

Rehabilitation Act of 1973: Section 504 Module  
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**Course Description:** This online learning experience is designed for pre-service school leaders focusing on the Section 504 Plan as it pertains to the Rehabilitation Act of 1973 and the impact on public education. This Section of the Act was revised in 2008 which redefined responsibilities for administrators in schools that serve students age 3 - 22 who have disabilities that prevent the student from performing a major life function and are not identified with an IEP. Candidates gain knowledge, experience and resources to be knowledgeable about the process of serving students that is required by this Act.

**Course Objectives:**

During this learning experience (students will be able to) . . .	Assessments
Understand the process of identifying students who are eligible to be served under a Section 504 Plan.	Reflective writing- Activity 1
Demonstrate knowledge of how the Rehabilitation Act of 1973 has changed and the impact these changes have had on public education today.	Longitudinal Data Analysis– Activity 2
Demonstrate an understanding of comparison between IDEA and 504 to meet the needs of all students with disabilities through federal and local funding.	Comparison report or Power Point – Activity 3

**Resources:**

NCLD Editorial Team. (2014) *Section 504 and IDEA Comparison Chart*. URL: [Section 504 - IDEA Comparison Chart](#)

Rehabilitation Act of 1973. [Frequently Asked Questions About Section 504 Plans](#)

Basic Section 504 information: <http://www.greatschools.org/special-education/legal-rights/868-section-504.gs>

Section 504 information for school administrators:  
<http://learningdisabilities.about.com/od/disabilitylaws/p/Section504.htm>

**Assessments:**

- Longitudinal Data Analysis
- Power Point Presentation
- Reflective Writing over research assignment

**Standards:**

**CEC:**

- 1a. Family systems and the role of families in the educational process
- 3c. Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing
- 4d. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- 10a. Collaborate with families and others in assessment of individuals with exceptional learning needs

## **Ohio Standards for Principals:**

2 Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students

3 Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.

4 Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture

## **Lesson Activities:**

### **Activity 1:**

Review the Basic Section 504 Information online resource. Prepare a two-three page reflection of this resource explaining the basic purpose of the law and the process the principal of the building would follow in the identification of a student who should be served under a 504 Plan.

### **Activity 2:**

Conduct a data analysis with two school districts – rural, urban, exempted village, or city to identify how the Rehabilitation Act of 1973 has changed and the impact these changes have had on public education in their district. Compare your findings of the two districts [must use different school district settings].

Set up interviews with one or more of the following:

- District Superintendent
- District Special Education Director
- Building Principal
- School Psychologist
- Intervention Specialist

Sample Questions:

- In 2000 how many students in your district were served under a 504 Plan?
- In 2013 how many students in your district were served under a 504 Plan?
- What was the nature of the disabilities for those served?
- What types of assessments were used to identify the students and who conducted the assessments?

- Who referred the students for the 504 Plans?
- Who was responsible for writing the 504 Plans? For providing the modifications to the students?
- Who is responsible for documenting each student referred and served or those who did not qualify for a 504 Plan?
- What documentation is required?
- What responsibility does the district superintendent have in regard to the 504 Plans? Principal? Special Education Director?
- What impact does the Rehabilitation Act of 1973 (Section 504 Plan) mandate have on your district?
- Include any questions you would like to cover in your study based on your research of this Act.

Present your findings in report or Power Point form. Be sure to include your resources.

### **Activity 3:**

After studying the Comparison Chart for Section 504 and IDEA and conducting any research you feel will give you a better understanding of these two federal mandates, present your understanding of the comparison between IDEA and 504 to meet the needs of all students with disabilities through federal and local funding. Keep in mind that students served under IDEA are partially funded by the Title VI – B federal grant and students under a 504 Plan do not receive any federal funding other than what the district receives for all students.

Present your findings in Power Point or report form using APA format, document your resources.