

Vermont's Universal PreK
Professional Learning Module Series
**Section 504 of the
Rehabilitation Act of 1973**



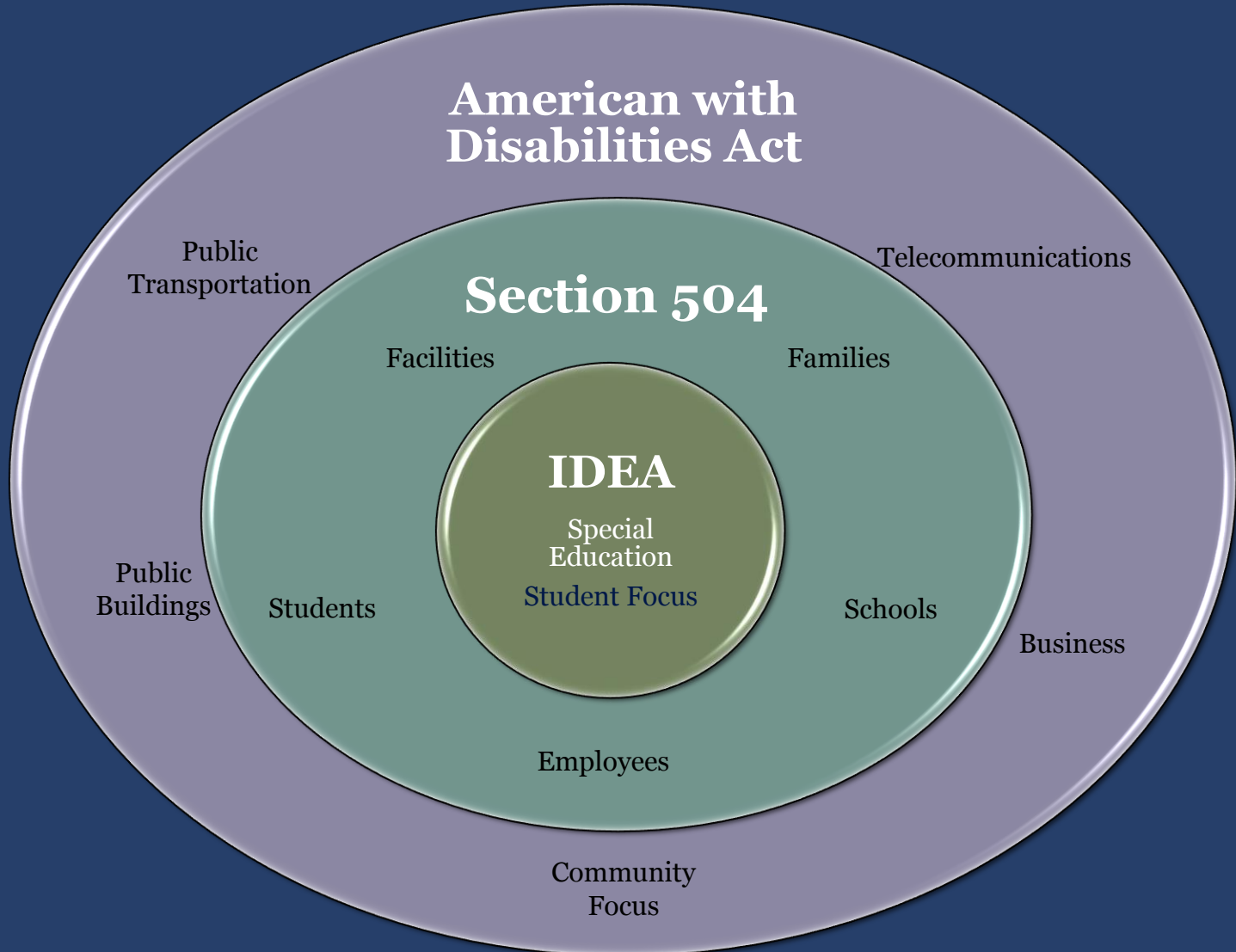
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Objectives

- Define disability under Section 504
- Identify information on Federal Laws and state laws and rules regarding Section 504
- Understand the responsibilities of Universal PreK programs in supporting children who are at risk and children with disabilities, full access and participation within the program.



Federal Disability Laws



What is Section 504?

504 Statute:

“No otherwise qualified individual with a disability in the United States...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...”

Who is eligible under Section 504?

As defined by federal law: “An individual with a disability means any person who:
has a mental or physical impairment that substantially limits one or more major life activities;

(ii) has a record of such an impairment; or

(iii) is regarded as having such an impairment”

34 C.F.R. §104.3(j)(1)].



Who is expected to comply with 504?

If a school district or private PreK program receives federal funds, either directly or indirectly, Section 504 requires that it provide PreK children with disabilities equal access to that program, with reasonable accommodations and modifications.

There is no religious exemption under Section 504.



What are the requirements under 504 for prequalified PreK programs in Vermont?

- Provide a Free and Appropriate Public Education (FAPE) in a Least Restrictive Environment (LRE)
- Ensure that eligible children be educated with non-disabled peers to the maximum extent appropriate in the school district they would attend if they did not have a disability



What are the requirements under 504 for prequalified PreK programs in Vermont?

Removal of obstacles that prevent students from attending school with and participating in the same activities as their typically developing peers.

Section 504 is not about educational services for a child, it is about equal access for the child to participate given necessary accommodations or modifications



Examples of Section 504 Compliance

Accommodations that may be used, but are not limited to, include:

- Administration of medication
- Behavior management support
- Preferred seating assignments
- Allowing a child with diabetes to have a snack in the classroom
- Allowing a child with ADHD to stand up when needed during class
- Verbal, visual, or technology aids
- Modified books or audio-video materials
- Occupational and physical therapy
- Food management for food allergies



Who develops a 504 Plan?

- A 504 plan is developed by a team of people who are familiar with the student and who understand the evaluation data and special services options.



Resources

In your folder you will find:

- Copy of PowerPoint
- Links to online resources



Thank you!