

Kids Like Me

Resource Packet



September 2026

Table of Contents

01

KNOW YOUR RIGHTS GUIDE

12

ACCESSIBILITY CHECKLIST

16

TEMPLATE LETTER

Know Your Rights Guide

How Section 504 protects disabled students at school — and the other laws that protect disabled students.

Purpose of this Guide

This Guide is for disabled students and for the families who support them. It explains Section 504 of the Rehabilitation Act (Section 504), a federal civil rights law that protects disabled students at school. It also points to two other laws that protect disabled students: the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). Section 504 is the main focus here, but in some instances, the ADA and IDEA can give a student more.

This Guide is mostly about a disabled student's rights under federal law. Federal law is the same in every state. This guide also points out a few California laws and California places to get help, because DREDF is located in California and works with many California families. If you live in another state, you may have more rights or different rights under your state laws. If you live outside of California, ask a disability rights advocate in your state what other protections you have. The "Where to get help" section at the end of this Guide shows you how to find the help in your home state.

What is Section 504? Who does it apply to and protect?

Section 504 says that any school that receives money from the federal government cannot treat a student unfairly because of a disability. Almost all public schools receive federal money, so almost all public schools must follow Section 504. Charter schools are public schools, so they must follow it too. Some private schools that take federal money must follow it as well. A private school that does not take federal money usually does not have to follow Section 504 — but most private schools still have to follow the ADA. See the next section.

A child is protected by Section 504 if they have a physical or mental condition that “substantially limits a major life activity.”

Major life activities include learning, reading, paying attention, walking, seeing, hearing, breathing, or caring for themselves. They also include how the body works on the inside: the immune system, digestion, the neurological system, the endocrine system (which includes blood sugar), and brain function. That is how students with diabetes, epilepsy, Crohn’s disease, asthma, and severe allergies qualify.

NOTE: You don’t have to be unable to do these things. It counts if your disability makes them harder, slower, more tiring, or more painful than they are for other students. That is enough to show a “substantial limitation.”

Three things families are often not told:

- **The condition does not have to be severe.** Congress changed the law in 2008, in the ADA Amendments Act, to make clear that disability is to be interpreted broadly, not narrowly. That is true for Section 504 and the ADA both.
- **Medicine and equipment do not count against the student.** The school has to look at the condition without medication, hearing aids, insulin, or other treatment. A student who does well only because of medicine is still covered.
- **Conditions that come and go still count.** A condition that is episodic or in remission counts if it would limit a major life activity when it is active. This includes asthma, seizures, migraines, anxiety, depression, and ADHD.

Section 504 also protects a student who has a history of a disability, or who the school treats as having one, from discrimination and retaliation. Only a student with a current disability gets a 504 Plan.

Three laws, three sets of rights: Section 504, IDEA, and the ADA

Families usually hear all three terms mixed together. But they differ: the IDEA gives students an IEP. Section 504 gives students a 504 Plan. The ADA gives students the right to accommodations, access, and a school that does not discriminate. A student can be covered by more than one of these laws at the same time.

- **IDEA → IEP.** The Individuals with Disabilities Education Act is the special education law. It is for students who need special education, which means specially designed instruction. Not every disabled student qualifies. If a student does qualify, the IEP can include instruction, related services like speech therapy, occupational therapy, counseling, or transportation, and accommodations. The IDEA also comes with its own set of rights: a full evaluation at no cost to you, an IEP team that includes you, your consent before the school evaluates or starts services, written notice before the school changes anything, a meeting at least once a year, and a due process hearing if you disagree. If the student may need special education and not just accommodations, ask for an IDEA evaluation in writing. You can ask for a Section 504 evaluation and an IDEA evaluation at the same time.
- **Section 504 → 504 Plan.** Section 504 is a civil rights law. It says schools that take federal money cannot discriminate against disabled students. That covers almost every public school and some private schools. More students qualify under Section 504 than under the IDEA, because it covers any student with a physical or mental impairment that substantially limits a major life activity. A 504 Plan sets out accommodations, changes, and supports so the student can learn alongside their classmates. Section 504 also gives you rights: an evaluation, a written plan, a say in what goes into it, notice before the school changes the student's placement, an impartial hearing if you disagree, and the right to file a complaint with the Office for Civil Rights or go to court. It also protects you from retaliation for speaking up. A student who has an IEP is also covered by Section 504. The IEP usually does the job of the 504 Plan, so most students do not need both.

