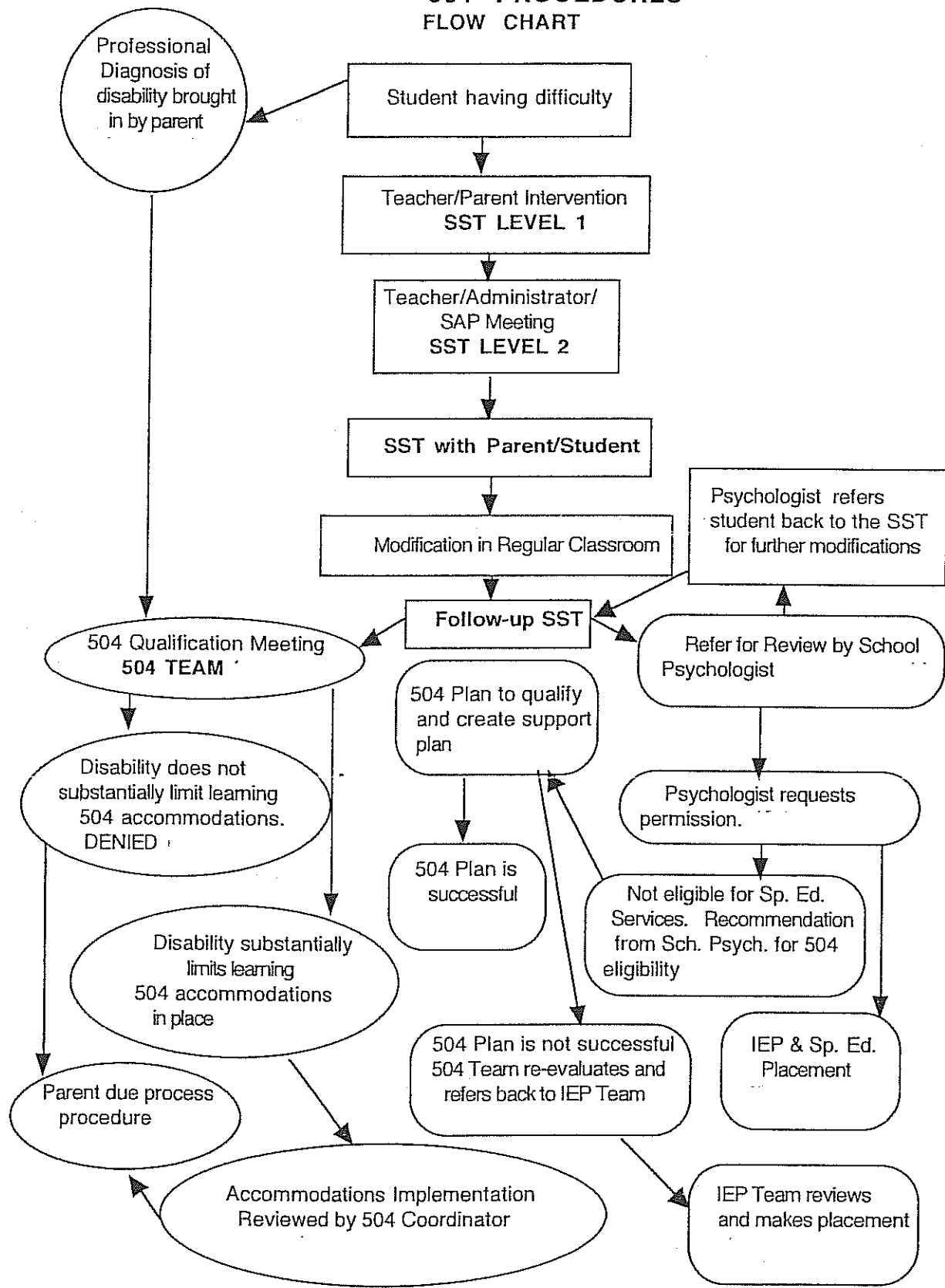


The Actual Law
Section 504 of the Rehabilitation Act of 1973

No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights
- Applies to all institutions receiving federal financial assistance, such as public schools
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with disabilities, regardless of the nature or severity of their disability
- Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students

