SECTION 504: FAQS FOR PARENTS

Frequently Asked Questions and Answers about Accommodations

Summer 2017
Anchorage School District
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Anchorage School District
Educating All Students for Success in Life

SPECIAL EDUCATION
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STATEMENT OF NON-DISCRIMINATION

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, or change in marital status, pregnancy, parenthood or other prohibitions. This policy is consistent with multiple laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Executive Order 11246, Title 41, part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972, and Section 504.

Inquiries or complaints may be addressed to the School District’s Equal Employment Opportunity Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd., Anchorage, AK 99504-3135, (907) 742-4132 or to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Director of the Office for Civil Rights, Department of Education, Department of Health and Human Services.

INTRODUCTION

Section 504 is a federal law that applies to public schools. It is a section of a civil rights act (Rehabilitation Act of 1973) that protects the rights of people with disabilities. The law states that no person with a disability can be excluded from or denied benefits of any program or activity receiving federal financial assistance from the U.S. Department of Education (ED). This includes public schools. With the passage of this act, Congress required that school districts make their programs and activities available and usable to all individuals with disabilities.

The Section 504 regulation requires a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. FAPE consists of the delivery of regular or special education and related aids and services designed to meet the student’s individual needs.
Who is covered by Section 504?

Students are protected under Section 504. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student is determined to be “disabled” if he/she has a physical or mental impairment that substantially limits one or more major life activities. Most importantly, Section 504 requires that school districts provide FAPE (Free Appropriate Public Education) to qualified students in their jurisdictions.

What are impairments and “major life activities”?

The decision of whether a student has a physical or mental impairment that substantially limits a major life activity or major bodily function must be made on a case-by-case basis. The federal regulation (34 C.F.R. 104.3(j) (2) (i)) defines a physical or mental impairment as:

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

- Neurological
- Musculoskeletal
- Special Sense Organs*
- Genito-Urinary
- Skin
- Respiratory, Including Speech Organs

* sight, taste, hearing, smell, feeling

The above regulations do not give a list of every disease and/or condition that may be a physical or mental impairment because it would be impossible to name every possibility.

Physical or Mental Impairment s, (this is not a complete list):

<table>
<thead>
<tr>
<th>Physical Impairment</th>
<th>Mental Impairment</th>
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<tbody>
<tr>
<td>Speech and hearing impairments</td>
<td>Intellectual/ learning disabilities</td>
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<tr>
<td>Cerebral Palsy</td>
<td>Organic brain syndromes</td>
</tr>
<tr>
<td>Muscular Dystrophy</td>
<td>Emotional or mental illness (ADD, ADHD, ODD, Conduct Disorder, Bipolar Disorder, Anxiety, Depression, etc.)</td>
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<tr>
<td>Diabetes</td>
<td>Heart Disease</td>
</tr>
<tr>
<td>Cystic Fibrosis</td>
<td>Asthma</td>
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<tr>
<td>Severe Allergies</td>
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</tbody>
</table>
Major Life Activities, as defined in the regulations above, include the following. Again, this is not a complete list.

<table>
<thead>
<tr>
<th>Self-Care</th>
<th>Manual Tasks</th>
<th>Walking</th>
<th>Seeing</th>
<th>Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Breathing</td>
<td>Learning</td>
<td>Working</td>
<td>Eating</td>
</tr>
<tr>
<td>Sleeping</td>
<td>Standing</td>
<td>Lifting</td>
<td>Bending</td>
<td>Reading</td>
</tr>
<tr>
<td>Concentrating</td>
<td>Focusing</td>
<td>Thinking</td>
<td>Communicating</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Major Bodily Functions that are major life activities:

<table>
<thead>
<tr>
<th>Immune System</th>
<th>Endocrine</th>
<th>Digestive</th>
<th>Bowel</th>
<th>Respiratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bladder</td>
<td>Normal Cell Growth</td>
<td>Neurological</td>
<td>Brain</td>
<td>Circulatory</td>
</tr>
</tbody>
</table>

What services are available to students?

