



Section 504 Protections for Students with Narcolepsy

Section 504 of the Rehabilitation Act of 1973 is a Federal civil rights law that protects students from disability-based discrimination in schools (including preschools, K-12 schools, colleges, universities, and other postsecondary institutions) that receive Federal financial assistance.

Under Section 504, a student with narcolepsy can be a student with a disability for purposes of Section 504 if the student's narcolepsy substantially limits one or more of the student's major life activities. [34 C.F.R. § 104.3\(j\)\(1\)\(i\)](#).

What is Narcolepsy?

According to the [National Institutes of Health](#), narcolepsy is a chronic neurological disorder caused by the brain's inability to regulate sleep-wake cycles that results in excessive daytime sleepiness (EDS). EDS is characterized by a persistent sense of mental cloudiness, lack of energy, or extreme exhaustion, and can include sudden brief episodes of deep sleep or sleep attacks. Other symptoms of narcolepsy may include sudden muscle weakness while awake that makes a person go limp or unable to move (cataplexy), performing or continuing activities without consciousness while appearing awake (automatic behaviors), disorganization, forgetfulness, irritability, hyperactivity, depression, and aggressiveness.

Can a student with narcolepsy have a disability under Section 504?

Yes. A student with narcolepsy has a disability if their narcolepsy substantially limits one or more of their major life activities.

Narcolepsy can, for example, substantially limit sleeping, which is a major life activity under Section 504. [29 U.S.C. § 705\(20\)\(B\)](#) (incorporating [42 U.S.C. § 12102\(2\)\(B\)](#)).

Narcolepsy can also substantially limit an individual's learning, concentrating, thinking, and communicating, which are also major life activities under Section 504. [29 U.S.C. § 705\(20\)\(B\)](#) (incorporating [42 U.S.C. § 12102\(2\)\(B\)](#)).

The Office for Civil Rights (OCR) enforces Section 504 against entities that receive Federal financial assistance from the Department of Education.

In addition to the rights and obligations discussed in this fact sheet, a child with a disability attending a public K-12 school may have additional rights under Section 504 (such as the right to a free appropriate public education (34 C.F.R. § 104.33)) and the Individuals with Disabilities Education Act. Parents also may have additional rights under those statutes and their implementing regulations.

OCR also shares in the enforcement of Title II of the Americans with Disabilities Act (ADA) with the Department of Justice (DOJ), and DOJ enforces Title III of the ADA. Both Title II and Title III can also apply to schools. For information, see DOJ's ADA home page at www.ada.gov or contact DOJ at 1-800-514-0301, 1-833-610-1264 (TTY).

Whether a student has narcolepsy can be established by clinical examination, sleep tests and studies, and examination of medical and family history. But medical tests are often not required to determine that a student is substantially limited in a major life activity. For example, a student's history of sudden sleep attacks and cataplexy episodes may provide sufficient information to determine that a student's narcolepsy substantially limits a major life activity. A school may always accept that a student has a disability without any documentation or medical tests.

Under Section 504, the issue of whether an impairment substantially limits a major life activity should not demand extensive analysis. 29 U.S.C. § 705(20)(B) (incorporating 42 U.S.C. § 12102(4)(B), which incorporates § 2(b)(5) of the findings and purposes of the ADA Amendments Act of 2008).

The term substantially limits must be construed broadly in favor of expansive coverage, to the maximum extent permitted by the statutory language. 29 U.S.C. § 705(20)(B) (incorporating 42 U.S.C. § 12102(4)(A)).

An impairment does not need to prevent, or significantly or severely restrict, an individual from performing a major life activity in order to be considered substantially limiting. It is enough that an impairment substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. Additionally, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. 29 U.S.C. § 705(20)(B) (incorporating 42 U.S.C. § 12102(4)(B), which incorporates § 2(a)(7)-(8), (b)(5)-(6) of the findings and purposes of the ADA Amendments Act of 2008, and § 12102(4)(D)).

The beneficial effects of mitigating measures, such as medication, used by an individual, must be disregarded in determining whether an impairment substantially limits a major life activity of an individual. 29 U.S.C. § 705(20)(B) (incorporating 42 U.S.C. § 12102(4)(E)).

How can narcolepsy affect a student's experience in school?

Students with narcolepsy may:

- frequently arrive late to school or class;
- be absent from school due to medical appointments;
- fall asleep in class;
- experience microsleeps (very short periods of sleep lasting up to 15 seconds), automatic behaviors, and/or cataplexy episodes;
- have difficulty concentrating due to EDS;
- experience behavioral challenges such as irritability, hyperactivity, social withdrawal, depression, or aggressiveness.

What might a school need to do to address a student's narcolepsy?

If the student's narcolepsy has resulted in the student having a disability under Section 504, that student may require certain modifications (sometimes referred to as accommodations) to meaningfully access or benefit from the school's educational opportunities. [34 C.F.R. §§ 104.4, 104.44](#). This is true even if the student is not substantially limited in the major life activity of learning.

Section 504 may require a school to provide modifications. For example:

- allowing the student to take short scheduled naps during the day in a pre-arranged space (on school grounds, in a dorm, or elsewhere);
- granting requests by students or parents for a modified, flexible class schedule or in-home tutorial services and materials to accommodate times of the day when the student is most alert;
- providing extra time to complete assignments and tests, access to a quiet space for tests, periodic movement breaks, and other modifications that may be necessary for a student who occasionally has difficulty concentrating or has changes in behavior or mood; and/or
- allowing the student to make up work, without penalty, and excusing late arrivals and absences when they miss class due to a medical appointment or when narcolepsy-related symptoms or treatment hinder a student's ability to complete their work.

Furthermore, even if a student with narcolepsy has a disability but does not need modifications, they would still be protected from discrimination, such as disability-based harassment. For example, Section 504 may require a school to respond to bullying or harassment targeted at students because of their medical condition, or because they are regarded as or have a record of having a disability. [34 C.F.R. § 104.3\(i\)\(1\)\(ii\) & \(iii\)](#). Such bullying or harassment, for example, could be related to a student's sleep attacks, EDS, or automatic behaviors.

What remedies might a school need to provide if the school does not appropriately address a student's narcolepsy?

If a school violates the Section 504 rights of a student with narcolepsy, the school may be required to, among other things:

- offer the student an opportunity to re-take classes, tests, or assignments without penalty or negative consequence to the student;
- excuse absences incurred due to narcolepsy and correct student records regarding unexcused absences; and/or
- train faculty and staff on addressing peer-to-peer bullying and harassment and on how narcolepsy may manifest and impact a student physically, psychologically, socially, and academically.

What can be done if a student believes a school is not meeting its obligations under Section 504?

- Section 504 requires schools to develop and implement a system of policies and procedures to address concerns and disagreements that may develop between schools and students. [34 C.F.R. §§ 104.7, 104.36](#). Parents and students may choose to initiate proceedings in keeping with these policies and procedures.
- Students, parents, or others who would like to request technical assistance from the Office for Civil Rights (OCR), or who would like to file a complaint, may do so by contacting the [OCR enforcement office that serves their State](#).

For more information on disability-related issues, please visit OCR's [Disability Discrimination](#) webpage.

To request language access services or resources, which may include oral technical assistance or written translation of Department information, free of charge, contact OCR@ed.gov.

If you need more information about interpretation or translation services, call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339). To request documents in alternate formats such as Braille or large print, contact the Department at 202-260-0818 or ofe_eaos@ed.gov.

This fact sheet does not have the force and effect of law and is not meant to be binding, beyond what is required by statutory and regulatory requirements. All enforcement determinations made by OCR are based on the particular factual circumstances presented in each individual case.