

## A PARENT QUICK GUIDE TO

# Section 504 | 504 Plans (K-12)

*This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.*

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**SECTION 504** of the Rehabilitation Act of 1973 is a law enforced by the Office for Civil Rights that prohibits discrimination based on disability in programs or activities receiving federal financial assistance. Schools, colleges, and vocational rehabilitation programs that receive U.S. Department of Education funds are required to provide access to educational programs and facilities, a free appropriate public education (FAPE) for elementary and secondary students, and academic adjustments in higher education.

### TERMS TO KNOW

**504 PLAN** - a written document that outlines the services and accommodations a student with a disability will receive to access and participate in a free appropriate public education to the same extent as non-disabled peers

**EVALUATION** - gathering of data or information from a variety of sources by a multidisciplinary group; a school district is required to conduct before any action taken with respect to identifying a student with a disability and eligible under IDEA (Special Education) or Section 504

**FREE APPROPRIATE PUBLIC EDUCATION (FAPE)** - under Section 504, this consists of regular or special education services, accommodations, or modifications that allow a child with a disability to participate in an educational experience that is comparable to that of his nondisabled peers

**MAJOR LIFE ACTIVITIES** - include such functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working

**MENTAL IMPAIRMENT** - any mental or psychological disorder

**OFFICE FOR CIVIL RIGHTS (OCR)** - enforces Section 504 in programs and activities that receive Federal financial assistance from the U.S. Department of Education.

**PARENT CONSENT** - required for initial evaluation to begin and for the initial implementation of Section 504 services

**PHYSICAL IMPAIRMENT** - any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one of more body system

**PROCEDURAL SAFEGUARDS** - all public school districts are required to have a system of 504 policies in place that assure that the civil rights of the student are not violated

**REEVALUATION** - required to be conducted by school district "periodically" for each student eligible under Section 504; required before any action taken with a significant change in placement (discipline, transfer of program, terminating / reducing a related service)

## PARENT PREPARATION

- Keep documentation of all correspondence, phone calls, conversations regarding your child.
- If you suspect your child has a disability and/or needs a 504 Plan, put a request in writing for an evaluation completed by the educational team.
- Gather and provide existing information for the team: medical, hearing / vision screenings, family and educational history, private therapy progress, social-behavioral, successful home / community interventions, community services your child receives, independent evaluations, your view of your child's strengths and needs.
- Review your child's school records / work samples to note academic / behavior progress and needs.
- If evaluation results are not explained and to you in a way that you understand, ask for re-explanation, clarification, or examples.
- Know your option to disagree with the team's decision and provide in writing as to why you disagree.
- If you disagree with the team's evaluation, follow the districts grievance procedure, and you may request a due process hearing.

## QUESTIONS TO CONSIDER WITH THE TEAM

- What interventions have been done and what are the results of those interventions?
- What assessment methods and activities will be used to gather information (e.g., observation, standardized test, criterion-referenced scale, work samples)
- Who will be working with my child and when?
- What classes will my child miss if further testing is needed?
- Will my child be responsible for assignments when being pulled from testing? How will that missed instruction be provided?
- What are my child's current strengths and skills in (e.g., reading, writing, math, social-behavioral, communication, independent skills)?
- How is my child performing in (area) compared to typical peers?
- What are my child's needs to access and participate in general education?
- What related aids and services are necessary?
- What accommodations and/or modifications will be provided?
- When will the team next review the 504 plan?
- How will teachers be made aware of my child's 504 plan?
- When will my child be reevaluated?
- What are the needs of my child academically? Functionally?
- If my child is not eligible for Section 504, what is available to support their educational progress?
- What will that look like during the school day? How will progress be monitored?

## RESOURCES

Contact your local school district

State Support Team Region 6 \_\_\_\_\_ 800.686.2945 \_\_\_\_\_ [www.sst6.org](http://www.sst6.org)

Ohio Department of Education \_\_\_\_\_ [education.ohio.gov](http://education.ohio.gov)

U.S. Department of Education \_\_\_\_\_ [www.ed.gov](http://www.ed.gov)

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