The Ins and Outs of a 504 Plan
Today’s Objectives

- Discuss the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act

- Explain the responsibilities of public schools in educating students with disabilities
Important Titles

• Title II of ADA
  – Prohibits discrimination on the basis of disability

• Title VI of the Civil Rights Act of 1964
  – Prohibits discrimination on the basis of race, color, or national origin

• Title IX of the Education Amendments of 1972
  – Prohibits discrimination on the basis of sex
Which Schools are Covered by 504 and Title II?

• Section 504 prohibits discrimination on the basis of disability by schools that receive Federal financial assistance

• Title II prohibits discrimination against people with disabilities by public schools (including public vocational schools and public charter schools)
IDEA is Different

Many students are served under another federal law, the Individuals with Disabilities Education Act (commonly referred to as IDEA)
Section 504 and Title II

What do you need to know?
Every year, each district must:

- Identify and locate students with disabilities in the district who are not receiving a public education
- Notify parents/guardians of children with disabilities of the district’s duties under Section 504
Provide a Free Appropriate Public Education

• to each qualified student with a disability
• in the school district’s jurisdiction
• regardless of the nature or severity of the disability
What does “free and appropriate” mean?

- Free means *free!*
  - not charging for costs related to disability
  - may charge usual fees paid by all students

- Appropriate:
  - regular or special education and related aids and services designed to meet a student's individual needs as adequately as the needs of non-disabled persons are met
The Process

Identification

Evaluation

Placement
Districts must individually evaluate any child who, because of a disability, needs or is believed to need special education or related services.
When must the evaluation occur?

Before the child’s initial placement in a regular or special education program
Purpose of the Evaluation

The evaluation is intended to answer two questions:

(1) Does the child have a disability under Section 504/Title II? If so:

(2) What are the child’s individual education needs?
Question #1: Does the child have a disability?

i.e., does the student have a physical or mental impairment which substantially limits one or more major life activities?
What is an Impairment?

Any physiological condition that affects a bodily system, or any mental or psychological disorder.
Does the student’s impairment substantially limit one or more major life activities?
Major Life Activities include (but are not limited to):

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working

- Eating
- Sleeping
- Standing
- Lifting
- Bending
- Reading
- Concentrating
- Thinking
- Communicating
Major Life Activities (cont.)

Major life activities also include operation of “major bodily functions” such as:

- Functions of the immune system
- Normal cell growth
- Digestive
- Bowel Functions
- Bladder

- Brain
- Circulatory
- Endocrine
- Reproductive
- Neurological
- Respiratory
Substantial Limitation

• Does **not** mean severe restriction or inability in performing major life activity

  – Look to condition, manner, duration
IDEA vs. Section 504/Title II

- IDEA defines disability differently.
- To be protected under IDEA, a child must:
  - have a particular disability listed in IDEA and
  - need special education and related services.
- Under Section 504, a qualified student with a disability is protected regardless of whether the student needs special education.
Question #2: What are the child’s individual education needs?

Needs are identified by looking to a variety of evaluation sources, including:

• aptitude and achievement tests
• teacher recommendations
• physical condition
• social or cultural background
• adaptive behavior
- The student has been evaluated
- Eligibility has been established
- Her/His needs have been identified

Next, decide on . . .
PLACEMENT
Appropriate educational services designed to meet the student’s individual needs
Who Decides?

• The “team” -- a group that includes persons knowledgeable about:
  – the student
  – the meaning of the evaluation data
  – the placement options
Placement Procedures

The Team carefully considers:

• evaluation information from a variety of sources
• all significant factors affecting the student's ability to receive a FAPE
Placement Procedures cont’d

The Team:

• documents all the information considered

• does not rely on assumptions regarding persons with disabilities or classes of such persons

IT’S ABOUT THE INDIVIDUAL!
Types of Academic Settings

- Regular classes
- Regular classes with supplementary services, and/or
- Special education and related services

However, all students must...
• Be educated with non-disabled students to the maximum extent appropriate to the needs of the student with a disability

• Presumption: Placement should be in regular classroom unless an appropriate education cannot be achieved satisfactorily with supplementary aids and services
Comparable Facilities

Any district facility for persons with disabilities must be comparable to the other facilities, services, and activities of the district.
Accommodations/Modifications

• Accommodations are ways and materials to make learning easier and help children share what they know. The student is still expected to know the same material and answer the same questions as fully as the other students.

• Modifications are changes made to the curriculum to meet the student’s learning ability.
## Accommodations/Modifications

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<thead>
<tr>
<th>Accommodation</th>
<th>Modification</th>
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<tbody>
<tr>
<td>Additional time for assignments</td>
<td>Allow outlining, instead of writing an essay or major project</td>
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<tr>
<td>Choice of test format (multiple choice, essay, true-false)</td>
<td>Word bank of choices for answers to test questions</td>
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<tr>
<td>No penalty for spelling errors or sloppy handwriting</td>
<td>Computerized spell-check support</td>
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<tr>
<td>Large print textbook</td>
<td>Use of alternative books or materials on the topic being studied</td>
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Once educational placement has been decided . . .

Implement the plan!
Re-Evaluation – When?

- Periodically
- Before a significant change in placement
School districts must provide a system of procedural safeguards regarding identification, evaluation, and educational placement.
Procedural safeguards include:

• Notice
• Records review by parent or guardian
• Due process -- impartial hearing with participation by parent and counsel
• A review procedure
FAPE - Common Compliance Concerns

• Making decisions unilaterally instead of by Team

• Making decisions that are not based on evaluation information or child’s needs

• Failing to implement IEP or 504 Plan

• Not affording parents procedural safeguards
Other Responsibilities
Extracurricular and other Non-Academic Activities

• Students with disabilities must be provided an equal opportunity to participate in transportation, lunch, recess, physical education, clubs, athletics, etc.

• May be part of 504 Plan
Discrimination under 504/Title II

• Denial of FAPE is only one form
• OTHERS:
  – Different treatment/impact
  – Disability harassment
  – “Significant assistance” to an entity that discriminates
  – Any exclusion, denial of benefit, or other form of discrimination
Coordinator / Grievances

Districts must also:

• establish grievance procedures for resolving complaints
• designate a 504 Coordinator to ensure compliance
No Retaliation

Districts may not intimidate, threaten, coerce, or discriminate against individuals because they have:

- asserted rights under 504/Title II
- opposed disability discrimination, or
- participated in a complaint process or hearing
The Result: Equal Opportunity
Case #1

- 13 year old student with ADHD, extremely energetic, has a hard time focusing, very bright
Case #2

• 10 year old with Diabetes, experiences high/low blood sugar throughout the day
Case #3

- A 16 year old with cancer, going through chemotherapy
Case #4

- 8 year old with severe hearing loss, requires the use of hearing aids and an interpreter