- **ADA → accommodations and access, with or without a plan.** The Americans with Disabilities Act is the broadest of the three. Title II covers every public school and charter school, whether or not the school takes federal money. Title III covers private schools, whether or not they take federal money. The main exception is a private school run by a religious organization, which Title III does not cover. Under the ADA, the school has to change its rules and practices when a disabled student needs it, make its buildings, programs, technology, and websites accessible, and communicate effectively with disabled students and parents, including through interpreters or materials in braille or large print. The school cannot exclude or separate the student because of disability. You do not need a 504 Plan or an IEP to have these rights. That matters right now, because it means these rights do not depend on federal funding, and they reach schools that Section 504 may not.

For more information and a side-by-side chart, check out DREDF's A Comparison of ADA, IDEA, and Section 504 (<https://dredf.org/a-comparison-of-ada-idea-and-section-504/>).

These are the federal laws, but they are not the only source of rights. Many states have their own disability rights laws for schools, and some give students more than federal law does. California, for example, protects students under Government Code section 11135 and the Unruh Civil Rights Act, which can open the door to state court and to damages. State law can be a strong backup when federal enforcement is uncertain. Ask a disability rights advocate or parent center in your state what your state law adds.

What a student gets from Section 504

If a child qualifies for Section 504, the school must provide:

- **A free appropriate public education (FAPE)** - an education that meets the student's needs as well as it meets other students' needs, at no cost to you.
- An evaluation is made before any plan is made, and you get to take part.
- **A written 504 Plan** that lists the student's accommodations and supports.

- **Equal access** to classes, clubs, sports, after-school programs, field trips, and school buildings.
- **Protection** from being punished or removed from school because of their disability.
- **A 504/ADA Coordinator at the district**, and a grievance process, which is a formal way to raise a complaint.
- **Procedural safeguards.** Written notice before changes, the right to look at the student's records, the right to an impartial hearing with someone to represent you, and a review process.
- **Health supports needed to be at school**, such as help with medication, blood sugar checks, a seizure plan, or catheterization.
- **A new evaluation from time to time**, and before the school makes a big change to the student's program or placement.
- **Everything at no cost to you.** The school cannot charge you for the evaluation, the plan, or the supports. It cannot require you to get or pay for a doctor's diagnosis before it is evaluated.

NOTE: The ADA backs up this whole list. Every item here is also protected by the ADA.

Signs a student's rights may have been denied

- The school delays or refuses to evaluate the student.
- The school agrees to accommodations but does not follow through.
- The student cannot get into or move around parts of the building, restrooms, walkways, or transportation.
- Websites, apps, or learning tools the student cannot use.
- The school will not allow the student's service animal.
- The student is left out of activities or separated from classmates without a good reason.
- The student is punished for behavior connected to their disability, or removed for more than 10 days without a meeting to decide whether the behavior was caused by the disability.

- The parent or student is treated differently because they spoke up. This is called retaliation, and it is not allowed.
- The student is sent home early, put on a shortened school day, or told not to come in. These are removals, even when nobody calls it a suspension.
- The student is bullied or harassed because of their disability, and the school does not stop it.
- The school will not evaluate until the student brings a medical diagnosis or asks them to pay for one.
- The student or family gets documents they cannot read, or there is no interpreter at meetings.
- The staff who work with the student — including substitutes, aides, coaches, and bus drivers — have not been told what is in the plan, so the accommodation does not actually happen.
- The student is restrained, or put alone in a room, instead of getting behavior support that works.

What is happening at the U.S. Department of Education

The U.S. Department of Education is being dramatically reorganized. The Trump administration has cut the department's staff, closed several regional civil-rights offices, and moved major education responsibilities into other federal agencies. The administration says these changes will reduce bureaucracy and return more authority to states and local communities. Disability rights advocates argue that breaking apart the department could make it harder for families to get help and hold schools accountable.

Here is what has happened — and what it means for students with disabilities.

In March 2025, the President signed an executive order directing the Secretary of Education to take steps toward closing the Department of Education and returning education authority to the states. The executive order also said services and benefits should continue without interruption.

The administration then made major staff cuts. In March 2025, the department announced a reduction in force affecting nearly half of its workforce.

The Office for Civil Rights (OCR), which investigates discrimination complaints involving schools and colleges that receive federal funding, was particularly affected. Seven regional OCR offices, including the San Francisco office that served California, were closed in 2025. Members of Congress and disability rights advocates raised concerns that the staff cuts and closures would make it harder and slower to investigate complaints.

The changes continued in 2026.

