

## Resources

### Section 504

Michigan Alliance for Families

<https://www.michiganallianceforfamilies.org/section-504/>

### Section 504 of the Rehabilitation Act of 1973

Center for Parent Information and Resources

<https://www.parentcenterhub.org/section504/>

### Free Appropriate Public Education for Students with Disabilities: Requirements Under Section 504 of the Rehabilitation Act of 1973

US Department of Education, Office of Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

For more information  
contact your local chapter:

### Michigan Alliance for Families

800-552-4821

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

### THE Arc MICHIGAN

1325 South Washington Ave

Lansing, Michigan 48910-1652

Phone: (800) 292-7851 or (517) 487-5426

Fax: (517) 487-0303

[www.arcmi.org](http://www.arcmi.org)

# Section 504

*Section 504 of the Rehabilitation Act of 1973*

*Section 504 Accommodation Plans*

*under the*

*Americans with Disabilities Act (ADA)*

Purpose – Eligibility – Examples of  
Accommodations

*Developed by*

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## **Purpose of Section 504 of Rehabilitation Act of 1973 (a federal civil rights law)**

1. The purpose of Section 504 is to protect persons with disabilities against discrimination for reasons related to their disabilities.
2. Section 504 requires that a school/school district provide a free appropriate public education (FAPE) to each eligible person with a disability, regardless of the nature or severity of the person's disability.
3. Under Section 504 a student may receive services, supports, and accommodations that might otherwise not be available to students without disabilities.
4. The 504 Plan must include accommodations, including special education and related services, if necessary, to meet the individual needs of the student. Services and supports must be provided in the least restrictive environment. Accommodations can be made for classwork, homework, and building accessibility, for example.
5. If special education and related services are provided under Section 504, they are paid for by the school/school district.
6. Unlike IDEA, Section 504 does not guarantee that a student with a disability will receive an individualized education program (IEP) that is designed to meet the student's individual educational needs.

7. Every school district has to have a Section 504 Coordinator. Contact your Intermediate School District or Regional Educational Service Agency to find out who it is.

### **Eligibility**

1. A student has a disability or impairment does not automatically qualify for special education services and related services under the IDEA. A student with a disability who does not need special education services will not qualify for special education and related services under the IDEA. The student may, however, receive protections under Section 504 of the Rehabilitation Act of 1973.
2. Eligibility for protections under Section 504 depends on the student in question having a physical or mental impairment or regarded as having an impairment which substantially limits at least one major life activity.
3. A major life activity includes walking, seeing, hearing, speaking, breathing, learning, reading writing, working, and caring for oneself. The Section 504 Education Team must determine whether the child has an "impairment" that "substantially limits one or more major life activities."
4. Section 504 requires an evaluation that gathers information from many sources including data and documentation. Section

504 does not require a change in placement meeting. Rules about evaluations under the IDEA and Section 504 are different.

5. A student who receives Section 504 protections has fewer rights and does not have the procedural protections that are automatically available under the IDEA.

### **Examples of Accommodations (based on individual needs)**

Flash cards      Oral reports      Study Guides  
Audio books      Tests read      Speech to text  
Recorded lectures      Verbal Responses  
Open book or Take Home tests  
Worksheets/tests reading level lowered  
Copy of teachers/students notes  
Adjusted length of assignment/tests  
Use of computer/word processor/calculator  
Seating arrangements  
Extra breaks  
Page numbers to help find answers  
Books/materials for use at home  
Peer readers  
Alternative books at easier reading levels  
Visual aids /highlighting critical information  
Differentiated learning  
Use of "post-it" notes  
Use of page markers  
Mark correct answers rather than wrong ones  
Opportunity to redo assignments  
Grade only correct work  
Alternative grading system  
Extra time on tests/assignments