

Who is in the 504 Team?

- 504 Coordinator
- Parent/Guardian
- Teachers
- Administration
- Nurse/Health Aid (if needed)

504 vs. IEP vs. Health Plan

504

A 504 is provided for students who have a disability that substantially limits one or more major life activities, has a record of an impairment impacting life activities, and or is regarded as having an impairment. Students receive accommodations in order to gain adequate access to their educational surroundings. Students do not receive specialized services with a 504 plan. There are no age restrictions with this plan.

IEP

An IEP is a part of IDEA, a federal education law, that assists states in providing special education services to children. This is a plan in which there is a body of evidence indicating a significant need for not only accommodations, but also for specialized services to be provided in order for the student to have adequate access to their educational environment. Age limits for an IEP are from 3 years - 21 years.

Health Plan

A health plan is between a school nurse and parent(s) describing how health conditions are managed in a school setting. This plan may also explain what to do in an emergency situation. . There are no age restrictions with this plan.

Procedural Safeguards

Prior to significant change of placement and prior to implementation of a 504 Plan, the District will provide a copy of Notice to Parent Rights Afforded by Section 504 of the Rehabilitation Act of 1973 which includes:

- Right to notice of proposed changes
- Right to examine records
- Right to request an impartial hearing on evaluation, identification, or provision of a FAPE
- Right to counsel



Contacts

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Individual Schools

Contact your student's school counselor today.

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Section 504

A GUIDE FOR
PARENTS AND GUARDIANS

Questions?

IF YOU HAVE ANY QUESTIONS CONCERNING SECTION 504 PLEASE CONTACT YOUR STUDENT'S SCHOOL COUNSELOR

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a civil rights statute that protects persons with disabilities from discrimination. It states that: “No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Americans with Disabilities Act (“ADA”) contains similar prohibitions against discrimination.

Under Section 504, school districts are required to make their programs and activities (including non-academic and extracurricular programs and activities) accessible to all individuals with disabilities and to provide students with disabilities a free appropriate public education (“FAPE”). A FAPE includes the provision of regular or special education, related aids and services, and other accommodations designed to meet the individual educational needs of the student.

Please note that Section 504 applies to all students with disabilities – including those students eligible for services under the Individuals with Disabilities Education Act (“IDEA”). This pamphlet focuses on the process associated with identifying, evaluating, and serving the “Section 504-only student.”

Who is Eligible?

A student has a "disability" under Section 504 if they:

- Have a physical or mental impairment that substantially limits one or more **major life activities**
- Has a "record of" such an impairment
- Is "regarded as" having such an impairment

Major Life Activity Examples:

- Seeing, hearing, sleeping, learning, reading, concentrating, walking, or performing manual tasks
- The operation of major bodily functions (Immune system, cell growth, neurological, digestive etc.)

Examples of Common Accommodations

(Varies by specific disability identified)

- Extended time on tests and assignments (1.5x)
- Provide speech-to-text for tests and assignments
- Provide a physical copy of virtual assignments (modified work material)
- Allow for preferential seating or different testing environments
- Reduced workload (by percentage)
- Visual, verbal, or technology aid
- Allowed breaks (as needed)



The 504 Process

- The school 504 team will review relevant data to determine eligibility.
- After the team determines that a student is eligible for a Section 504 Plan through one of the three prongs the plan will be created.
 - The student must have a documented impairment (i.e., from professionals in the medical, psychological, and/or educational field);
 - The student’s impairment must be substantially limiting (i.e., impairment must be significantly more impacting than that of non-impaired children and the impairment must be permanent in nature);
 - The impairment must be impacting a major life activity (i.e., caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working)
- A Section 504 Plan outlining reasonable accommodations or modifications that the student requires to access their educational environment will be created.
- The coordinator will obtain signatures of team participants, send a copy of the completed 504 plan, and send home a copy of guardian's rights with the completed plan.
- The building coordinator will send copies of the 504 Plan and notify those individuals who need to know.
- The building administrator and coordinator will monitor the implementation of the 504 Plan.
- The team will determine a review meeting date that occurs within one year and reconvene the team on the date agreed upon to review and reassess any change in status.
- Hold a transition meeting when the student moves to a new school.