On June 16, 2026, the Department of Education announced interagency agreements with the Department of Health and Human Services (HHS) and the Department of Justice (DOJ). Under those agreements, HHS will partner with the Department of Education on special education and rehabilitation programs, while DOJ will partner with the Department of Education on civil-rights enforcement and related work. The administration describes these as partnerships intended to improve efficiency.

In practice, these agreements move major responsibilities that families have traditionally associated with the Department of Education into other agencies. The exact division of responsibilities — including how existing cases and staff will be handled — is still developing.

The broader effort to dismantle the Department of Education is being challenged in court. Some lawsuits argue that the administration cannot eliminate or transfer responsibilities that Congress assigned to the department without congressional authorization. Courts have already ruled on parts of the broader dispute, and litigation is continuing.

What do these changes mean for disabled students?

These changes do not change the law. Your child still has rights to:

- an evaluation for special education;
- an Individualized Education Program (IEP), when eligible;
- a Section 504 plan, when eligible;

- a free appropriate public education (FAPE) under the applicable law;
- reasonable accommodations;
- equal access to school programs and activities; and
- protection from disability discrimination.

The Education Department itself continues to state that federal disability protections remain in effect.

What may change is how federal programs are administered and where families go when something goes wrong. That makes it especially important to keep your child's records, communicate in writing, and use the state and local processes that remain available.

DREDF tracks changes as they happen. Visit [DREDF's website](#), sign up for our updates, and reach out to us or to your state's parent training and information center if you have questions about what a particular change means for your child.

How to advocate for yourself or your student

- **You do not have to wait to be asked.** Schools have a duty to find and evaluate students they think may have a disability. It is called Child Find, and it comes from federal law. It applies whether or not anyone has asked. Ask anyway, and ask in writing.
- **Put it in writing.** Ask for the evaluation, the plan, and any changes in writing. Date what you send and keep a copy. A written request starts the clock and creates a record if you need one later.

You can write something this simple: "I am requesting an evaluation of my child, **[name]**, for special education and for Section 504. Please send me an assessment plan and a copy of my procedural safeguards." Date it and keep a copy.

- **Know the timelines.** Under the IDEA, the district has 60 days from the date you consent to the evaluation to complete it, unless your state sets a

different timeline. Section 504 has no set federal deadline, but the district still has to act within a reasonable time and cannot simply sit on your request. Some states are stricter than federal law. California, for example, gives the district 15 calendar days to send you an assessment plan and 60 days from the day you sign it to finish the assessment and hold a meeting. Ask a disability rights advocate or parent center what the timeline is in your state.

- **Read the plan.** Ask for a copy of the 504 Plan or IEP. Check that it names the exact help the student will get, not just general ideas.
- **Ask how and when.** When the school says yes to something, ask how it will happen and by when. Then check that it does.
- **Bring someone with you.** You can bring a friend, a family member, or an advocate to any meeting.
- **Share what helps.** No one knows better than the student what helps and what gets in the way. If you are the student, say so. If you are a parent, ask. Either way, it belongs in the plan.
- **Keep everything together.** Save letters, plans, and emails in one place, and write down notes from phone calls with the date.
- **Ask for the records.** You have the right to look at and get copies of the student's school records. Federal law gives the school 45 days, and sooner if you need the records for an upcoming IEP meeting or hearing. Some states move faster. In California, the school has five business days. Under FERPA, a federal law, the school has 45 days, and it has to let you see the records before an IEP meeting or a hearing. In California, the school has five business days.

- **You can disagree with the school's testing.** If you do not agree with a special education assessment, you can ask for an independent educational evaluation at public expense. This is a federal right under the IDEA. The evaluation is called an independent educational evaluation, or IEE.
- **In most states, the student holds these rights at 18.** Under the IDEA, most of a parent's rights transfer to the student at the age of majority, which is 18 in most states. Families can still help, but the school answers to the student. A few states do it differently, so be sure to ask the district what the rule is in your state.
- **Plan ahead for after high school.** Section 504 and the ADA work differently in college. There is no FAPE, no IEP, and no plan handed over automatically. The student has to tell the school they have a disability and ask the disability services office for accommodations. Start that conversation before senior year ends.
- **Speak up if something is wrong.** If a problem is not fixed, use the school district's grievance process, then the options under "Where to Get Help."

Where to get help

Start with the school district, specifically the person at the school district responsible for Section 504 and the ADA. If that does not fix it, you have both state and federal options, and you can use more than one. You can also talk to a lawyer about going to court.