ASD provides to students with disabilities, appropriate educational services that meet the specific needs of each student in the same way it meets the needs of students who are not disabled. This could consist of education in regular classrooms, education in regular classes with extra services, and/or special education and related services.

Is a student always eligible for services once they are identified?

No. Not always. The protections are only for those who meet the definition of a person with a disability (see above).

Students with a “record of such an impairment” or who are “regarded as having such an impairment” are eligible for the non-discrimination protection, but not accommodations for education. The fact that a student in a public elementary or secondary student has a “record of” or is “regarded as” disabled is insufficient, in itself, to trigger those Section 504 protections that require the access and provision of a free appropriate public education (FAPE).

This is consistent with the ADA Amendments-Act. It clarified that an individual who meets the definition of disability solely by virtue of being “regarded as” or have a “record of” being disabled is not entitled to reasonable accommodations. The purpose is to provide the student with legal protections from discrimination, including but not limited to those from retaliation and harassment on the basis of disability if the student has been subjected to a discriminatory act because of an actual or perceived physical or mental impairment. Additionally, it’s important to determine whether or not the impairment is perceived to be a substantial limitation on a major life activity or bodily function.

If a student is re-evaluated and it is found that the student’s mental or physical impairment no longer “substantially limits” his/her ability to learn or any other major life activity or major bodily function, the student is then no longer eligible for services under Section 504.

Finally, some students who are eligible for Section 504 non-discrimination protections because they have impairments that substantially limit a major life activity may not need any educational or related services. For example, a diabetic student who is eligible because of substantial limitation of the normal function of the endocrine system may not need assistance from school health services if he/she self-monitors glucose levels.
What about students who use illegal drugs? Are they protected under Section 504?

No. Section 504 excludes from the definition of a student with a disability, and from Section 504 protections, any student who is currently engaged in the illegal use of drugs (with exceptions for those in rehabilitation programs). A student who is in possession of illegal drugs is not protected under Section 504 if the student is also currently engaging in the illegal use of drugs.

What about students who use alcohol, are they protected under Section 504?

No. They are also excluded. Section 504 allows schools to take disciplinary action against students with disabilities using alcohol just the same as students without disabilities. A student who is in possession of alcohol is not protected under Section 504 if the student is also currently engaging in the use of alcohol.
**Referral & Evaluation**

Determining whether a student qualifies for services under Section 504 begins with the referral and evaluation process. To conduct a referral for assessment, the District must have reason to believe that the student might have a disability that requires the District to provide special education or related aids and services. Often this will occur when the student is having academic, social, or behavioral problems that substantially affect the student’s overall performance at school.

Evaluation procedures ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed in a school setting based on improper selection, administration, or analysis of assessment materials.

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**What is an appropriate referral under Section 504?**

A student should be referred under Section 504 when the parent or school staff believes that the student may be eligible. Referral should occur when it is believed that the student has a physical or mental impairment that substantially limits one or more major life activities, **AND** that the student may need either regular education with supplementary services or special education and related services.

ASD makes it a priority to use regular education intervention strategies first to assist students with difficulties in school. When a parent requests a referral for services under Section, ASD follows Section 504 requirements to refer a regular education student for possible educational accommodations because of a suspected disability which creates a need or possible need for educational services. For most suspected impairments that are learning-related or behavior-related, the District has the option to attempt school-based intervention, such as MTSS-interventions and/or informal accommodations discussed within the “Student Assistance Teams,” prior to convening a Section 504 team meeting. If such interventions and/or accommodations are successful, the District is likely not obligated to refer a student for Section 504 evaluation. However, implementation of intervention strategies, must not be used to delay or deny the Section 504 evaluation of a student suspected of having a disability and needing regular or special education and related aids and services as a result of that disability.

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**What is an appropriate evaluation under Section 504?**

The Section 504 regulation 34 C.F.R. 104.35(b), requires the District to convene a 504 team meeting **before** classifying the student as having a disability or providing the student with services and/or formal accommodations. Assessments and other sources of information used for this purpose must be carefully selected so that they accurately show the student’s abilities or that other factors are being appropriately measured rather than reflect only the student’s disability.

