

Sample Section 504 Accommodations by Disability

Section 504 accommodations are based on the unique needs of the student identified during the evaluation process. (Note: These disabilities are covered by Section 504 only if the condition is substantially limiting to a major life activity and impacts a student's education.) A student may require none, one or more of the accommodations listed or additional accommodations that are not listed in this sample. Some of the accommodations listed could be the parents/guardians' or students' responsibility.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

- Develop health care and emergency plan.
- Apply universal precautions.
- School nurse administers medications if necessary.
- Adjust attendance policies.
- Adjusted schedule or shortened school day.
- Provide rest periods.
- Adapt physical education curriculum.
- Establish routine communication with health professionals, school nurse, and parents/guardians.
- Modify assignments and tests.

ALLERGIES

- Avoid allergy causing substances: (i.e. soap, weeds, perfumes, pollen, and food).
- Provide clean rooms and avoid rooms with carpet.
- Allow time for medical appointments.
- Adapt physical education curriculum during seasons
- Improve room ventilation.
- Develop and promote nondiscriminatory classroom climate and supportive student attitudes.

ARTHRITIS

- Develop health care plan and emergency plan.
- Provide a rest period during school day.
- Accommodate for absences for medical appointments.
- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, access to computer, etc.).
- Modify physical education curriculum.
- School nurse administers medication if necessary.
- Arrange for assistance with carrying books, lunch tray, etc.
- Provide book caddy.
- Implement movement plan to avoid stiffness.
- Provide seating accommodations.
- Allow extra time between classes.
- Provide locker assistance.
- Provide time for exercises that may be needed.

- Provide peer support groups.
- Arrange for a peer to take notes.
- Record lectures/presentations (Written permission must be received from teacher and parents/guardians of students in the classroom in order to receive this accommodation).
- Have teacher provide outlines of presentation.
- Adjust attendance policy if needed.
- Supply an extra set of books for home use.
- Let student give reports orally rather than written.
- Make any needed bathroom accommodations.
- Provide student access to teacher's notes.

ASTHMA

- Develop health care and emergency plan.
- School nurse administers medication if necessary.
- Modify activity level during physical education.
- Allow use of inhalants.
- Accommodate medical absences.
- Provide education to peers/teachers/others (bus drivers, cooks, etc.).
- Provide rest periods.
- Modify field trip experiences.
- Modify attendance policies.

ATTENTION DEFICIT DISORDER (ADD) AND ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

- Adjust student seating.
- Use simple and concise instructions.
- Provide a peer tutor.
- School nurse administers medication if necessary.
- Provide supervision during transitions, disruptions, field trips.
- Use study guides and organizing tools.
- Modify testing procedures.
- Establish a school/home behavior management program.
- Have the student use an organizer and teach student organizational skills.
- Establish a cue between teacher and student to redirect attention.
- Modify environment to avoid distractions.
- Have student work in a study carrel.
- Highlight required or important information/directions.
- Provide a checklist for student and/or teacher to record assignments or completed tasks.
- Use a timer to assist student to focus on given task or number of problems in time allotted.
- Have student reiterate or write directions/instructions.
- Provide tests in segments allowing student to finish one segment before receiving the next segments.

CANCER

- Develop health care and emergency plan.

- Adjust attendance policies.
- Accommodate schedule.
- Provide home tutoring as needed.
- Accommodate student's involvement in extracurricular activities.
- Adjust activity level and expectations in classes based on physical limitations.
- Schedule daily monitoring and distribution of medications.
- Provide additional set of texts and assignments to hospital tutor.
- Tape lessons (Written permission must be received from teacher and parents/guardians of students in the classroom in order to receive this accommodation).
- Modify schedule to include rest breaks.
- Provide counseling and establish peer support group.
- Adapt physical curriculum.
- Provide awareness training to staff and students.
- Provide a peer tutor.
- Set up a crisis team.
- Initiate a free pass system from the classroom to nurse's office.
- Modify graduation requirements.