National Resources	
The Parent Center in your State	Every state has at least one federally funded parent center that helps families with school disability rights, for free. DREDF is one of California's. Contact: Find yours at parentcenterhub.org/find-your-center.

The Protection & Advocacy (P&A) agency in your state	Every state and territory has one. They give free information, referrals, self-advocacy materials, and sometimes legal help. Contact: Find yours at ndrn.org, under "Find your P&A."
Your State's Education Agency	If the problem is about special education, you can file a written state complaint with your state's department of education. The state has to investigate and give you a written decision, usually within 60 days. In most states the deadline to file is one year from what happened. Contact: Search for your state department of education's special education complaint process, or ask your parent center.
U.S. Department of Education, Office for Civil Rights (OCR)	The federal office that handles complaints about disability discrimination in schools. You can still file a complaint, though the process is changing (see above). Contact: OCR hotline 1-800-421-3481, email OCR@ed.gov, or file online at ed.gov. Deadline: 180 days from the last act of discrimination. You do not have to finish the school's grievance process first — but if you do use it, file with OCR within 60 days after it ends.
California-Specific Resources	
California Uniform Complaint Procedure (UCP)	File with your school district. The district must investigate and give you a written decision within 60 days, and you can appeal to the California Department of Education. Contact: Ask your district for its UCP form, or call CDE at (916) 319-0800.

California Civil Rights Department (CRD)	Handles disability discrimination complaints under state law, including Government Code section 11135 and the Unruh Act. Contact: civildrights.ca.gov or 1-800-884-1684.
Office of Administrative Hearings (OAH)	Where special education due process cases are heard in California, if you disagree with the district about an IEP or an evaluation. Contact: dgs.ca.gov/OAH.
The Parent Training and Information Center at DREDF	DREDF is a nonprofit and federally funded parent training and information center (PTI). We help students and families understand disability rights at school. Contact: dredf.org/pti OR (510) 644-2555.
Disability Rights California (DRC) — California's P&A agency	California's disability rights legal agency. It offers free information, referrals, self-advocacy materials, and, in some cases, legal help. Contact: Intake line 1-800-776-5746. TTY 1-800-719-5798.

Accessibility & Accommodations Checklist

*Accommodations and access a school should provide under Section 504 of the Rehabilitation Act (Section 504).
Check what is in place; flag what is missing.*

Which Laws This Checklist Covers

This checklist is built around Section 504, the federal law that bars disability discrimination in schools that take federal money. Almost all of these same items are required by the Americans with Disabilities Act (ADA) — Title II for Public Schools, Title III for private schools that are not run by a religious organization. The ADA applies whether or not the school takes federal money, so it can reach a private school that Section 504 does not. If the student has an IEP under the Individuals with Disabilities Education Act (IDEA), that have everything on this list plus the IDEA's rights, including a full evaluation, written notice before changes, and a due process hearing. Your state law may require more; federal law is a floor, not a ceiling.

How To Use This Checklist

Go through the list with the student. Check what is actually happening day-to-day, not just what is written in the plan. Anything you flag is a good starting point for the template letter in this packet.

I. Process & Governance

- ☐ School has a named 504/ADA Coordinator.
- ☐ A written grievance/complaint procedure exists and is shared with families.
- ☐ Evaluation completed before placement, with the parent involved.
- ☐ A current, written 504 Plan is in place and reviewed regularly.

- ☐ The plan says who does each accommodation, how often, and starting when — not just general ideas.
- ☐ Every adult that works with the student — teachers, substitutes, aides, coaches, bus drivers, front office staff — has been told what is the plan.
- ☐ The family gets written notice before the school changes the plan or placement.
- ☐ The family can look and get copied of the student's school records.

II. Communication & Language Access

- ☐ The school communicates with families in a language they understand (interpreter or translated documents).
- ☐ The student has the communication supports they need (e.g., AAC device, interpreter, or extra time to respond).
- ☐ Notices, plans, and forms come in a format the family can actually read (large print, braille, plain language, accessible electronic file).

III. Instructional Accommodations

- ☐ Extended time on tests and assignments.
- ☐ Modified or reduced workload where appropriate.
- ☐ Note-taking support, copies of notes, or permission to record.
- ☐ Alternative formats for materials (large print, braille, audio, digital).
- ☐ Preferential seating.
- ☐ Use of assistive technology.
- ☐ Sensory and environmental supports (lighting, noise, movement breaks, a quiet space to reset).
- ☐ Advance notice of schedule changes, drills and assemblies.