*Evaluation does not necessarily mean formalized testing.* Section 504 also requires that data from a variety of sources and other materials including those made to evaluate the specific areas of educational need be used in making the eligibility decision. The resources and other evaluation materials must be known to be able to measure the specific purpose used for and administered by trained staff. Section 504 requires informed parental permission prior to convening the Section 504 team meeting.
Parental involvement with the student’s eligibility for services under Section 504 is an essential part of the regulation and is an appropriate and necessary policy factor at the initial determination stage. The eligibility determination process refers to a gathering of multiple types of data or information from a variety of sources so that the teams can make the required determination for a student to be eligible for services. Since specific or highly technical eligibility criteria are not part of the Section 504 regulations, **formal testing is not required to determine eligibility**.

- **How much information is enough information to document that a student has a disability?**

The amount of information required is determined by the team gathered together to assess the student. This team should include persons who know about the student, the meaning of the assessment data, and the placement options. There is no maximum number of members and the regulations provide no guidance on the level of knowledge required of each member. The team members must decide if they have enough information to make a knowledgeable decision of whether or not the student has a disability.

The regulation, 34 C.F.R. 104.35(c), requires that ASD look at information from several sources in the assessment process so that the possibility of error is lower. The information from all sources used must be documented and all-important factors related to the student’s learning process must be reviewed.

**These sources and factors may include:**
- Aptitude and achievement test data
- Screening and progress monitoring data
- Teacher recommendations
- Physical/medical/psychiatric condition of the child
- Social and cultural background
- Ability to adapt
- Behavior or discipline data

In reviewing information regarding a student who may have a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons. **The team decides what accommodations are appropriate based on the above factors. This decision reflects the group’s deliberations but may not always be unanimous.**

- **What process should ASD use to identify students eligible for services under Section 504? Is this the same as the process used in identifying students eligible for services under IDEA?**

The Anchorage School District follows the process described in the above question, i.e., reviewing numerous resources and factors, but with additional processes for identifying students eligible for services under IDEA. In contrast to Section 504, under IDEA, there is an emphasis on written consent from parents for a formalized evaluation or testing process. In addition, a school psychologist does academic and cognitive testing, which is then included with supportive information into a single report called the Evaluation Summary and Eligibility Report (ESER). This team then looks at the specialized instructional meanings of the evaluation results before making a decision about creating an IEP (Individualized Educational Plan).
What are “Mitigating Measures?”

Mitigating measures may be medications, devices, or equipment that lessen the impact of impairment. The 504 Team should NOT consider the effects of mitigating measures when determining eligibility.

Though the ADAAA (implemented as of January 1, 2009) does not clearly define the term “mitigating measures,” it does provide a list of some examples:

<table>
<thead>
<tr>
<th>Medication</th>
<th>Medical Supplies</th>
<th>Equipment or Appliances</th>
<th>Hearing Aids</th>
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</thead>
<tbody>
<tr>
<td>Cochlear Implants</td>
<td>Mobility Devices</td>
<td>Low-Vision Devices (not contacts/glasses)</td>
<td>Oxygen Equipment</td>
</tr>
<tr>
<td>Assistive Tech</td>
<td>Auxiliary Aids/Services</td>
<td>Prosthetics (+ limbs/devices)</td>
<td>Learned Behavior</td>
</tr>
<tr>
<td>Reasonable Accommodations</td>
<td>Adaptive Neurological Modifications</td>
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</tr>
</tbody>
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The law created one exception: “Ordinary eyeglasses or contact lenses.” These are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low-vision devices” (listed above) are devices that magnify or enhance a visual image.

Is there a single formula or scale that measures “substantial limitation”?  

No. The determination of substantial limitation must be made on a case-by-case basis. The regulation, 34 C.F.R. 104.35 (c), requires that a group of knowledgeable persons consider information from a variety of sources in making this decision. One factor to consider is whether the impairment limits the student’s ability to participate in the school activity in a way not experienced by his/her non-disabled peers.

