

Accommodations under Section 504 are determined by the 504 team and tailored to each child's unique needs. Below are examples of possible accommodations based on specific diagnoses.

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### ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

**EXAMPLE:** *The student frequently misses school and does not have the strength to attend a full day. This student has a disability that substantially limits the life activities of learning and caring for oneself.*

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#### Possible Accommodations:

- Develop a health care and emergency plan.
- Apply universal precautions.
- Administer medications, if necessary.
- Adjust attendance policies.
- Adjusted schedule or shortened day.
- Provide rest periods.
- Adapt the physical education curriculum.
- Establish routine communication with health professionals, school nurses, and home.
- Meet with doctors, parents, teachers, and administrators.
- Provide a two-way audio/video link between home and classroom.
- Modify assignments and tests.
- Arrange for an adult tutor at school or at home.
- Provide education and support for peers regarding issues of death and dying.
- Tape books or provide a personal reader.
- Provide a home computer with e-mail.
- Arrange for a support group.
- Develop and promote a nondiscriminatory classroom climate and supportive student attitudes.
- Initiate a "Kids on the Block" disability awareness program.
- Videotape the classroom teacher.
- Provide a peer support group to encourage communication.
- Furnish homebound services for extended periods of illness.

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### ALLERGIES

**EXAMPLE:** *The student has severe allergic reactions to certain pollens and foods. The condition is substantially limiting to the major life activity of breathing.*

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#### Possible Accommodations:

- Avoid allergy-causing substances: soap, weeds, perfumes, pollen, and food.
- Provide clean rooms and avoid rooms with carpet.

- Allow time for shots/clinic appointments.
- Use air purifiers.
- Adapt physical education curriculum during high pollen time.
- Improve room ventilation. (When remodeling has occurred and materials may cause an allergy.)

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### ARTHRITIS

**EXAMPLE:** *A student with arthritis may have persistent pain, tenderness, or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program. The condition substantially limits the major life activity of performing manual tasks.*

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#### Possible Accommodations:

- Develop a health care plan and emergency plan.
- Provide a rest period during the day.
- Accommodate for absences for doctor's appointments.
- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, typewriter/ computer, etc.).
- Modify the physical education curriculum.
- Administer medication, if necessary.
- Arrange for assistance with carrying books, lunch trays, etc.
- Provide book caddy.
- Implement a movement plan to avoid stiffness.
- Provide seating accommodations.
- Allow extra time between classes.
- Provide locker assistance.
- Provide modified eating utensils.
- Make available access to wheelchairs/ ramps and school vans for transportation.
- Provide time for exercises that may be needed.
- Modify recess time.
- Provide peer support groups.
- Arrange for someone else to take notes.
- Install handle-style door knobs (openers).
- Record lectures/presentations.
- Have the teacher provide outlines of the presentation.
- Issue Velcro fasteners for bags, shoes, and coats.
- Obtain padded chairs.
- Provide a more comfortable style of desk.
- Adjust attendance policy, if needed.
- Furnish a warmer room and sit students close to the heat.
- Supply extra books for home use and keep a set at school.
- Let students give reports orally rather than written.
- Modify the school curriculum, i.e., in-band assist in selecting an instrument students can play.

- Make any needed bathroom accommodations.
- Accommodate for writing with a computer and notetaking with a tape recorder.

### ASTHMA

**EXAMPLE:** A student has been diagnosed as having asthma. The doctor has advised the student not to participate in physical activity outdoors. The disability limits the major life activity of breathing. The school is required to make reasonable accommodations in the education program.

