

Section 504 Accommodation Plan

Name: _____ Date: _____

Student MARSS #: _____ Date of Birth: _____

School: _____ Teacher: _____ Grade: _____

Describe the nature of the concern: _____

Describe the basis for the determination of handicap (if any): _____

Describe how the handicap affects a major life activity: _____

The Child Study Team/Intervention Assistance Team has reviewed the files of the above named student and they conclude 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 guidelines, the school has agreed to make reasonable accommodations and address the student's individual needs by:

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

additional accommodations: _____

Lesson presentation:

Pairing students to check work

writing key points on the board

providing peer tutor

providing written outline

allowing student to tape

record lessons

having child

review key points orally

- providing visual aids
- providing peer note taker
- making sure directions are understood
- including a variety of activities during each lesson
- breaking longer presentations into shorter segments
- additional accommodations: _____

- teaching through multi-sensory modes
- using computer-assisted instruction

Assignments/worksheets:

- giving extra time to complete tasks
- simplifying complex directions
- using self-monitoring devices

reducing homework assignments

- 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 structured 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
- additional accommodations: _____

not grading homework

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
- additional accommodations: _____

allowing extra time for exam

exam

to student

reading test item

Organization:

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home

developing a reward system for in-schoolwork and homework completion
 providing student with a homework assignment notebook
 additional accommodations: _____

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
 additional accommodations: _____

allowing legitimate movement
 contracting with the student
 increasing the immediacy of awards
 implementing time-out procedures

Medication:

name of physician: _____ phone: _____
medication(s): _____ schedule: _____
monitoring of medication(s): daily _____ weekly _____ as needed basis _____
administered by: _____

Special considerations:

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

Comments: _____

Participants:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Case manager's signature: _____