in his/her absence or inability to act, the Board of Education) shall appoint a substitute to conduct the hearing and render a decision. The time limitations of this grievance procedure may be waived by the individual assigned to conduct the hearing for good cause.

In the event the complaining party is dissatisfied with the decision rendered regarding the complaint, review of the complaint may be obtained by filing a request for review with the Director. The request for review must be in writing and set out in detail the reasons for dissatisfaction with the previous decision. Within twenty (20) days of the filing of the request for review, the Director shall commence a de novo hearing, affording the same rights to the complaining party as in the previous hearing. The complaining party shall be given at least seven days notice of the date, time and place of the hearing. The Director shall issue a final decision within twenty (20) calendar days of the date of adjournment of the hearing. In the event the Director is unable to conduct the hearing, the Director (or in his/her absence or inability to act, the Board of Education) shall appoint a substitute to conduct the hearing.

Students:

An individualized education service plan shall be designed for each student covered by Section 504. This plan shall be designed to meet individual educational needs of the student as adequately as the needs of non-handicapped students are met. Such services shall be without cost to the student or to his/her parent(s) or guardians.

In interpreting evaluation data and in making placement decisions for students, a conference shall be held of persons knowledgeable about the child, the meaning of relevant evaluation data, and the placement of options. The parent shall be notified of and invited to attend such conferences. The persons attending the conference shall draw upon and carefully consider information from a variety of services, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and shall document in writing that this has been done. The persons attending the conference shall design an educational plan and shall make such note regarding the plan as appropriate. Placement decision for students under Section 504 shall provide for the education of students with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped student.

Test and other evaluation materials and the administration of such tests and evaluation materials shall meet the requirements of the regulations enacted pursuant to Section 504.

The grievance procedure set out above shall serve as the system of procedural safeguards regarding the identification, evaluation or education placement of persons who, because of handicap, need or are believed to need special instruction or related services. In such cases, the parents or guardians of any student shall be given opportunity to examine relevant records of the student upon request, and shall be given the opportunity to participate in the hearing.

Notice:

A copy of 34 C.F.R. Part 104 Subpart D regulations or, in lieu thereof, other materials which notify the recipient of the Board's duties under C.F.R. Part 104, Subpart D, shall be given annually to the parent(s) or guardian of all minor handicapped students and to both the student and parent(s) or guardians of students who have attained the age of majority.

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