#### Possible Accommodations:

- Develop a health care and emergency plan.
- Modify activity level for recess, physical education, etc.
- Use air purifier or inhalants.
- Remove allergens (e.g., hairspray, lotions, and perfumes).
- Accommodate medical absence; arrange transportation to home/clinic.
- Provide education to peers/teachers/others (bus drivers, cooks, etc.).
- Provide access to water, gum, etc.
- Provide compensation if an individual misses an excessive amount of school.
- Have peers available to carry materials to and from classes (e.g., lunch tray, books).
- Provide rest periods.
- Make school health care needs known to the appropriate staff.
- Modify field trip experiences.
- Provide indoor space before and after school.
- Arrange for access to a wheelchair for transition purposes.
- Have a locker location that is centralized and free of atmosphere changes.
- Modify attendance policies.
- Modify certain learning activities.

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

**EXAMPLE:** The student does not meet eligibility requirements under IDEA as emotionally disturbed, learning disabled, or other health impaired. The student is regarded as having ADD by a doctor, and the disability limits the major life activity of learning.

#### Possible Accommodations:

- Adjust student seating.
- Use simple, concise instructions.
- Provide a peer tutor /helper.

- Administer medication, if necessary.
- Modify assignments.
- Change the instructional pace.
- Provide supervision during transitions, disruptions, and field trips.
- Use study guides and organizing tools.
- Modify testing procedures.
- Initiate frequent parent communication.
- Establish a school/home behavior management program.
- Provide training for staff and parents.
- Have the student use an organizer-train in organizational skills.
- Establish a cue between teacher and student.
- Assign chores/duties around the room/school.
- Modify the environment to avoid distractions.
- Have the child work in a study carrel.
- Highlight required or important information/ directions.
- Place assignments/ directions on tape for auditory learners.
- Provide students, parents, and/or teachers with a checklist to record assignments or completed tasks.
- Use a timer to assist students in focusing on a given task or number of problems in the time allotted - *stress* they need to be done *correctly*.
- Have the student restate or write directions/instructions.
- Allow students to respond in various modes (i.e., may place answers for tests on tape instead of paper).
- Give students the opportunity to stand while working.
- Provide additional supervision to and from school.
- Modify students' work areas with barriers.
- Prescribe physical activity, exercise, etc.
- Determine trigger points and prevent actions leading to trigger points.

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### Cancer

**EXAMPLE:** *A long-term medical problem student may be given consideration to accommodate special needs. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy. The condition is substantially limiting to the major life activity of caring for oneself.*

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#### Possible Accommodations:

- Develop a health care and emergency plan.
- Provide school nursing services.
- Apply universal precautions.
- Adjust attendance policies.
- Limit the number of classes taken; accommodate scheduling (breaks, etc.).
- Provide homebound services as appropriate.

- 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 appropriate assistance technology.
- Provide dietary accommodations.
- Shorten the day; arrange for home tutoring following treatment.
- Provide additional sets of texts and assignments to hospital school.
- Tape lessons.
- Modify the schedule to include rest breaks.
- Provide counseling; establish a peer support group.
- Adapt physical education.
- Provide access as needed to school health services.
- Provide awareness training to staff and students.
- Offer school counseling on death and dying.
- Furnish a peer tutor.
- Adapt workload.
- Provide students with a separate bathroom.
- Provide an interactive computer/modern.
- Set up crisis teams.
- Instigate a free pass system in the classroom.
- Modify requirements for graduation.

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### CEREBRAL PALSY

**EXAMPLE:** *The student has severe difficulties with fine and gross motor skills. A wheelchair is used for mobility. Cognitive skills are very good. The condition is substantially limiting to the major life activity of walking.*

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#### Possible Accommodations:

- Develop a health care and emergency plan.
  - Provide assistive technology devices.
  - Arrange for the use of ramps and elevators.
  - Assist with carrying books, lunch trays, etc.
  - Modify the physical education curriculum.
  - Provide for physical therapy.
  - Monitor medication administration.
  - Modify eating utensils.
  - Educate peers/staff.
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### CONDUCT DISORDER

**EXAMPLE:** *The student exhibits poor peer interactions, has no friends, and isolates himself from group activities. The condition is substantially limiting to the major life activity of learning.*

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#### Possible Accommodations:

- Teach cooperative learning strategies within the classroom.
- Work with the family to implement a home/school behavior plan.
- Provide school counseling.
- Implement a behavior management plan.
- Provide information in a big brother/ sister program.
- Provide extra-curricular activities that interest the student.
- Provide peersupport groups.
- Begin social skills instruction.
- Monitor and/or administer needed medications as prescribed.
- Teach appropriate social skills.

