



Friendswood ISD's Call to Action

*Through authentic
experiences and relationships,
FISD will Graduate confident
learners equipped with the
knowledge, skills and
character to thrive in and
contribute to a global society.*



Parents:

If you need special assistance accessing a district facility prior to your visit, or if you need to request auxiliary aids and services prior to your visit, such as Braille, audio tapes, large print, or e-mail, please contact one of the following:

- FISD Campus 504 Coordinator:
Westwood Elem. 281-482-3341
Cline Elem. 281-482-1201
Bales Int. 281-482-8255
Windsong Int. 281-482-0111
Friendswood JH 281-996.6200
Friendswood HS 281-482-3413
- FISD Special Education Department
281-482-0687
- FISD Administrative Offices
281-482-1267

www.myfisd.com

Friendswood Independent School District

Getting to Know

Section 504 of the Rehabilitation Act of 1973

A Guide for Parents

Section 504

FISD Overview of Section 504, Individual Accommodation Plans, Supports and Processes

Section 504:

- Is an anti-discrimination statute
- Requires the district:
 1. To identify and notify eligible students of their rights
 2. To evaluate students to determine the needs of students as adequately as the needs of their peers ("level the playing field")
 3. To provide an **Individual Accommodation Plan (IAP)** if needed to mitigate the impact of a student's disability
 4. To provide the parents of each eligible student with the required procedural safeguards
- Can extend to students who qualify for special education under IDEA

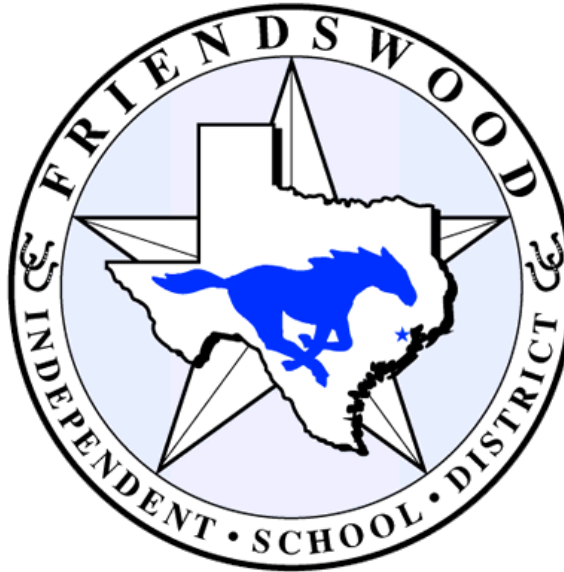
Who is Eligible?

Students of Friendswood Independent School District who meet the following definition of disability:

- Has a physical or mental impairment which *substantially limits* one or more major life activities
- Has a record of such impairment
- Is regarded as having such an impairment
- Requires supports to access an equitable education and mitigate the impact of the identified disability

Section 504 May Include Conditions Such As:

- Dyslexia
- Attention Deficit/Hyperactivity Disorder
- Hearing Impairments
- Visual impairments
- Muscular Dystrophy
- Orthopedic impairments
- Asthma
- Anxiety/Depression
- Diabetes
- Auto-Immune disorders
- Other disorders of major body functions



What is the Process?

- Contact your campus – each school has a designated 504 campus coordinator
- Parents or a student's school may initiate a referral
- If a known eligibility and the need for services is suspected, the campus moves to evaluate
- Parents receive notice of the referral and a consent for evaluation, along with a copy of the notice of parent and student rights
- "Evaluation": Gathering of information from a variety of sources ie; aptitude & achievement tests, teacher reports, adaptive behavior, discipline referrals, health information, parent information, student's grades, & reports from outside providers
- Once the information has been gathered, a Section 504 meeting will take place to determine eligibility and needed accommodations
- If eligible & necessary, the 504 team will create an **Individual Accommodation Plan (IAP)** for the student
- A review of the plan and updated evaluation is required every 3 years. If a need arises indicating

a meeting take place prior to the 3 year reevaluation, the parent or campus can call a meeting

When does a student "Graduate" or exit a 504 Plan or Individual Accommodation Plan (IAP)?

- The 504 team determines the student is no longer a child with a disability OR
- When the student, parent or 504 team no longer sees the disability impacting the student's education
- Compensatory skills are demonstrated due to supports over time

Exiting a Student from 504 Accommodations:

- The campus coordinator will provide notice of a 504 meeting
- Parents will receive a copy of Parent Rights along with the Notice of Meeting
- The 504 team will discuss existing and new data to dismiss once the student's disability is no longer evidenced in the school setting
- Dismissal can also be determined once a student has developed compensatory skills that mitigate the impact of the known disability

504