

**SECTION 504
OF THE REHABILITATION ACT OF 1973**



EXCEPTIONAL STUDENT SERVICES

**Florence Unified School District
504 Manual**

Introduction

Section 504 of the Rehabilitation Act of 1973 (sometimes referred to as “Section 504”) prohibits discrimination against students on the basis of their disability.

The purpose of this manual is to inform District employees and parents about Section 504 and the District’s procedures to comply with the requirements for Section 504. This manual reflects the District’s commitment to serve ALL children.

The District expects employees to be knowledgeable about District procedures governing Section 504 activities, grievance procedures for resolving Section 504 complaints, and parent and student rights. If you have questions pertaining to Section 504, please you school based 504 Coordinator. If you cannot reach the school 504 Coordinator, please contact the Director of Exceptional Student Services for assistance.

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Section 504 Background Information

What is Section 504?

Section 504 of the Rehabilitation Act of 1973, or “Section 504,” is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions, such as Florence Unified School District, that receive financial federal assistance. It states:

No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504’s purpose is, among other things, to ensure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. Responsibilities of school districts under Section 504 include Child Find, Evaluation, Free Appropriate Public Education, Placement, and Procedural Safeguards. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits one or more major life activities. If a student is covered by Section 504, Florence Unified School District must provide free appropriate public education (FAPE), including accommodations as necessary to ensure that the student has equal access to services, programs and activities offered by our schools.

How does Section 504 differ from IDEA?

A student who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA) is, in all cases, a qualified student with disabilities under Section 504. The converse, however, is not true: a qualified student with disabilities under Section 504 is not qualified in all cases to receive special education services and the protections of IDEA. In other words, some students with disabilities may qualify for accommodations under Section 504 that do not qualify for special education services under IDEA.

If a student with disabilities is receiving special education services in accordance with IDEA, the District’s obligations under Section 504 have been met. However, if a student is determined ineligible under IDEA, the evaluation team may consider whether the student qualifies for the protections of Section 504.

This manual will focus solely on Section 504. Any questions regarding IDEA should be directed to a school psychologist or the Special Education Department.

Key Differences between IDEA and Section 504

Identification

IDEA	Section 504
The student must have a disability that falls within one or more specific categories of qualifying conditions: autism, specific learning disability, speech or language impairment, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, deafness, mental retardation, deaf blindness, multiple disabilities, orthopedic impairment, and other health impairments.	The student must have a physical or mental impairment that substantially limits a major life activity (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, etc.).
The student's disability must adversely affect educational performance, and as a result of the disability, the student requires special education and related services.	The student must demonstrate a need for 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers.

Evaluation

Full comprehensive evaluation, including psychological evaluation. Decision by multi-disciplinary team, including parent.	Evaluation using relevant information from a variety of sources. Decision by a group of knowledgeable persons.
Parent consent required.	Parent consent required.
Annual review of student's IEP. Mandatory re-evaluation every three years.	"Periodic" re-evaluation required, but no prescribed time period.
Independent evaluation at District expense if parents disagree with the district's evaluation.	No provision for independent evaluation at District expense.

Dispute Resolution

District complaint	District complaint
State complaint	Not available
Federal complaint	Office for Civil Rights complaint
Due process hearing by state-appointed hearing officer within 45 days.	Informal Due process hearing by District-appointed hearing officer.

Identifying Students for Section 504 Eligibility

What criteria are used to determine 504 eligibility?

For a student to qualify for Section 504 protection, the student must meet three criteria: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** If the student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates a significant barrier to the student's ability to access the same educational opportunities afforded to students without disabilities. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protection. Additional detail on each of the three criteria follows.

Mental or physical impairment.

This criterion includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. Mental or psychological disorders are also covered. Section 504, in contrast to IDEA, does not limit eligibility to specific diseases or categories of medical conditions. Environmental, cultural, and economic disadvantages are not covered unless the student who has any of these characteristics also has a physical or mental impairment.

Substantially limits.