IV. Testing & Assessment

- ☐ Accommodated testing environment (reduced distraction, separate room).
- ☐ Breaks during exams.
- ☐ Alternative response methods (oral, typed, scribe).
- ☐ The same accommodations apply on state. And district-wide tests, and on college entrance exams.
- ☐ Assistive technology is set up and working before test day, not on it.

V. Physical Accessibility

- ☐ Accessible entrances, classrooms, restrooms, and common areas.
- ☐ Accessible paths of travel across campus.
- ☐ Working elevators and lifts where needed.
- ☐ Accessible parking and drop-off.
- ☐ Accessible, reliable transportation that meets the student's needs.
- ☐ Field trip sites, buses and after-school activities are accessible, and the family is not asked to pay extra or to come along as a condition of the student attending.

VI. Digital Accessibility

- ☐ Accessible website and learning-management system.
- ☐ Captioned videos and accessible documents.
- ☐ Compatibility with screen readers and other assistive technology.
- ☐ Apps and outside programs the school assigns are accessible too, not just the school's own site.
- ☐ Any remote or hybrid instruction is accessible.

VII. Health, Safety & Daily Access

- ☐ Administration of medication and health supports as needed.
- ☐ Service-animal access permitted.
- ☐ An individualized emergency and evacuation plan.
- ☐ Personal care support where required.
- ☐ A nurse or a trained staff person is available when the student needs one.
- ☐ A written plan for allergies, seizures, diabetes, or other health needs, where relevant.

VIII. Behavior & Mental Health Support

- ☐ Behavior concerns are assessed for cause (example: a functional behavioral assessment) rather than only punished.
- ☐ A plan for positive behavior support.
- ☐ Counseling or other mental health support as part of the plan, where needed.
- ☐ The student is not restrained or secluded in place of behavioral support that works.
- ☐ The student is not sent home early, put on shortened day, or told to stay home. These are removals even when no one calls them a suspension.

IX. Participation & Non-Discrimination

- ☐ Equal access to extracurriculars, clubs, sports, and field trips.
- ☐ Accommodations applied to discipline, including a meeting to decide whether the behavior was caused by the disability (a manifestation determination) before a removal of more than 10 school days.
- ☐ No retaliation for requesting accommodations or filing complaints.
- ☐ Disability-based bullying and harassment are stopped and addressed, not treated as an ordinary conflict between students.

- ☐ The student learns alongside classmates without disabilities to the greatest extent appropriate and is not separated or pulled out without a good reason.

X. If Something on this List is Missing

- ☐ Ask for it in writing and put the date on your request.
- ☐ Ask for a 540 meeting to add it to the plan.
- ☐ If the student may need special education and not just accommodations, ask for an IDEA evaluation in writing at the same time.
- ☐ Use the template letter in this packet.
- ☐ If it is still not fixed, use the district's grievance process, then the options in the Know Your Rights Guide

Template Letter to School Boards & Administrators

A sample letter reminding administrators of their responsibilities under Section 504, the ADA, the IDEA and state law.

Draft Instructions & Letter

How to use this letter

This letter is a starting point, not a script. A few tips:

1. Keep it short and specific. Name the exact problem and the exact action you want.
2. Stick to facts and dates. You do not need to explain or justify your child's disability.
3. Do attach documentation you already have if it supports what you are asking for.
4. Send it in writing (email or mail) and keep a copy. A written record protects you.
5. Stay respectful. The goal is to remind the school of its legal duties, not to accuse anyone.
6. **Send it to the right person.** Address it to the district's 504/ADA Coordinator and copy the principal. If you send it by email, ask them to confirm they received it. If you mail it, use something that gives you proof of delivery. If the district does not list a 504/ADA Coordinator anywhere, send the letter to the superintendent and say you could not find one. Every district is required to have one.
7. **Save the date you sent it.** If you ever file a complaint with the Office for Civil Rights, you have 180 days from the last act of discrimination. A dated paper

trail is what makes that date provable. Other enforcement routes have their own timelines: a special education complaint to your state education agency is. Usually one year, and an IDEA due process hearing is usually two years.

8. **If the student is 18 or older, they can send this letter themselves.** At 18, the rights belong to the student. Use the bracketed alternates in the template below. A student writing for themselves should say so in the opening and use "I" and "my" in place of "my child."
9. **Save the escalation language for later.** The last paragraph of the template mentions complaints and legal options. That belongs in a second or third letter, not a first one. It is marked optional.
10. **Keep it to one page.** A short letter is more likely to be read and acted on. Put the detail in the attachments.