Are there impairments that would automatically qualify a student for protection under Section 504?  

No. An impairment or disability, by itself, does not qualify a student for protection under Section 504. The impairment must substantially limit one or more major life activities or bodily functions in order for a student to meet the requirements for protection under Section 504.

Can a medical or psychiatric diagnosis, standing alone, be sufficient to qualify a student for Section 504 eligibility?  

No. A health care professional’s medical diagnosis or behavioral health clinician’s psychiatric diagnosis may be considered in determining eligibility together with other sources of information. Other types of information that need to be considered include aptitude and achievement data, teacher recommendations, physical condition, social and cultural background, current functioning, and adaptive behavior.

Does a medical or psychiatric diagnosis of a condition automatically qualify a student for services under Section 504?  

No. A medical or psychiatric diagnosis of a condition does not automatically qualify a student for services under Section 504. The condition must cause a substantial limitation in the student’s ability to learn and/or other major life activities or bodily functions.
For example, a student who has asthma would not automatically be considered in need of services under Section 504 if the impairment does not in any way limit the student’s ability to access his/her learning or other major life activity. If the asthma only results in some minor limitation that can be addressed by regular education interventions or informal accommodations, then a 504 is not needed. However, if the asthma is so severe that s/he misses class frequently, then s/he may need a 504 accommodation.

How should ASD handle an outside independent evaluation? Does all the data brought to a multi-disciplinary committee or “504 team” meeting need to be considered and given equal weight?

The results of an outside independent evaluation may be one of many resources to consider. Multi-disciplinary committees or “504 teams” must take from a variety of sources in the evaluation process so that the possibility of error is lowered.

The information from all sources must be documented and all-important aspects related to the student’s learning process must be examined by people who know the student and his/her individual circumstances. The team considers how much weight to give each piece of information, but all pieces are not necessarily equal.

What should ASD do if a parent refuses to consent to an initial evaluation, but demands a Section 504 plan for a student without further evaluation?

Section 504 requires informed parental permission (verbal) for initial team evaluations. If a parent refuses to consent to a 504 team review, AND the District suspects the student has a disability, the District may initiate Due Process Hearing procedures to override the parent’s denial of consent.

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

The decision about a student’s eligibility for 504 services and/or accommodations must be made by a group of people, including individuals knowledgeable about the meaning of the multiple sources of information, assessment data and the range of accommodations options. This group is known as the “504 Team.”

If a parent disagrees with the team’s decision about eligibility for services under Section 504, he or she may request a due process hearing from the building-level 504 coordinator. Please see ASD publication “A Parents’ Guide to Section 504” for more details.

Once a student is identified as eligible for services under Section 504, is there a review requirement? If so, what is the appropriate process? Is it appropriate to keep the same Section 504 plan in place indefinitely after a student has been identified?

ASD requires an annual review of each student’s 504 plan. The review can be completed by the end of the First Quarter in each school year. Periodic re-evaluation or review is also required. Section 504 reviews can be conducted more frequently if conditions warrant such as, if the child’s parent or teacher requests a review, or prior to a significant change of placement due to disciplinary action taken by the District.
Regarding student placement (i.e., suspension or expulsion), the Office of Civil Rights (OCR) considers an exclusion from the educational program of more than 10 (consecutive or accumulated) school days a significant change of placement. Change of placement would also occur when a student is transferred to a more restrictive placement or when a related service is terminated or significantly reduced.

- **A student is receiving services that ASD claims are necessary under Section 504 in order to provide the student with an appropriate education. The student’s parent no longer wants the student to receive those services. If the parent wishes to withdraw the student from a Section 504 plan, what can ASD do to confirm continuation of services?**

ASD may initiate a Section 504 due process hearing to resolve the dispute if the District believes the student needs the services in order to receive FAPE (Free Appropriate Public Education).