Section 504 does not specifically define the term "substantially limits." The basis for evaluating this criterion is the impact the impairment has on one or more of a student's major life activities. It is vital to understand that for a student to qualify for 504, the impairment must impose, to a "considerable" or "large degree," a limitation to one or more major life activities.

The 504 Team will consider the nature and severity of the disability as well as how long the disability is expected to last. Simply having a condition or disability does not automatically qualify a student for Section 504 protection. The condition must present a barrier to the student's ability to access the same educational opportunities as that afforded a student without disabilities, or a substantial limitation does not exist.

As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school districts had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. Congress has now specified that the ameliorative effects of mitigating measures must not be considered in determining if a person is an individual with a disability. However, when determining if a student has a need for 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers, the team can consider mitigating measures and if that are provided for the student with no action required by the school, the student is not in need of an accommodation plan under Section 504.

Congress did not define the term "mitigating measures" but rather provided a non-exhaustive list of "mitigating measures." The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthesis (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses must be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

Major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning and working. Effective January 1, 2009, Congress provided additional examples of general activities that are major life activities: eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Determining whether the impairment substantially limits a student’s ability to learn is often critical to the Section 504 eligibility decision. In this regard, the only guidance that the Office of Civil Rights (OCR) has provided is the statement that “by definition, a person who is succeeding in general education does not have a disability which substantially limits the ability to learn.”

The Section 504 Eligibility Determination Process

Remember: For a student to qualify for Section 504 protection, the student must meet three criteria: (1) a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. If the student has an impairment that substantially limits a major life activity, the impairment is a qualifying disability if it creates a significant barrier to the student's ability to access the same educational opportunities afforded to a student who does not have disabilities. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protection.

How is a Section 504 evaluation request made?

Any parent or guardian, teacher, school counselor or other school staff member who believes that a student may have a qualifying disability may request a Section 504 evaluation. The referral should be made using the Section 504 Evaluation Referral form. Once complete, the form should be given to the student's school 504 Coordinator.

What is the process for reviewing Section 504 eligibility?

Once the Evaluation Referral form is complete, the 504 Coordinator will bring together a 504 Team to review the request for referral. The counselor would complete the Parent Invitation: Section 504 Meeting form and provide this meeting notice to all invited participants. The 504 Team must include individuals knowledgeable about the needs of the student and the evaluation data being reviewed. This team should include the parent or guardian of the student, teachers, counselors, other school staff members, and staff members of community agencies. The parent/guardian, as well as the student, should be included in this process whenever possible, but is not mandated to participate like the IDEA mandates parent participation. The team's role is to review the nature of the student's impairment and determine how it affects educational access. A decision to not conduct a 504 evaluation will be extremely rare and most likely will be based on similar requests for the same disability area in one calendar year.

The 504 Coordinator will conduct a preliminary review to determine the nature of the student's disability and what information is needed. Information that might be considered includes (but is not limited to) grades, attendance reports, behavior plans, review requests, cumulative file information, psychological evaluations, medical information, observations, and standardized testing information. Such a review of data will assist the 504 Team in determining if further assessments need to be conducted or if a decision on eligibility may be made.

A school district must evaluate a student prior to providing services under Section 504. If the evaluation will include assessments or data collected beyond a review of existing data, then Section 504 requires informed parental permission before the evaluation can occur. Review of existing data is the first step in the evaluation process. The 504 Team must investigate the specific concern that triggered the referral. After reviewing existing data, the 504 Team may determine it necessary to administer and use other formal and informal measures. Parent permission must be obtained if individualized standardized testing is necessary. The team must ensure that information obtained from all sources is documented and carefully considered.

Upon a comprehensive review of all records, the 504 Team would complete the Section 504 Eligibility Determination Report, which asks the team a series of questions in determining whether the impairment does substantially limit a major life function. If eligibility is determined, the team will also address the student's need for an accommodation plan. If both eligibility and need are determined, then the team will create a Section 504

Student Accommodation Plan that outlines areas of need and appropriate instructional and testing accommodations necessary.

In the event that the 504 Team determines that the student is not eligible to receive a 504 Plan, the school 504 Coordinator is responsible for notifying the parent, in writing, of the team's decision and providing it either in person or by certified mail.

A 504 Team should review the Section 504 Student Accommodation Plan whenever a student moves to another school or it appears that changes to the 504 Plan are needed. The purpose of a review is to add, subtract, and/or modify student accommodations as needed.

The 504 Coordinator is responsible for completing all forms and sending of all forms, including a copy of the **signed** Section 504 Evaluation Referral, Parent Invitation: Section 504 Meeting, Parent Consent for Section 504 Evaluation, Section 504 Eligibility Determination Report, Parent Notice: Section 504 Eligibility or Non-Eligibility Determination and Section 504 Student Accommodation Plan to the FUSD District Office, Exceptional Student Services Department.

When is it not appropriate to offer a Section 504 Accommodation Plan?

Eligibility under Section 504 is always decided by evaluating and determining that all three criteria are met. The student must have a mental or physical impairment. That mental or physical impairment must be substantially limiting. The impairment must substantially limit one or more major life activities. If any of the three criteria are not met, the 504 Team should not create a formal 504 Plan for the student.

Keep in mind that while a 504 Plan might not be appropriate, an informal intervention plan may be appropriate. The 504 Team should refer the student and parent to the Student Study Team (SST) for a discussion of needed interventions. In the event that the 504 Team determines that the student is not eligible to receive a 504 Plan, the school 504 coordinator is responsible for notifying the parent by completing and mailing the Parent Notice: Section 504 Eligibility or Non-Eligibility Determination form.

Here are some of the common misuses of the 504 evaluation process:

- A parent and/or doctor presents the school with a disability diagnosis, and a 504 Plan is written without first determining if the disability causes substantial limitation of a major life activity.
- A student is placed on a 504 Plan solely to satisfy a highly competitive parent who wants specific accommodations to help his or her child receive higher grades or test scores on standardized tests, such as the SAT.
- A student fails to qualify for special education services under IDEA, and a 504 Plan is automatically written without first qualifying him or her based on Section 504 criteria.

Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. The Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

How should a school district handle an outside independent evaluation? Does all data brought to a multi-disciplinary committee need to be considered and given equal weight?

The results of an outside independent evaluation may be one of many sources to consider. Multi-disciplinary committees must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable committee members. The weight of the information is determined by the committee, given the student's individual circumstances.

Who in the evaluation process makes the ultimate decision regarding a student's eligibility for services under Section 504?

The Section 504 regulatory provision at 34 C.F.R.104.34 (c)(3) requires that school districts ensure that the determination that a student is eligible for special education and/or related aids and services be made by a group of persons, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options.

Once a student is identified as eligible for services under Section 504, is there an annual or triennial review requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the Section 504 Plan in place indefinitely after a student has been identified?

Periodic re-evaluation is required. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

How should the school district view a temporary impairment?

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual. In the Amendment Act, Congress clarified that an individual is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

Design and Implementation of a 504 Plan

Where will accommodations be provided for students and what are some examples of possible accommodations?

Section 504 requires that a student with a disability be educated with students without disabilities to the maximum extent appropriate. As with the IDEA, this is considered educating the student in the least restrictive environment. Implementation of most Section 504 plans occurs within the general education classroom. Accommodations generally are those minor adjustments to things like seating arrangement, lesson presentation, assignments, and other facets of the learning experience that provide the student with equal access to learning opportunities. An example could be moving the student to a position in the room that best supports his or her ability to attend to schoolwork. Accommodations might involve the use of special visual aids, large print, or using video recordings. Allowing a student additional time to complete a specific kind of task is also an accommodation. Countless accommodations exist that can support a student's equal access to educational opportunities. It is the job of the 504 Team to identify those accommodations that best support the access needs of a 504 eligible student. FUSD requires 504 Teams to review the Arizona Department of Education *Test Administration Guidelines* to ensure there is an alignment within the 504 Student Accommodation Plan with allowable accommodations during AZmerit and other testing circumstances.