504 PROCEDURES FLOW CHART



504 ACCOMMODATION PLAN

NAME: _____ DATE: _____

STUDENT #: _____ DOB: _____ CA: _____ M/F: _____

PRIMARY LANGUAGE: _____

SCHOOL: _____ TEACHER: _____ GR: _____

1. Describe the nature of the concern (this is the diagnosed disability):

2. Describe the basis for the determination of the disability (who diagnosed the disability):

3. Describe how the disability affects a major life activity (what do you observe at the school site or in the classroom):

4. The 504 Team has reviewed the files of the the above named student and concludes that he/she meets the classification as a qualified handicapped individual under Section 504 of the Rehabilitation Act of 1973. In accordance with the Section 504 guidelines, the school has agreed to make reasonable accommodations and address the student's individual needs.

PARTICIPANTS NAME & TITLE

_____	_____
_____	_____
_____	_____
_____	_____

Listed below are some 504 learning disabilities and who may diagnose them. This is not a complete list.

- ADD/ADHD
 - Pediatrician
 - Clinical Psychologist
 - Psychiatrist
 - Pediatric Neurologist
 - Neuro Psychologist

- Central Auditory Processing Problem
 - Clinical Audiologist

- Regular Auditory Processing Problem (expressive & receptive language)
 - Educational Therapist
 - Speech and Language Pathologist
 - Educational Psychologist
 - RSP

- Visual Processing
 - Developmental Optomologist
 - Educational Therapist
 - Educational Psychologist
 - Occupational Therapist

- Fine/Gross Motor Processing
 - Occupational Therapist
 - Educational Therapist
 - Clinical Psychologist
 - Pediatric Neurologist
 - Neuro Psychologist

504 ACCOMMODATION PLAN

These are only suggestions. There may be other accommodations that may be appropriate.

PHYSICAL ARRANGEMENT OF ROOM:

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- increasing the distance between the desks

LESSON PRESENTATION:

- pairing students to check work
- writing key points on the board
- providing peer tutoring
- providing visual aides
- providing peer notetaker
- making sure directions are understood
- including a variety of activities during each lesson
- breaking longer presentations into shorter segments
- providing written outline
- allowing student to tape record lessons
- having child review key point orally
- teaching through multi-sensory modes
- using computer-assisted instruction

ASSIGNMENTS/WORKSHEETS:

- giving extra time to complete tasks
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- requiring fewer correct responses to achieve grade
- allowing student to tape record assignments/homework
- providing a structure routine in written form
- providing study skills training/learning strategies
- giving frequent short quizzes and avoiding long tests
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer printed assignments
- using self-monitoring devices
- reducing homework assignments
- not grading handwriting

BEHAVIORS:

- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cueing student to stay on task (nonverbal signal)
- marking student's correct answers, not his mistakes
- implementing a classroom behavior management system
- allowing student time out of seat to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contacting with the student
- increasing the immediacy of rewards
- implementing time-out procedures

504 Accommodations Plan continued

TEST TAKING:

- allowing open book exams
- giving exam orally
- giving take home tests
- using more objective items (fewer essay responses)
- allowing student to give test answers on tape recorder
- giving frequent short quizzes, not long exams
- allowing extra time for exam
- reading test item to student

ORGANIZATION:

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books
- sending daily/weekly progress reports home
- developing a reward system for in-schoolwork and homework completion
- providing student with a homework assignment notebook

SPECIAL CONSIDERATIONS:

- suggesting parenting programs(s)
- monitoring student closely on field trip
- inservicing teacher (s) on child's handicap
- providing social skills group experiences
- developing intervention strategies for transitional periods, (e.g. cafeteria, physical education, etc.)
- alerting bus driver
- suggesting agency involvement