

Trigger Signs for Section 504 Evaluation

If your child has a disability and any of these apply to your child, you should consider contacting your school to request a 504 evaluation:

- Suspension or expulsion is being considered.
- Academic performance is lower than expected.
- Student is evaluated and is not eligible for Exceptional Student Education.
- Student exhibits a chronic medical problem.
- Student enrolls with a 504 Plan from another county or state.
- Student is chronically absent due to medical or health issues.
- Student receives medication on school grounds.
- Student formerly found ineligible for Section 504 due to mitigating measures.
- Student is dismissed from Hospital/Homebound.
- You have made the decision to revoke eligibility and services through Exceptional Student Education.

Substantial Limitation is Required

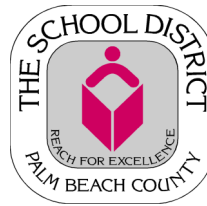
- Students may have a condition or disability, but not require 504 accommodations in order to be successful in the classroom
- The major life activity of learning may not necessarily be “substantially” affected
- Some students may have a disability that does not affect learning, yet they need accommodations to access learning.

Rights

Upon referral to Section 504, you will receive a Notice of Rights for Disabled Students and their Parents, which outlines the procedural safeguards in place for Section 504 students.

Remember:

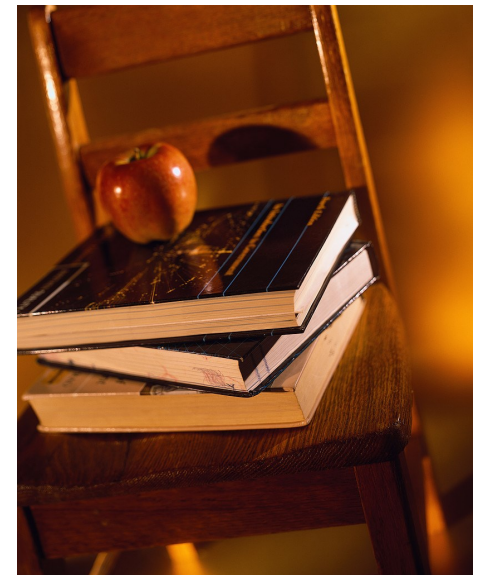
If you suspect your child has a physical or mental impairment, you should contact your school 504 designee.



School District of Palm Beach County
Exceptional Student Education
Department
District ADA/504 Specialist
Kim Doyle
Kimberly.Doyle@palmbeachschools.org
(561) 434-8817

**For more information contact
the 504 Designee at your child's
school**

SECTION 504 of the Rehabilitation Act of 1973



A Parent's Guide



What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is designed to protect the civil rights of individuals with disabilities. The intent of the law is to prevent any form of discrimination based on disabilities.

How Does Section 504 Define “Disabled”?

To be protected under Section 504, a student must be determined to:

- have a physical or mental impairment that substantially limits one or more major life activities;
- have a record of such an impairment; or
- be regarded as having such an impairment.

How Does the District Define Eligibility?

Students must have a physical or mental impairment which substantially limits one or more major life activities or bodily functions; have a record of such impairment; or be regarded as having such an impairment.

Major Life Activities

Major life activities include such things as walking, seeing, hearing, speaking, breathing, learning, sleeping, bending, concentrating, thinking, communicating, reading, eating or completing manual tasks.

Referral

Students can be referred for Section 504 evaluation by teachers, administrators and/or parents or guardians. To do this, contact your school 504 designee. You will receive notice of the referral and must provide written consent before a Section 504 evaluation can be conducted.

Evaluation

The Section 504 evaluation consists of gathering information from a variety of sources including achievement tests, teacher reports, discipline referrals, health information, parent information, student grades, and reports from outside providers when available.

Placement

Once information has been gathered, a Section 504 Team will convene to discuss the information and to determine Section 504 eligibility. If eligible, the Team will create a 504 Plan for your child. The plan will be distributed to all pertinent school personnel who will implement it. In the context of Section 504, “placement” refers to the regular education classroom with individually identified accommodations.

Accommodations

Accommodations will be written to address the needs of each individual student, based on her/his disability. The intent of an accommodation is to provide your child with the same access to education as other students without disabilities. They are not intended to give them an advantage or to modify the state curriculum.

Examples of Common Accommodations:

- Preferential seating
- Shortened assignments
- Modified assignments (but not academic content)
- Note taking assistance
- Extended time for assignments or tests
- Behavior Plans
- Transportation
- Health plans
- Provide a peer tutor/helper
- Modify PE and Recess

Benefits of Section 504

- Accommodations provide a level playing field and equal access for students with disabilities
- Accommodations in the classroom setting
 - * Individualized accommodations
 - * Physical environment
 - * Instructional materials
 - * Instructional methods
 - * Testing
 - * Homework
- Protection from discrimination
 - * Academically
 - * Access to activities
 - * Program access
 - * Discipline
- Equal access
- Free and Appropriate Public Education (FAPE)