

Section 504 Rehabilitation Act of 1973

Summary of Parental Rights



SECTION 504 OF THE REHABILITATION ACT OF 1973

Definition of Disability under Section 504 - A person is considered to have a disability if that person (29 U.S.C. Sec. 706(8)):

1. Has a physical or mental impairment that substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment;
3. Is regarded as having such an impairment; or
4. Has an impairment that is episodic or in remission that substantially limits one or more major life activities, when active.

The Act defines a physical or mental impairment as:

- A. 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; genito-urinary; hemic and lymphatic; skin; and endocrine; or
- B. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Under Section 504 of the Rehabilitation Act of 1973, parents or guardians of students who have Section 504 plans have the following rights:

- I. Evaluation
 - A. Placement decisions must be made by the 504 Committee in each school. The Committee must include individuals knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
 - B. The school 504 Committee is responsible for conducting an initial evaluation to determine whether the student is eligible for accommodations/services based on the criteria identified in Section 504.
 - C. The 504 Committee must ensure that the procedures used for evaluation meet the following criteria:
 1. Tests have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer;

2. Tests include materials tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient; and
 3. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).
 4. Information is considered from a variety of sources.
- D. If a student is eligible for a Section 504 Plan, periodic evaluations must occur at least every three years. In addition, any significant change in placement warrants a reevaluation by the 504 Committee. Expulsion of students, or suspension of students for a cumulative period of ten or more days, is a change of placement and must be accompanied by a reevaluation.

II. Identification

- A. Identification of students with a disabling condition under Section 504 begins with the evaluation/eligibility process and Section 504 Committee process.
- B. If, as a result of the evaluation process, the Section 504 Committee determines that a student has a "disabling condition" that substantially limits a major life activity, a free, appropriate public education will be provided in the least restrictive environment.
- C. Section 504 plans must be reviewed annually.
- D. The 504 Committee develops a written plan that documents all evaluation data considered.
- E. If the student's educational needs are such that they cannot be appropriately addressed with accommodations/services through a Section 504 plan, the Section 504 Team may refer the student to the IEP team to determine whether or not the student may have an educational disability that requires special education and related services.

III. Discipline Procedures

If a student is determined to have a disabling condition under Section 504, any action taken with respect to the suspension or expulsion of that student shall

conform with the "Suspension and Expulsion – Students with Disabilities" FCPS Regulation, 400-17, available in the school office or on the FCPS website.

- A. Section 504 regulations require that a school district evaluate a student with a disability before making a "significant change in his or her placement."
- B. If a proposed exclusion of a disabled student is permanent or for an indefinite period, or for more than ten consecutive school days, the exclusion constitutes a "significant change in placement" under Section 504 regulations.
- C. If a series of suspensions that are more than ten (10) days in duration creates a pattern of exclusions that constitutes a "significant change in placement," the student must be evaluated. The determination of whether a series of suspensions creates a pattern of exclusions that constitutes a significant change in placement must be made on a case-by-case basis. Among the factors that should be considered in determining whether a series of suspensions has resulted in a "significant change in placement" are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.
- D. In order to implement an exclusion (suspension or expulsion) that constitutes a "significant change in placement," a school must first conduct a re-evaluation of the student.
- E. As a first step in this re-evaluation, the school must determine, using appropriate evaluation procedures that conform with Section 504 regulations, whether the misconduct is caused by the student's disability.
- F. If it is determined that the student's misconduct is caused by the student's disability, the evaluation team must continue the evaluation to determine whether the student's current educational placement is appropriate.
- G. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as similarly situated non-disabled students are excluded. In such a situation, all educational services to the student may cease.
- H. When the placement of a student with disabilities is changed for disciplinary reasons, the student and his or her parent or guardian are entitled to a system of procedural safeguards that includes notice, an opportunity for the examination of records, an impartial hearing (with participation of parents and opportunity for counsel), and a review procedure. Thus, if after re-evaluation the parents disagree with the determination regarding relatedness of the behavior to the disability, or

with the subsequent placement proposal (in those cases where the behavior is determined to be caused by the disability), they may request an impartial hearing.

- I. These procedures need not be followed for students who are disabled solely by virtue of being alcoholics or drug addicts with regard to offenses against school disciplinary rules as to the use and possession of drugs and alcohol. For example, if a student is disabled solely by virtue of being addicted to drugs or alcohol, and the student breaks a school rule that no drugs are allowed on school property, and the penalty as to all students for breaking that rule is expulsion, the disabled student may be expelled with no requirement for a re-evaluation. This exception, however, does not apply to children who are disabled because of drug or alcohol addiction and, in addition, have some other disability. For children in that situation, the procedures outlined in this section must be followed.
- J. A school may use its normal, reasonable procedures, short of a change in placement, for dealing with students who are endangering themselves or others. Where a student presents an immediate threat to the safety of others, the school may promptly adjust the placement or suspend him or her for up to ten (10) school days, in accordance with rules that are applied to all students.

IV. Due Process Safeguards and Grievance Procedures

- A. With respect to actions regarding the identification, evaluation, or educational placement of a student who is or may be a person with a disability under Section 504, the following procedural safeguards shall be afforded:
 - 1. Notice to parent(s)/guardian(s) (written or oral) of any decision regarding the identification, evaluation, or educational placement of the student;
 - 2. An opportunity for the parents or guardians of the student to examine relevant educational records;
 - 3. An opportunity for an informal resolution session with the director of special education;
 - 4. An impartial hearing with the opportunity for participation by the student's parents or guardian and representation by counsel. All due process hearings shall be conducted by an impartial hearing officer who is not employed by the school system and who does not have a personal or professional interest, which could conflict with his or her objectivity in the hearing.
- B. Due process hearing proceedings will follow the same timelines as specified in IDEA hearings.

V. The Complaint Process

Complaints may be filed with the Office for Civil Rights of the U.S. Department of Education. Appeals and complaints must contain the following information:

- Name, address, and telephone number of the party filing the request;
- The basis of the complaint/appeal (i.e. disability discrimination);
- Name of person(s) who has (have) been adversely affected by the discrimination and the nature of the adverse impact;
- Name and address of the discriminating agency/school;
- The approximate date of the discriminatory conduct;
- A brief description of the discriminatory conduct;
- Signature of the party filing the request.

VI. Destruction of Records

Students' confidential Section 504 records are considered obsolete and will be destroyed six years following completion of the students' FCPS education. Persons wishing to obtain records prior to destruction should contact the school the student last attended.

For more information, please contact the Central Office Section 504 Coordinator, at 301-644-5289.

**RECEIPT OF SUMMARY OF PARENTAL RIGHTS
SECTION 504 REHABILITATION ACT OF 1973 DOCUMENT**

NAME OF STUDENT _____

DATE OF BIRTH _____ SCHOOL _____

This is to verify that I have received a copy of the 2009 document, Parental Rights, Section 504 Rehabilitation Act of 1973.

My signature below indicates that I received the booklet and I know whom to contact if I have any questions regarding its content.

SIGNATURE OF PARENT/PARENT SURROGATE OR GUARDIAN

Date Signed _____