CEREBRAL PALSY

- Develop health care and emergency plan.
- Provide assistive technology devices.
- Arrange for use of ramps and elevators.
- School nurse monitors and/or administers needed medications, as prescribed.
- Assist with carrying books and lunch trays, etc.
- Modify physical education curriculum.
- Provide physical therapy at school.
- Educate peers/ staff about Cerebral Palsy.

CONDUCT DISORDER

- Provide school counseling.
- Develop and implement a behavior management plan.
- Provide appropriate social skills training.
- Teach cooperative learning strategies within the classroom.
- Work with the family to develop and implement a home/school behavior plan.
- Provide peer support groups.
- School nurse monitors and/or administers needed medications, as prescribed.

DRUGS AND ALCOHOL

If the student is not actively using drugs or alcohol and meets the eligibility criteria under Section 504 he/she may qualify for Section 504 accommodations.

- Provide texts and assignments to treatment facility.
- Arrange for periodic home-school contact.

- Establish daily/weekly journal.
- Communicate with treatment facility.
- Provide school counseling when student returns to school.
- Establish peer support group.
- Dismiss from school to attend treatment program.
- Educate other students/staff/school personnel.

EMOTIONAL DISABILITY

- School nurse administers medication if necessary.
- Approve early dismissal to attend therapy.
- Maintain weekly/daily journals; self-recording of behavior.
- Establish home-school communication system.
- Schedule periodic meetings with home and treatment specialists.
- Develop and implement behavior management programs.
- Provide school counseling and social skills instruction.
- Educate other students/staff/school personnel.

EPILEPSY

- Prepare a health care and emergency plan.
- Nurse will monitor and/or distribute medications if necessary.
- Adjust seating to avoid injury.
- Provide rest time and academic considerations following seizure.
- Arrange buddy system.
- Educate other students/staff/school personnel.

LEARNING DISABILITY

- Provide extended time on tests and assignments.
- Provide information on accessing materials through recordings (i.e. books on tape).
- Allow access to spell checkers.
- Allow access to a word processor.
- Provide oral directions in addition to written.
- Provide clearly sequenced instruction.
- Provide visual graphs/charts/diagrams to support instruction.
- Seating near the teacher.
- Support student use of organizational/time---management strategies.
- Use visual graphs and charts to accompany oral presentation).
- Provide a graphic organizer for writing assignments.
- Provide student access to teacher's notes.

OBESITY

- Provide special seating modifications.
- Make dietary modifications.
- Adapt physical education curriculum
- Allow extra time to get to classes.
- Allow more passing time.
- Provide school counseling.

- Provide for elevator privileges.
- Educate other students/staff/school personnel.

ORTHOPEDEICALLY IMPAIRED

- Develop a health care and emergency plan.
- Implement an adaptive physical education curriculum.
- Provide physical therapy at school.
- Provide extra time to get to class.
- Supply a set of textbooks for home use.
- Provide a copy of class notes from a peer and/or teacher.
- Practice emergency exiting from school building.

TEMPORARILY DISABLED STUDENT (i.e. broken arm, leg or accident)

- Develop health care and emergency plan.
- Provide duplicate sets of texts for home use.
- Provide home tutoring if required.
- Arrange for student to leave class early to get to next class.
- Provide access to elevators.
- Adapt physical education curriculum
- Arrange for a peer to assist student in getting from class to class
- Arrange for peer notes.
- Provide assistance for carrying books and getting lunch tray.
- Modify assignments depending on disability.
- Allow more time for test completion.
- Allow shortened school days and adjust attendance policy.
- Address special accommodations of a wheelchair.
- Educate other students/staff/school personnel.

TOURETTE'S SYNDROME

- Educate peers/staff/school personnel about associated outbursts.
- School nurse administers medication if necessary.
- Provide supervision for transition activities.
- Provide alternative work space.
- Allow student to take a break.
- Provide appropriate space for the student to act out episode.

PARENT/GAURDIAN WITH HEARING IMPAIRMENT

- Provide an interpreter for all school events when participation is expected.
- Make arrangements for home-school contacts/communication.
- Use written notes for all communication.