

Section 504

Sample Accommodations and Modifications

Children with disabilities may be eligible for special education and related services under Section 504. That's because Section 504's definition of disability is broader than the IDEA's definition. To be protected under Section 504, a student must be determined to:

have a physical or mental impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment.

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

This Appendix contains examples of 504 accommodations and modifications. An accommodation is any technique that alters the academic setting or environment in some way, but does not change the content of required work. A modification is any technique that alters the work required in such a way that it differs in substance from the work required of other students in the same class.

The examples are intended to serve as "starters" for 504 teams designing accommodation plans that meet a student's specific need(s). The best 504 plans incorporate parent, teacher expertise and available regular education resources. Obviously, the kinds of accommodations schools can provide will vary based on school configuration, age of student, etc. The 504 evaluation team decides the accommodations that will best support a particular student. The following examples are organized into two groups. The first group includes general environmental, organizational, behavioral, presentation, and assessment strategies. The second group includes possible examples of accommodations that might be valuable when dealing with specific disability profiles.

Examples of General Accommodations

- **Environmental Strategies**
- **Organizational Strategies**
- **Behavioral Strategies**
- **Presentation Strategies**
- **Evaluation Methods**



Examples of Accommodations for Specific Disabilities

Autism	Deaf-Blindness	Deafness
Emotional Disturbance	Hearing Impairment	Intellectual Disability
Multiple Disabilities	Orthopedic Impairment	<i>Other Health Impairment</i>
Speech or Language Impairment	Traumatic Brain Injury	Specific Learning Disability
Visual Impairment Incl Blindness		
<p>Physical Disabilities: Brain Injury, Cancer, Diabetes, Digestive Disorders, Epilepsy, Fibromyalgia, Heart Disease, Hepatitis, Lupus, Multiple Sclerosis, Neurogenic Disorders, Parkinson’s Disease, Respiratory Disabilities, Rheumatoid Arthritis, Sickel Cell Anemia, Spinal Disorders, Stroke</p>		

Examples of General Accommodations

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Change student seating
- Provide sensory breaks

Organizational Strategies

- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Teach study/organizational skills
- Schedule before or after school assistance for homework assignments

Behavioral Strategies

- Confer with the student's parents (and student as appropriate)
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract

Presentation Strategies



- Tape lessons so the student can listen to them again; allow students to tape lessons
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Ask student to repeat/paraphrase context to check understanding

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Allow for assignments to be word processed

Evaluation Methods

- Provide a sample or practice test
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading



Name _____ Date _____

School _____ Grade _____

Children / Adolescents with Sickle Cell Disease School Planning Recommended Accommodations / Modifications

The following are examples of “Reasonable Accommodations” for students with sickle cell disease who have been identified as eligible, via Section 504 of the Rehabilitation Act of 1973 (“504 Plans”) or pursuant to the Individuals with Disability Education Act (“IDEA”). Planning for these accommodations works best when parents and students have conversations with school personnel through 504 teams, Planning and Placement Teams or through Student Assistance Teams with discussion of the following:

<p>Unlimited access to the School Nurse. (The school nurse is an important team member in the development of an IHPC and ECP.</p>	<p>Time extensions on assignments or tests may be required during/ following acute episodes when absent from school due to complications of their sickle cell disease, hospital admissions, medical appointments or emergency department visits.</p>	<p>Modified gym class during episodes of illness and the option for child to rest, as needed. Student to sit out during PE if needed due to pain or crisis.</p>
<p>Parent provides consent for physician orders to administer necessary medications during the school day.</p>	<p>Curriculum modifications may be required.</p>	<p>Notify parent of outbreak of contagious illness (chickenpox, measles, influenza, etc.)</p>
<p>Access to fluids throughout the day (to prevent dehydration). Parent to provide a water bottle.</p>	<p>Bathroom privileges as needed (due to the effect of the disease on the kidneys).</p>	<p>All necessary school personnel should have access to printed educational materials about sickle cell disease.</p>
<p>Rest breaks may be needed during the day. At patients discretion.</p>	<p>Availability of a modified school day – with progressive steps to return to full-day. Planning for this will include parent, physician or health care provider and school personnel (for use during or at the</p>	<p>Desk to be Cleansed during all incoming classes.</p>



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	end of an acute episode)	
An extra set of books to keep at home (Students may not have physical strength to carry heavy books, especially following periods of acute illness or pain. This is also beneficial if the student is absent from school so that they have access to their course work).	Absences are excused when parents notify the schools that the child is absent due to sickle cell disease and related complications	
Minimize time outside in severe weather (too cold/too hot) with alternative activity provided. Student should be properly dressed during cold weather.	Parents and schools will work together to set up a system to obtain missed assignments and homework.	
Access to warm, safe place during fire drills.	Parents and students will be made aware that there are social and emotional supports available in the school system (please consider consultation or referral to the School Social Worker or Psychologist, if indicated).	
Seating away from drafts or air conditioners. Permission to have alternative/comfortable seating, as needed	Tutoring may be needed for the student to achieve academic success (Sickle cell disease is a lifelong, chronic illness with episodes of acute complications. The cumulative effects of experiencing acute episodes, combined with sporadic absences from school, often effect learning and make it difficult for students with chronic illness to catch up on their course .	