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### DRUGS AND ALCOHOL

**EXAMPLE:** *The student has used drugs and alcohol for many years. This problem has affected the major life activities of learning and caring for oneself. The student is presently not using drugs or alcohol and is in a rehabilitation program. If the student is not using drugs or alcohol, he/she could qualify for accommodations under Section 504/ ADA. The condition is substantially limiting to the major life activity of learning.*

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#### Possible Accommodations:

- Provide texts and assignments to the treatment facility.
- Arrange for periodic home-school contacts.
- Establish a daily /weekly journal.
- Communicate with the treatment facility.
- Provide/arrange for school counseling.
- Establish a peer support group.
- Dismissed from school to attend a treatment program.
- In-service staff.

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### EMOTIONALLY DISTURBED

**EXAMPLE:** *A student who is emotionally disturbed may need an adjusted class schedule to allow time for regular counseling or therapy. The condition is substantially limiting to the major life activity of learning.*

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### Possible Accommodations:

- Administer medication, if necessary.
- Approve early dismissal to attend therapy.
- Maintain weekly/ daily journals; self-recording of behavior.
- Establish a home-school communication system.
- Schedule periodic meetings with home and treatment specialists.
- Provide carry-over of treatment plans into a school environment.
- Assist with agency referrals.
- Develop behavior management programs.
- Write contracts for student behavior.
- Post rules for classroom behaviors; teach expectations.
- Provide school counseling and social skills instruction.
- Educate other students/staff/school personnel.
- Provide carryover treatment plans into the home environment.
- Reinforce positive behavior.
- Schedule shorter study and work periods according to the attention span expected.
- Be consistent.

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### EPILEPSY

**EXAMPLE:** *The student is on medication for seizure activity but experiences several grand mal seizures each month. The condition is substantially limiting to the major life activity of learning.*

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### Possible Accommodations:

- Train staff and students and prepare a health care and emergency plan.
- Monitor and/or distribute medications, if necessary.
- Adjust seating to avoid injury.
- Provide rest time and academic considerations following a seizure.
- Arrange a buddy system.
- Provide an alternative recess.
- Provide education for peers.
- In-service staff.

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### OBESITY

**EXAMPLE:** *A student has an eating disorder that may require special accommodations. Obesity may be considered a disability under Section 504/ADA when it substantially impairs the major life activities of walking and breathing.*

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### **Possible Accommodations:**

- *Provide special seating modifications.*
- *Make dietary modifications.*
- *Adjust the meal schedule.*
- *Adapt the physical education program.*
- *Allow extra time to get to classes.*
- *Adapt restrooms.*
- *Begin a peer support group.*
- *Allow more passing time.*
- *Ensure privacy for self-care.*
- *Provide school counseling.*
- *Provide elevator privileges.*
- *Arrange classroom furniture to provide room to negotiate and move around the classroom seating.*
- *Address bus scheduling concerns to ensure room on buses for seating.*
- *Arrange to provide opportunities for the individual to participate in intramural events.*
- *Make any class location changes that may be needed.*

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## **ORTHOPEDICALLY IMPAIRED**

**EXAMPLE:** *The student has limited mobility and is confined to a wheelchair. The condition is substantially limiting to the major life activity of walking.*

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### **Possible Accommodations:**

- *Develop a health care and emergency plan.*
- *Implement an adaptive physical education program.*
- *Provide physical therapy at school.*
- *Check facilities regarding physical accessibility.*
- *Provide extra time to get to class.*
- *Supply a set of textbooks for home.*
- *Provide a copy of class notes from a peer.*
- *Practice emergency exit from the school building.*

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## **PARENT WITH HEARING IMPAIRMENT**

**EXAMPLE:** *A parent is hearing-impaired and requests access to school-sponsored activities. The school makes accommodations by providing interpreter services so that the parent can participate effectively in school-sponsored events or meetings about the student.*

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### Possible Accommodations:

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

## PREGNANCY

**EXAMPLE:** A student in 12th grade delivered a baby in February. Physical complications of the birth prevented the student from returning to school for two weeks and resulted in several physical limitations after she returned to school. She has good grades and has kept up with graduation credit requirements. The condition is substantially limiting to the major life activity of learning.

### Possible Accommodations:

- Provide home instruction.
- Allow time to seek appropriate health services/time with the school nurse.
- Modify academic schedule as needed.
- Modify curriculum as needed (physical education/ extracurricular activities).
- Arrange for more comfortable seating.
- Arrange for make-up work and extend timelines for assignments.
- May need to adapt physical education.
- Provide access to school counseling/ social work.

## STUDENT FORMERLY RECEIVING SPECIAL EDUCATION SERVICES

**EXAMPLE:** The student has exited a special education program but still needs some academic accommodations to function in a general classroom.

### Possible Accommodations:

- Maintain ongoing monitoring of progress.
- Establish daily/ weekly progress reports.
- Allow for academic modifications.
- Provide after-school tutoring.
- Provide peer tutoring.
- Provide journal activities.
- Adjust homework assignments.
- Have students work toward more independent achievement of assignments.
- Contact previous special education teachers.
- Review files of progress reports and see what plans were successful.

## STUDENT WITH SPECIAL HEALTH CARE NEEDS

**EXAMPLE:** *The student has a special health care problem and requires clean intermittent catheterization twice each day. This procedure empties the bladder and helps prevent urinary tract infections and possible wetting. The school must provide trained personnel to perform the procedure or give the student a private location to perform the procedure. The condition is substantially limiting to the major life activity of caring for oneself.*

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### Possible Accommodations:

- Apply universal precautions.
  - Provide trained personnel to perform special procedures.
  - Provide students with a private location and time to perform procedures.
  - Involve school nurses, parents, teachers, and staff.
  - Allow preferential seating.
  - Modify recess, physical education, and transportation.
  - Modify classroom environment.
  - Reevaluate/ update periodically.
  - Develop a health care and emergency plan.
  - If necessary, modify the attendance policy.
  - Establish health alerts- every staff member involved with this student is aware of the health problem and the proper procedures.
  - Provide a beeper/ paging system for trained personnel.
  - Arrange for trained personnel on school field trips.
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## TEMPORARILY DISABLED

**EXAMPLE:** *A student was in an automobile accident and will be homebound and/or hospitalized for a period of time. The student is considered temporarily disabled under Section 504/ADA and should receive accommodations if this disability substantially limits a major life activity.*

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### Possible Accommodations:

- Provide duplicate sets of texts.
- Provide assignments to the hospital school.
- Tape lessons.
- Provide homebound instruction.
- Schedule periodic home-school meetings.
- Arrange for students to leave class early to get to the next class.
- Provide access to elevators.
- Adapt the physical education program.
- Arrange for a friend to assist the student in getting from class to class (support network).

- Provide an interactive system, such as a computer or e-mail.
- Organize school counseling trauma from accident.
- Arrange for peer notes.
- Provide help with getting lunch trays.
- Change seating arrangements to accommodate needs.
- Modify assignments depending on the disability.
- Allow more time for test completion.
- Allow shortened days; adjust attendance policy.
- Address special accommodations for a wheelchair.
- In-service staff and class prepare health care and emergency plans.
- Test verbally.
- Provide peer assistance for social involvement (keep the child informed of social activities).

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### TOURETTE'S SYNDROME

**EXAMPLE:** *The student exhibits inappropriate gestures and sounds in the classroom and hallways. The condition is substantially limiting to the major life activity of learning.*

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#### Possible Accommodations:

- Pair with a fellow student for study.
  - Educate other students about associated outbursts.
  - Arrange for frequent parental interaction.
  - Medication administration, if necessary.
  - Provide supervision for transition activities.
  - Provide alternative workspace.
  - Initiate a time-out.
  - Provide peer service.
  - Provide appropriate space for the child to act out the episode.
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### TRAUMATIC BRAIN INJURY

**EXAMPLE:** *The student sustained a brain injury in an automobile accident. Many academic and motor skills have been lost from the injury. The condition substantially limits the major life activities of learning, performing manual tasks, and/or caring for oneself.*

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#### Possible Accommodations:

- Provide extended school year/time.
- Furnish memory/ organizational aids.
- Provide alternative testing.

- Initiate tutoring programs.
- Arrange for health care and an emergency plan.
- In-service staff and peers.

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### TUBERCULOSIS

**EXAMPLE:** *The student contracted tuberculosis two years ago and has been under treatment. The disease is no longer infectious, but the student is still weak. The condition is substantially limiting to the major life activity of caring for oneself.*

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#### Possible Accommodations:

- Adjust the length of the schoolday.
- Provide a home tutor, as necessary.
- In-service staff on problems that might arise with the student.
- Have the medical evaluator provide feedback to staff.
- Monitor the student's behavior and report changes to the nurse immediately.
- Encourage students to stay in school as much as possible, as illness permits.
- Provide an alternative place for recess during cold weather.
- Has the student been evaluated periodically?
- In-service students.

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**Contagious Infectious Diseases:** If a child has a contagious disease that is dangerous to students, he/she needs to be treated in another environment but still be provided FAPE.



## SECTION 504 ELIGIBILITY AND CHILD ACCOMMODATION PLAN

Child: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

DOB: \_\_\_\_\_

Review Date: \_\_\_\_\_

Case Manager: \_\_\_\_\_

### Part 1: JUSTIFICATION FOR SERVICES

1. Does the child have a physical or mental impairment that substantially limits one or more of his/her major life activities?

☐ YES ☐ NO

☐ caring for one's self

☐ hearing

☐ performing manual tasks

☐ speaking

☐ walking

☐ working

☐ seeing

☐ learning

☐ breathing

Is the child disabled under Section 504?

☐ YES ☐ NO

2. Briefly document the basis for determining the disability: \_\_\_\_\_

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3. Describe areas of need and action to be taken: \_\_\_\_\_

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## Section 504: Examples of Disabilities and Accommodations

Area of Difficulty: \_\_\_\_\_

Accommodations: \_\_\_\_\_

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Evaluation: \_\_\_\_\_

\_\_\_\_\_

Area of Difficulty: \_\_\_\_\_

Accommodations: \_\_\_\_\_

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Evaluation: \_\_\_\_\_

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Area of Difficulty: \_\_\_\_\_

Accommodations: \_\_\_\_\_

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Evaluation: \_\_\_\_\_

\_\_\_\_\_

Area of Difficulty: \_\_\_\_\_

Accommodations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation: \_\_\_\_\_

\_\_\_\_\_

I give permission for my child to receive the above-mentioned services.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

## SECTION 504 ACCOMMODATION PLAN

**I. Name:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**II. School:** \_\_\_\_\_

**Grade:**

**III. Type of Plan:** \_\_\_\_\_ **Plan Date:** \_\_\_\_\_

**IV. Mental and/or Physical Condition(s):** \_\_\_\_\_

**V. Determination as a Qualified Individual:**\_\_\_\_\_

**VI. Major Life Activities:**

**VII. Describe the Educational Impact:**



VIII. Necessary Accommodations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IX. Least Restrictive Environment: \_\_\_\_\_  
\_\_\_\_\_  
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X.	Committee Signatures	Titles	Date
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

XI. I have reviewed this plan and have received a copy of the notice of Section 504 Rights.

_____	_____
Parents Signature	Date