- **A student has a disability mentioned in the IDEA, but does not require special education services. Is such a student eligible for services under Section 504?**

The student may be eligible for services under Section 504. ASD must decide whether the student has an impairment which substantially limits his or her ability to learn or other major life activities. If so, the 504 team must convene a meeting to make an individualized determination regarding accommodations necessary to meet the student’s educational needs.

- **How should ASD approach a temporary or transitory impairment?**

A “transitory impairment” is an impairment with an actual or expected duration of three weeks to six months. The issue may arise whether a temporary impairment is substantial enough to be a disability that would require evaluation for services under a Section 504 Plan. Whether an impairment is substantially limiting and more than transitory or temporary must be resolved on a case-by-case basis, taking into account both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected student.
Placement and Section 504 Plan

What is placement under Section 504?

In the Section 504 context, placement simply means the regular education classroom with individually planned, formalized accommodations. It does not literally mean taking the student out of the regular classroom and putting him/her someplace else. Because Section 504 students usually have less severe impairments than their peers receiving special education services, they will very likely not require specialized instruction or curriculum modification.

What is an equal education opportunity or accommodation plan under Section 504?

The 504 Educational Plan is created for qualified students with disabilities. These plans accommodate the students in the regular classroom so that they have equal access to the educational benefits of the school’s programs and services. The Section 504 Plan is not about reducing expectations for students with impairments, but providing the types of accommodations that will compensate for these impairments so that students with disabilities have an equal chance to compete in the classroom and other areas of the school to the same degree as their non-disabled peers. It essentially “levels the playing field” for students with disabilities.

What accommodations are required on a Section 504 Plan?

There is no all-inclusive list of possible accommodations for Section 504 Plans. The Section 504 Team should consider the individual needs of each student in tailoring accommodations designed to assist the student to access his/her educational program and other school activities.

For example, for a student with ADHD served under Section 504, placement or accommodations may include such things as an assignment notebook, a seat close to the teacher, and shortened assignments. The District must ensure that the placement/accommodation decision is made by a group, including persons knowledgeable about the student, the meaning of the assessment data, and the placement or accommodation options. Education services must occur in the least restrictive environment (LRE).

What is a least restrictive environment? How does it fit with Section 504?

The least restrictive environment (LRE) is the setting that gives the student with a disability the maximum exposure to non-disabled peers while still allowing him/her to receive an appropriate education. If ASD believes that some setting other than the regular classroom is necessary for the student to receive the opportunity for educational benefit, the District must show that it has provided support services and aids to assist the student in the regular classroom, and that such efforts have failed, before determining that a more restrictive placement is necessary.
What is the difference between a regular education intervention plan and a Section 504 plan?

A regular education intervention plan, as compared to Section 504 Plan, is appropriate for a student who does not have a disability or is not suspected of having a disability but may be facing a number of different challenges in school. ASD uses “Student Assistance Teams” which are designed to provide regular education classroom teachers with instructional supports and strategies to help students with academic needs assistance. These teams are typically composed of regular and special education teachers who provide ideas to classroom teachers with methods for helping students experiencing academic or behavioral problems. These “SAT’s” usually record ideas in a written regular education intervention plan. They meet with the specific student’s classroom teacher(s) and recommend strategies to address the student’s areas of concern within the regular education environment. These teams then support the responsible teacher(s) by monitoring student’s progress. In addition, “Student Assistance Teams” are not the only possible intervention. Interventions also include before-school and after-school programs, tutoring programs, and mentoring programs.\(^1\)

What are the differences between a Behavior Intervention Plan and a Section 504 plan?

According to Section 504 regulations, if a student exhibits behaviors that are significantly interfering with his or her education and do not seem to be diminishing under the regular classroom/school-wide discipline management plan, then these behaviors can be addressed in a Behavior Intervention Plan.

Failure to discipline a student as outlined in his/her BIP establishes a failure to properly implement a student’s Section 504 Plan, and thus, a denial of FAPE. Therefore, all school personnel and employees who have the authority to discipline the student need to be aware of what is in the Section 504 Plan.\(^3\)

If a student qualifies for services both under the IDEA and Section 504, must a school district develop both an individualized education program (IEP) under the IDEA and a Section 504 plan under Section 504?