How are 504 accommodations and related services documented and reviewed?

If the 504 Team determines that a student has a qualifying disability, the team's second responsibility is to identify the student's needs and services and/or accommodations the student will receive. Documentation of the plan's detail should be completed on the Section 504 Student Accommodation Plan form. This Plan provides a summary of accommodations that a student needs in order to have equal access to the learning process, or to other programs, activities, and services. The team will also need to determine if the student should take the District and State assessments under routine conditions without accommodations or if the student should take it with accommodations. If the team determines that the student should NOT take District and State assessments under routine conditions, then the team will need to write the testing accommodations that are consistent with the instructional accommodations used in the student's educational program. The original 504 Plan document will be kept in the student's cumulative file. The 504 Coordinator is responsible for completing the necessary 504 Plan forms in the FUSD database.

Disciplining a 504 Student with disabilities

What is the discipline process for a 504 student with disabilities?

Section 504 students with disabilities are subject to the same disciplinary action as student with disabilities, provided that the student's behavior is not a manifestation of his or her qualifying disability. A 504 Team must conduct a manifestation determination whenever a student with disabilities is subject to out-of-school suspension for 10 consecutive school days or more. If the 504 Team concludes that the violation is a manifestation of the student's qualifying disability, the discipline process must end and the 504 Team should review the 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any student without disabilities would receive for the same violation.

Must a school make a manifestation determination when considering the long-term suspension or expulsion of a student with a Section 504 Plan?

Yes. Similar to suspension or expulsion of a student having a disability under IDEA, it is necessary to conduct a manifestation determination for a Section 504 student with disabilities when:

- The suspension or expulsion will be for more than 10 consecutive school days. Like IDEA, a suspension/expulsion of more than 10 consecutive days constitutes a significant change in placement and requires schools to determine if the cause of the behavior is the disability identified in the student's 504 Plan.
- A series of suspensions that total more than 10 days may also trigger the manifestation determination requirement of Section 504. If cumulative suspensions/expulsions for a student on a 504 Plan total more than 10 days, it must be determined if a significant placement change has occurred. This is done on a case-by-case basis. If a group of short suspensions creates a pattern of exclusion, then this constitutes a change in placement and the school must conduct a manifestation determination meeting before further suspensions or expulsions occur. The Office of Civil Rights has identified some of the key factors in determining patterns of exclusion: the length of each suspension, the proximity of one suspension to another, the nature of the behavior, and the total amount of time the student is excluded from school.

Who makes the manifestation determination for a student on a 504 Plan and what information is included in this process?

The manifestation determination should be made by a 504 Team that consists of persons who have knowledge of the student and the meaning of the information that will be reviewed. When possible, the members of the 504 Team should be the same members who designed the student's 504 Plan. School officials responsible for school disciplinary procedures, such as the school principal or assistant superintendent, cannot make the determination. However, such administrators may present pertinent student information to the 504 Team.

The 504 Team must have available information that competent professionals would require when making a manifestation determination. Such information might include attendance and academic records, psychological evaluation data, behavior plans, discipline records, and staff observations. The information should be current enough to afford an understanding of the behavior that is the subject of the manifestation determination.

The manifestation determination should begin with the 504 Team deciding if the conduct in question was the direct result of the district's failure to implement the Section 504 Plan. If so, the school should not take any further disciplinary action. The 504 Team should review and update the 504 Plan, if appropriate.

If the student's Section 504 Plan had been properly implemented, the 504 Team will next determine whether the conduct in question was caused by or had a direct and substantial relationship to the disability. This inquiry is resolved by considering the relationship between the student's disability and his or her behavior. If the 504 Team answers in the affirmative, then the behavior is a manifestation of the student's disability and no disciplinary action can be taken past the 10 days.

If the 504 Team determines that the behavior is not a manifestation of the disability, the District may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a student without disabilities was the offender. **The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion.**

How does a school proceed with drug/alcohol violations by a student on a Section 504 Plan?

A student who is currently engaged in the illegal use of drugs/alcohol is not considered a student with a disability. A student with a history of drug/alcohol abuse who has been successfully rehabilitated or is participating in a drug rehabilitation program and is not currently engaging in the illegal use of drugs, is covered by Section 504. Section 504 allows school districts to take disciplinary action pertaining to the use of possession of illegal drugs/alcohol against a 504 student who is currently engaging in the illegal use of drugs/alcohol to the same extent such discipline is taken against students without disabilities.

504 Procedural Safeguards and Parent/Student Rights

Must schools secure parental consent before conducting an evaluation meeting?

Schools must include parents in the evaluation process and provide a written meeting notice prior to the evaluation meeting using the Parent Invitation: Section 504 Meeting. Section 504 requires districts to obtain parent consent to conduct a 504 evaluation. 504 Coordinator would use the Parent Consent for Section 504 Evaluation form. The 504 Coordinator should consult with the Coordinator of ESS/504 regarding unique parent concerns.

Are schools required to provide parents with a list of parent/student rights under Section 504 before conducting an initial student review?

Yes. The Florence Unified School District is required to establish and implement procedural safeguards that include:

- Notice to the parent explaining any evaluation or placement decisions.
- An opportunity for parents to review relevant records.
- An impartial hearing with opportunity for participation by the student's parent or guardian with representation by counsel.
- An appeal procedure to review the hearing decision.

These procedural safeguards have been addressed by creating Section 504 evaluation procedures and a set of forms that guide the evaluation team through the eligibility determination and placement process.

Working with Parent Concerns and Complaints

The best solutions to parent concerns occur at the school level. Therefore, the first step in resolving a complaint should involve the school counselor or 504 Coordinator working with the parent to find a mutually acceptable resolution of the parent's concern(s). The school Principal should also be informed of the concern(s) and would be the next person the parent would contact if a resolution is not reached.

If the concern(s) cannot be resolved informally, the parent may seek formal resolution under the District's complaint process. The parent should complete and submit a Section 504 Complaint Form to the Coordinator of Special Education/504. The Coordinator of ESS/504 will review the complaint and meet with the parent to hear the parent's concerns.

A parent also has the right to request an impartial due process hearing when they have a complaint related to the identification, evaluation, or educational placement of a Section 504 qualified student with a disability when such differences cannot be resolved by means of a less formal procedure. In this instance, due process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due process hearing may be called at the request of the District or a parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. Impartial hearing officer means a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

Requests for a due process hearing must be submitted in writing to the Superintendent. Hearing notifications to the parents shall be given at least twenty (20) days prior to the date set for the hearing. All procedures for the hearing will be in accordance with District Regulation IHBA-RB.

Florence Unified School District
PARENT’S RIGHTS AND SAFEGUARDS UNDER SECTION 504

As a parent, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the School advise you of your rights under federal law.
3. Provide parent consent for an evaluation of your child and receive notice with respect to identification, evaluation, or eligibility determination of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
7. Provide your child with an equal opportunity to participate in nonacademic and extracurricular activities offered by the School through the provision of reasonable accommodations.
8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Receive a response from the School to reasonable requests for explanations and interpretations of your child's records.
11. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the School refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
12. Request an impartial due process hearing related to decisions regarding your child’s identification, evaluation, and educational program placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.
13. File a complaint with the School when you believe your child’s rights have been violated. A complaint may be filed by completing the Section 504 Complaint Form and submitting it to your school Principal or to your school campus Section 504 Coordinator.
14. The Office for Civil Rights of the U.S. Department of Education also enforces the requirements of Section 504. The address of the regional office that includes Arizona is:

Office for Civil Rights
1244 Speer Blvd., Suite 300
Denver, Colorado 80204-3582
Phone: 303-844-4695