

What is a Section 504 Program?

Russell Independent Schools

A Great Place To Learn!

Tel: 606-836-9679

What is a Section 504 Program?

Plans are not “educational programs” that exist apart from the regular education program. Rather, they are written accommodations developed by a team of educators, parents, and others as needed who are familiar with the student and the educational programs at the school. The plans describe how the regular education program and/or facilities will be modified to meet students needs. The plans include accommodations and modifications students will need to ensure they have access to programs and facilities.

Examples of the common types of modifications include (but are not limited to) the use of orally administered tests, extended time on tests, and breaking large assignments into smaller parts. Section 504 adaptations and modifications are intended to reduce learning barriers.

d to students' disabilities. Section 504 plans are not, however, intended to give any student an unreasonable advantage in tests, instead, to "level the playing field."

Section 504 of the Americans with Disabilities Act

of the Rehabilitation Act of 1973 is a law that ensures that students with disabilities have access to public education programs. It includes those served in Special Education Programs under the Individuals with Disabilities Act (IDEA) and those with substantially limiting a major life function.

& Placement Procedures:

For disabled students in any educational program, schools must evaluate carefully each student's skills and special needs. Federal laws provide standards for proper evaluations and placement procedures. Placement decisions must be made by a team. A variety of factors, including results from aptitude tests, teacher recommendations, reports on the student's physical condition, social or cultural background, and behavior must be considered for each student. Schools must conduct periodic reevaluations of all disabled students.

How to develop brochure:

Department of Education

Civil Rights

Department of Education

Independent Schools

9

579

5

@russellInd.kyschools.us

Myths about Section 504's

Any parent who wants a Section 504 for their child can get one.

When determining what the educational needs of a disabled student may be, schools must carry out preliminary evaluation and placement procedures. Placement decisions should include people who know about the student and understand the meaning of the evaluation information. The placement team must consider a variety of documents for each student.

My child's doctor diagnosed my child with Attention Deficit Hyperactivity Disorder (ADHD) and wrote a prescription for a Section 504 plan to be written. Is this enough for my child for a 504 plan?

A referral from your child's physician is **one** important piece of **several** types of information needed to determine eligibility. The illness must cause a substantial difficulty to learn or other major life activities. Students with ADHD must be referred to the school's Section 504 coordinator. The 504 coordinator will follow the school's policies and procedures to arrange for a team meeting to discuss the referral for evaluation.

Why child with ADHD be on medication to qualify?

Whether or not you medicate your child for treatment of ADHD is a personal decision between you and the child's physician. Medical information will be used to design an appropriate program for your child. However, you are not required to medicate your child for him or her to qualify for a Section 504 plan.

If a student is identified as eligible for services under Section 504, that student is always entitled to services.

Protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability. If a recipient school district re-evaluates the Section 504 regulation 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits her/his ability to participate in a major life activity, the student is no longer eligible for services under Section 504.

Impairment automatically qualifies a student for protection under Section 504.

Impairment in and of itself does not qualify a student for protection under Section 504. The impairment must substantially limit one or more major life activities under Section 504.

Determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. 34 C.F.R. 104.3(j)(2)(I), defines a physical or mental impairment as 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; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulation does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of such a list. There are other conditions that may also qualify under Section 504. If a child has a condition that is not listed above, it is important for parents to determine whether that child may still qualify if the condition affects a major life function.

Russell Independent Schools

409 Belfont Street

Russell, KY 41169

Phone: 606-836-9679

Fax: 606-836-2865

Email: kim.staton@russellInd.kyschools.us