What to include

1. **Header.** The date, the recipient's name and title, the school or district, and your name and contact information. Add a "Re:" line, for example: "Re: Section 504 obligations for [student name]."
2. **Opening.** One or two sentences on who you are and why you are writing.
3. **The law.** A short reminder that Section 504 bars disability discrimination in schools that receive federal funds, that Title II of the ADA applies to every public school whether or not it takes federal money, that Title III of the ADA reaches private schools that are not run by a religious organization, that the IDEA adds its own rights in the student needs special education, that some state laws add their own protections, and that these duties are still in full effect.
4. **Your concern.** A plain description of the issue, such as a delayed evaluation, a missing accommodation, or an inaccessible building. Note any earlier requests and their dates.
5. **What you are asking for.** A clear, numbered list of what the school should do, a reasonable deadline, and a request for a meeting and a written reply.
6. **Closing.** A note that you want to work together, that you are keeping records. Sign off with your contact information. Language about complaints and legal options is optional — hold it for a follow-up letter if the first one goes unanswered.

7. **Attachments (optional).** List anything you include, such as past emails, the current 504 Plan, or evaluations

[Your name]

[Your address]

[Email and phone]

[Date]

[Name and title of recipient, for example, Principal or 504 Coordinator]

[School or district name]

[Address]

Re: Section 504 and ADA obligations for **[child's name]**, **[grade]**, **[school]**

Dear **[_____]**:

My name is **[your name]**. I am the parent/guardian of **[child's name]**, who is in **[grade]** at **[school]**. [If you are the student and you are 18 or older, use this instead: "My name is **[your name]**. I am a student in **[grade]** at **[school]**. I am **[18 or older, so these rights are mine.]**" I am writing about my child's **[or: my]** rights under Section 504 of the Rehabilitation Act, a federal civil rights law.

[State your concern in one or two plain sentences. For example: "My child has a 504 Plan dated [date] that includes [accommodation]. The school is not providing this accommodation." Or: "I asked for a 504 evaluation on [date] and have not received a response."]

[If you are asking for an evaluation, use this: "I am requesting an evaluation under Section 504. I am also requesting a special education assessment under the IDEA. Please send me an assessment plan and a copy of my procedural safeguards and tell me the timeline the district will follow."]

Under Section 504, **[school or district name]** may not discriminate against students with disabilities. The school must also provide a free appropriate public education. This means an education that meets my child's needs as well as it meets the needs of

students without disabilities. **[School or district name]** also has duties under Title II of the Americans with Disabilities Act, which applies to every public school whether or not it receives federal funds, **[If you are writing to a private school, use this instead: “[School name] also has duties under Title III of the Americans with Disabilities Act, which applies to private schools whether or not they received federal funds.”]** **[If the student needs or may need special education, add: “My child also has rights under the Individuals with Disabilities Education Act (IDEA), including the right to an evaluation and an IEP.”]** [Optional — add any state law that applies. In California, for example: **“[School or district name] also has duties under California Government Code section 11135.”**] These duties are still in full effect.

I am asking the school to:

1. **[Specific action, for example: “Provide the extended-time accommodation listed in my child’s 504 Plan.”]**
2. **[Specific action, for example: “Schedule a 504 meeting to review my child’s plan.”]**
3. Send me a copy of the district’s Section 504 procedural safeguards and grievance procedure.
4. Give me the name and contact information for the district’s 504/ADA Coordinator.
5. Send me a copy of my child’s current 504 Plan and related records.
6. Tell me who at the district will be responsible for making sure this happens.
7. Send me written notice of any change to my child’s plan or placement before it takes effect.
8. **[Add more as needed.]**

Please respond in writing by **[date, for example, 10 school days from now]**. I would also like to meet to discuss this. Please let me know a few times that work for you. If the school is declining any of these requests, please tell me in writing what you are declining and why. Please send your response in **[language / large print / accessible electronic format]** and confirm that you received this letter.

I want to work with the school to make sure my child gets what they are entitled to. I am keeping a record of this request.

[Optional — for a follow-up letter, not a first one: If we are not able to resolve this, I understand that I can file a complaint with the Office for Civil Rights, with my state’s education agency, or with my state’s civil rights agency, and that other legal options remain available.]

Thank you for your time and attention.

Sincerely, **[Your name] [Email and phone]**

Attachments: **[for example, past emails, the current 504 Plan, evaluations, or other records]**