**No.** If a student is eligible under IDEA, he or she must have an IEP. Under the Section 504 regulations, one way to meet Section 504 requirements is to comply with IDEA.

What is ASD’s responsibility under Section 504 toward a student with a Section 504 plan who transfers from another school district?

If a student with a disability transfers to ASD from another school district with a Section 504 plan, the ASD school’s site-based Section 504 coordinator and the 504 Team should review the existing plan and supporting documentation. If this 504 Team determines that the existing plan is appropriate, then ASD is obligated to implement the 504 Plan. If the 504 Team decides that this plan is inappropriate, then the team meets again to develop a new Section 504 plan that is appropriate for the student.

What are the responsibilities of regular education teachers with respect to implementation of Section 504 plans? What are the consequences if the District fails to carry out the plans?

Regular education teachers must implement the accommodations of Section 504 plans for which they are responsible. If a teacher fails to implement plan accommodations, this failure can cause the school district to be in noncompliance with Section 504. A teacher who intentionally refuses to implement accommodations could be held personally liable.
Procedural Safeguards

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services.

Must ASD obtain parental consent prior to initiating a Section 504 evaluation?

**Yes.** OCR has interpreted Section 504 to require ASD to obtain parental permission (verbal) for initial assessments. If the District suspects a student needs or is believed to need special instruction or related services and parental consent is withheld, the District may use due process hearing procedures to override the parent’s denial of consent for an initial evaluation.

“OCR has determined, that the §504 regulation... requires parental consent prior to the conduct of initial student evaluation procedure. Section 504 is silent on the form of parental consent required. OCR has accepted written consent as compliance.”

What procedural safeguards are required under Section 504? What is ASD’s responsibility under Section 504 to provide information to parents and students about its evaluation and placement process?

ASD is required to establish and implement procedural safeguards given to parents that include:

1) **Notice (of District’s Proposed Actions),** which includes student or child find, notice of parent rights, prior notice of assessments and meetings, and notice of the results/actions taken at Section 504 team meetings

2) **An opportunity** for the parents or guardian of the person to examine relevant records,

3) **An impartial hearing** with an opportunity for participation by the person’s parents or guardian and representation by counsel, and

4) **A review procedure** of the Section 504 Plan as described above. (See 34 C.F.R.104.36)

Parents may request in writing, a Section 504 review within fifteen (15) calendar days after receipt of the Section 504 Plan by writing a letter to the ASD Section 504 Compliance Coordinator.
Section 504 Terms

Accommodation: A term, used in the educational setting of a school, which describes numerous types of aids, strategies and/or services. These strategies are provided to students on a daily basis during instruction and classroom assessment to facilitate participation and learning. Used for equity, not advantage, and serve “to level the playing field.”\(^2\) They consist of environmental, organizational, behavioral, presentation, methodological, and curriculum strategies that meet the unique needs of all kinds of students, and are implemented on an individualized basis. (See 504 Administrative Guidelines for examples of accommodations)

Equal Access: Equal opportunity for a qualified person with a disability to participate in or benefit from educational aids, benefits, or services.

Free Appropriate Public Education (FAPE): When used in the elementary and secondary school context, it refers to the delivery of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities. It is based upon following procedures that fulfill the Section 504 requirements relating to educational setting, evaluation and placement, and procedural safeguards.

Placement: When used in the elementary and secondary school context, it refers to regular and/or special educational programs in which a student receives his/her educational and/or related services.

Related Services: When used in the elementary and secondary school context, it refers to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

Where can a parent or student get information on Section 504?

Information about Section 504 policy for the Anchorage School District can be obtained from the administrator at each school site or the ASD website at www.asdk12.org/index.asp or by contacting:

Section 504 District Coordinator
Anchorage School District
ASD Education Center
5530 E. Northern Lights Blvd.
Anchorage, AK 99504-3135
907-742-3897

U.S. Department of Education
Office for Civil Right
206-220-7900
OCR_Seattle@ed.gov

Sources: