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I.	INTRODUCTION.....	1
A.	What Is Section 504?.....	1
B.	What Is The Individuals With Disabilities Education Act?.....	1
C.	Who Is Protected Under The IDEA?.....	1
D.	Who Is Protected Under Section 504 And The ADA?.....	2
E.	How do Section 504 and IDEA interact.....	3
F.	IDEA and Section 504: A Brief Overview of Differences.....	4
II.	OVERVIEW OF SECTION 504.....	5
G..	Requirements.....	5
1.	Nondiscrimination.....	5
2.	Free Appropriate Public Education.....	6
H.	Child Find.....	6
1.	Red Flags For Considering Possible Supports Under Section 504/ADA.....	6
I.	Referrals.....	7
1.	Who Can Refer?.....	7
2.	The Referral Process.....	8
3.	Inappropriate Referrals for Section 504.....	8
J.	Evaluation Process.....	9
1.	The Section 504 Evaluation.....	9
K.	Eligibility.....	10
1.	Definitions.....	10
2.	Scope of 504 Protections.....	11
3.	Eligibility Determinations At The Section 504 Evaluation Meeting.....	11
L.	Section 504 Plan.....	12
1.	How Does The Disability Impact The Student’s Learning?.....	12
2.	Development of A Section 504 Plan.....	13
3.	Implementation.....	14
M.	Monitoring and Review of Student Progress.....	14
1.	When Must The Student Be Reevaluated?.....	14
2.	Frequency Of Reevaluations.....	14

Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any federal department or agency. These organizations and employers include school districts and other public educational entities.

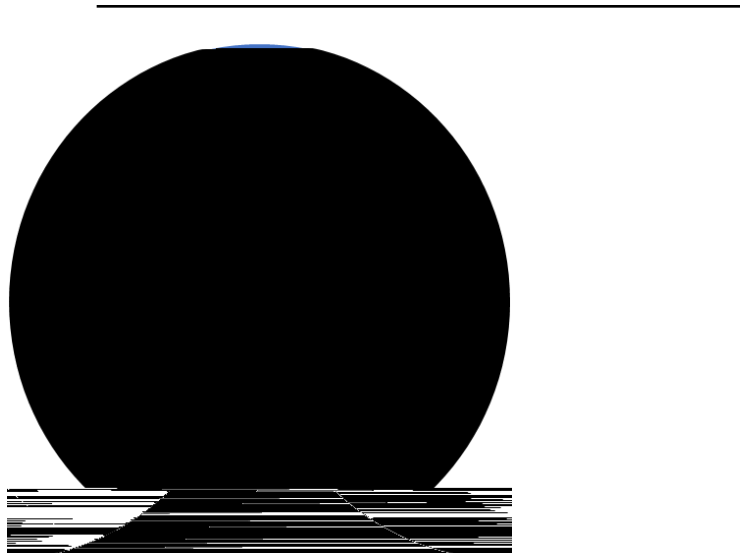
Section 504 forbids organizations from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services. In the school setting, Section 504 guarantees disabled students a right to a free appropriate public education.

The Individuals with Disabilities Education Act (IDEA), which was most recently reauthorized in 2004, is the federal statute that guarantees students with a disability a free appropriate public education made up of special education and related services that are designed to meet each student's unique needs. The IDEA sets forth procedural and substantive requirements that LEA's must follow.

The IDEA applies to any public school district or public agency responsible for providing special education or related services to disabled students. To be protected by the IDEA, a student must meet the eligibility criteria set forth under state and federal law. He or she must also require special education and related services. Under the IDEA and state law, children with disabilities have the right to a free appropriate public education (20 USC § 1400 et. seq.; Cal. Educ. Code § 56000.) A "child with a disability" is a child with mental retardation, a hearing impairment, a speech or language impairment, a visual impairment (including blindness), emotional disturbance, orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services which cannot be provided with modification of the regular school program. (20 USC § 1401(3)(A); 34 CFR § 300.8(a); Cal. Educ. Code § 56026(a) and (b).)

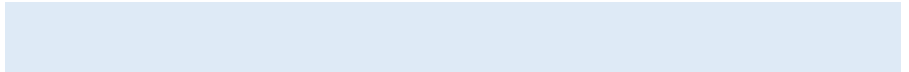
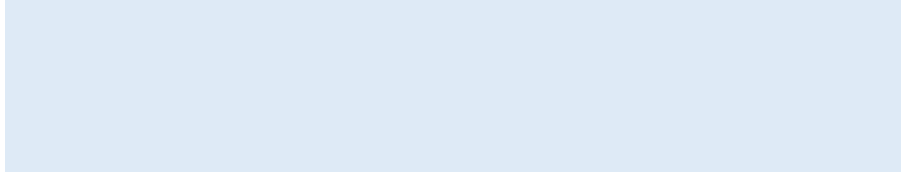
Section 504 and the Americans with Disabilities Act (ADA) protect qualified individuals with disabilities. An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities.¹ People who have a history of, or who are regarded as having, a physical or mental impairment that substantially limits one or more major life activities are also covered, although to a lesser extent.

“Major life activities” as defined in the Section



Educational benefit

Equal access for students with disabilities



- Refuse to allow a person with a disability to participate in

The federal regulations that implement Section 504 require a recipient that operates an elementary or secondary education program, such as the District, to provide a free appropriate public education (FAPE) to each qualified individual with a disability in its jurisdiction (34 CFR 104.33(a).) A FAPE is defined by 34 CFR § 104.33(b)(1), as “the provision of regular or special education and related aids and services that are designed to meet the needs of individuals with disabilities as adequately as the needs of individuals without disabilities are met.”

Section 504 requires school districts to annually “undertake to identify and locate every qualified individual with a disability residing in their jurisdiction who is not receiving a public education. (34 CFR § 104.32.) Schools must conduct an evaluation of any student “who, because of handicap, needs or is believed to need special education and related services.” (34 CFR § 104.35(a).)

This obligation extends to privately enrolled students and also to those children residing in hospitals and universities. Homeless children within District boundaries are also included in Section 504’s child find scope.

- When a parent frequently expresses a concern about their child’s performance.
- When a suspension or expulsion is being considered for any student.
- When retention is being considered for any student.
- When a student shows a pattern of not benefiting from instruction.
- When a student returns to school after a serious illness or injury.
- When a student is referred for evaluation, but it is determined not to do an evaluation under the IDEA.
- When a student is evaluated and does not qualify for special education services under the IDEA.
- When a student exhibits a chronic health condition.

- When a student has been identified as having attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).
- When a student is identified as “at risk” or exhibits the potential for dropping out of school.
- When substance abuse is an issue. The individual must have stopped using the substance and should either be in rehabilitation or have gone through the rehabilitation process.
- When a disability of any kind is known or suspected.
- When a new building or remodeling is being considered and a student is known to have extreme sensitivity to chemicals.
- When a student has a parent with a disability.

A school district, a private or public agency or institution or a parent may initiate a referral for a pre-placement evaluation, the same as under IDEA. Although Section 504 regulations do not address when, or whether, school districts must obtain prior parental consent for initial evaluations, OCR has concluded such consent is necessary.²

from

- A student fails to qualify for special education and related services under the IDEA, but is automatically provided with a Section 504 Service Plan.
- A student is automatically placed on a Section 504 Service Plan when the student no longer qualifies for special education services under the IDEA without first qualifying based on Section 504 criteria.
- A student is placed on a Section 504 Service Plan as an alternative way to receive special education and related services because the parent/guardian refuses to “label” his/her child by including him/her in a special education program; this may also apply in cases where parent/guardian has revoked consent to special education.

Notification to the parent/legal guardian is required for a Section 504 evaluation or re-evaluation. The Section 504 Site Coordinator or his/her designee shall send the parent or legal guardian a copy of the Referral for Consideration of Section 504 Eligibility, the Notice of Meeting, Consent for Section 504 Evaluation, and Notice of Parent/Student Rights.⁴

The Section 504 evaluation should be individualized to consider each student’s individual needs. It should:

- Be based on information from a variety of sources, e.g. teacher(s), other school staff members, parent/legal guardian, physician, nurse, other professionals, or persons in the community.
- Document and consider all available pertinent information, such as records, assessment data, medical reports related to the suspected physical or mental impairment which may be substantially limiting major life activity.

⁴District Forms PARENT/GUARDIAN NOTICE OF MEETING [Checked for “Initial Meeting”] (SECTION 504 OF THE REHABILITATION ACT OF 1973), CONSENT FOR SECTION 504 EVALUATION (SECTION 504 OF THE REHABILITATION ACT OF 1973), and NOTICE OF PARENT/STUDENT RIGHTS (SECTION 504 OF THE REHABILITATION ACT OF 1973) may be used for this purpose.

- Be conducted by a team or group of persons including those who are knowledgeable about the child, the suspected handicapping condition, evaluative procedures, the meaning of evaluative data, and placement options.
- Utilize assessment materials, tests, and/or evaluation procedures which are tailored to assess specific areas of educational need, are not racially or culturally discriminatory, and are validated

Oclqt nkkg cevkvkvku means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. (34 CFR §104.3(j)(2)(ii).) Please see the description under Paragraph 2 of Page 2 for a further discussion of when a function might be considered a major life activity.

Uwducpvkcñ Korcktoqpvñ Interestingly, neither the Section 504 statute nor its implementing regulations provide a definition for the term “substantial limitation.” For further guidance, please refer to Section V, (Frequently Asked Questions), Question 3, “When does an impairment “substantially limit” a student’s major life activity?”

: Always remember, whether a particular condition constitutes a disability within the meaning of Section 504 or the ADA, requires a case-by-case determination.

Students who have an *cevvcñ rj{ukecñ qt ogpvcñ korcktoqpvñ vjcv ewttgpvcñ{ uwducpvkcñ{ nk okvu c oclqt nkkg cevkvkv{* are protected against discrimination based on their disability. These students are eligible for a free appropriate public education under Section 504.

Students who have a “*tgeqtf qh uwej cp korcktoqpvñ*” or who are “*tgiectfgf cu jcxkpi cp korcktoqpvñ*” are also protected by Section 504. However, although such students are protected against discrimination under Section 504, they are not entitled to a FAPE. The District’s duty to a student who “has a record of a disability” or is “regarded as disabled” is to protect the student from discrimination. (For example, it would be

- Statements and information from physicians or other professionals.
- Statements and information from parent/legal guardian and/or persons in the community.
- School attendance information.

- Does the student currently have a mental and/or physical impairment?

: While the term “substantial limitation” is not defined in Section 504, remember that “substantial” relates to the limitation of a major life activity, not the condition or handicap (e.g., a substantial limitation to learning).

- The impairment substantially limits one or more major life activities for that person.

If the student is determined to be an individual with a disability under Section 504, the Section 504 Team must develop a written Section 504 Plan which documents the regular or special education and/or related aids and services that will be provided in order to meet the educational needs of the disabled student, as adequately as the needs of non-handicapped persons are met.

The Section 504 Team should consider the impact of the impairment on the student’s learning and/or educational program. Areas of possible impact might include the following:

- Grades.
- Accessibility to all aspects of the curriculum (e.g. participation in physical education classes).

- Academic productivity and performance.
- Social/interpersonal relationships.
- Behavior/emotional status.
- Extracurricular activities.

: Ask the question: “Is the student afforded an equal opportunity to participate and/or benefit from education when compared to non-disabled, age-appropriate peers?”

For a student who has been identified as disabled within the meaning of Section 504, the Section 504 Team is responsible for determining what the student requires in order to receive an appropriate education. The Section 504 Team will develop a Section 504 Plan which will document the disability and the supports needed.

In developing the Section 504 Plan, the Section 504 Team must consider all available, relevant information drawing upon a variety of sources. This may include, but is not limited to, comprehensive assessments conducted by the District’s professional staff.

The parent/guardian must be invited to participate in the Section 504 Team meeting where the Section 504 Plan for the student will be developed. They also must be given an opportunity to examine all relevant records.

A copy of the Section 504 Plan must be maintained in the student’s cumulative file. The student’s teacher, instructional assistant and other school employees who provide services to the student shall be informed of the Section 504 Plan for the student.

If the Section 504 Team determines the development of a Section 504 Plan is not necessary, the Section 504 Team will document the basis for the decision that no

accommodations, aids and/or services (regular and/or special education) are currently needed.

Once a Section 504 Plan is developed, it must be shared with all members of the student's educational team for implementation. Each of the student's teachers and service providers should have a copy of the Section 504 Plan, and any other persons responsible for the student's education on a temporary basis (such as substitute teachers) should have access to a copy of the 504 Plan as well.

The Section 504 Team will periodically monitor the progress of the disabled student and the effectiveness of the student's Section 504 Plan. It is the general practice of the Sacramento City Unified School District to review Section 504 Plans on an annual basis; however, every case is

that results in a change of placement. (See Section II, H, below.)

- A reevaluation procedure that is consistent with the requirements of the IDEA is one way of meeting this requirement. However, although the IDEA requires reevaluations at least every three years, it is recommended that Section 504 Teams review Section 504 Plans annually. If addis

parent/guardian must be invited to participate as a member of this manifestation determination meeting. At this meeting, the team will determine (based upon a review of all relevant information in the student's cumulative and Section 504 Service Plan files, the Student's Section 504 9 Service Plan, any teacher observations, and any relevant information provided by the parent/guardian) whether the student's alleged behavior was a manifestation of his/her disability by answering the inquiry required by the IDEA. As of the 2015-2016 school year, the questions are:

- Whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or,

- Whether the conduct in question was the direct result of District's failure to implement the student's current Section 504 Service Plan.

If the team answers yes to either question, the alleged misconduct shall be determined to be a manifestation of the student's disability. However, if the team answers no to both questions, the alleged misconduct shall be determined not to be a manifestation of the student's disability and the District may take disciplinary action against the student, such as expulsion, in the same manner as it would with a child without disabilities. If the student's behavior is determined to be a manifestation of his or her disability, the District must conduct a functional behavior assessment, and implement a behavioral support plan for the student. In this situation, if a behavioral support plan has already been developed, the District will review the plan and modify it as necessary to address the behavior in question. However, regardless of whether a student's behavior was a manifestation of the student's disability, the District may determine, following assessment, that a change of placement is appropriate for the student. The District may proceed with this change of placement following notice to the parents; consent is not required for a change of placement pursuant to Section 504.

Section 504 allows school districts to discipline all students with disabilities who are current drug users for use or possession of drugs in violation of the school district's disciplinary code. 29 USC 705(20)(C)(iv). Because a Sacramento City Unified student who is currently using illegal drugs is not considered a student with a disability under Section 504, the student can be disciplined under our District's regular code of student conduct, even with a drug addiction.

In OCR Staff Memorandum, 17 IDELR 609 (OCR 1991), the agency stated that the "clear implication" from the legislative history is that an individual who is currently engaging in the illegal use of drugs loses his right to educational services (under Section 504), even if he is otherwise disabled." (, 307 IDELR 07 (OCR 1989) and , 307 IDELR 05 (OCR 1988).)

All school sites and programs within the Sacramento City Unified School District are responsible for compliance with all section 504 regulations. District and school site personnel work together to assure that barriers to education are removed for all students with disabilities.

- Facilitates the implementation of the

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The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Any individual, public agency or organization may file a written complaint of alleged noncompliance. The address to use in submitting all complaints is Sacramento City Unified School District 5735 47th Avenue, Sacramento, California 95824.

The complaint shall be presented to the Chief Human Resources Officer. The Chief Human Resources Officer will receive and investigate complaints and ensure district compliance with

The compliance officer shall make all

their educational program. Accommodations may include support of a physical, instruction, or social/emotional nature.

STUDENT STUDY TEAM (SST) – A committee composed of persons knowledgeable about the student’s individual needs, that student’s school history, the meaning of evaluation data, and the accommodation options available. The SST convenes to assist and support classroom teachers in addressing individual learning needs of their students. The SST will be utilized to gather, review, and provide evaluative procedures. Additional persons (e.g. school nurse, consultants, social worker, and teachers with specialized training) may be used on an ad hoc basis. Student Study Team may also be referred to as School Site Committee (SSC) or Student Success Team.

DISABILITY – Under Section 504, a disability status is considered if a person: 1) has a mental or physical impairment which substantially limits one or more of such person’s major life activities; 2) has a record of such impairments; or 3) is regarded as having such an impairment.

EVALUATION – A 504 evaluation must cover the area(s) of concern and be completed within thirty (30) days from the date of referral. Evaluation and test materials used must be chosen to assess specific areas of the student’s need and only trained persons may administer those tests or evaluations. Much of the information may be available in the student’s cumulative file. Need for special education and all medical conditions must be considered. While medical records can be provided by the parent, it is not mandated the district obtain doctor’s input, and is an option of the parents/guardians to hire a physician to determine a medical condition (e.g. vision, ADD/ADHD, substance abuse, etc.)

REFERRAL – A student may be referred for Section 504 consideration by a parent/guardian, a teacher or other certificated staff member, by the student, or by a community agency not connected with the school district.

REVIEW/RE-EVALUATION –The student’s progress should be reviewed periodically by the appropriate school staff and parent/guardian, and modified annually or more often, as needed.

SELF-EVALUATION –Section 504 requires that federal recipients evaluate their programs, physical accessibility, and employment practices to determine the extent to which current policies and procedures require modification to ensure full participation by students with disabilities. These evaluations should be conducted on a periodic basis.

STUDENT NEED –The area(s) of concern, because of handicap, that substantially limit(s) student’s access to a free, appropriate public education, whether it be special education or related services.

SUBSTANTIALLY LIMITS – It is generally accepted that without modifications and/or interventions the student would not be afforded an equal

opportunity to an appropriate education. A substantial limitation, therefore,

- A student with a diagnosed learning disability whose academic performance is within the norm for his age/grade is not substantially limited in the major life activity of learning;
- A student with ADHD whose behavior is within the norm for his age/grade and who is not removed from school for disciplinary reasons more than 10 school days in a school year is likely not substantially limited in the major life activity of behavior;
- A student with a food allergy who is not in danger of having an anaphylactic reaction during the school day is likely not substantially limited in the major life activity of breathing; and
- A student with a hearing impairment who has sufficient residual hearing to participate in and benefit from school without related aids or services is not substantially limited in the major life activity of hearing.

A district is required to provide FAPE to those students who have a physical or mental impairment that currently substantially limits a major life activity. The fact that a student “has a record of disability” or is “regarded as disabled” does not trigger a district’s duty to provide FAPE. A district’s duty to a student who “has a record of a disability” or is “regarded as disabled” is to protect the student from discrimination (e.g., it would be discriminatory for a district to prohibit a student who has a record of drug addiction, but is not currently engaging in the illegal use of drugs, from participating in an interscholastic athletic team, based on the student’s “record of disability”).

A “significant change in placement” means a significant change in the type or amount of educational or related aids or services that a district provides to a disabled student. For example:

- Initiating or terminating a service;
- Significantly increasing or decreasing the amount of a service;
- Disciplinary actions that exclude a student from school for more than 10 consecutive school days in a school year;
- Disciplinary actions that create a ~~that~~ of

suspensions, the total amount of time the student was excluded from school, and the similarities of the behaviors that led to the suspensions);

- Removal from a comprehensive school setting to home and hospital instruction or independent study.

A student with a temporary health condition whose condition is so severe that it substantially limits one or more of the student's major life activities for an extended period of time may qualify as a disabled student under Section 504. For example, though pregnancy is not generally considered a disability under Section 504, a district may determine that a pregnant student, who cannot attend school for several months due to pregnancy-related complications, is disabled under Section 504.

A student who is drug addicted but is in recovery and is not currently engaging in the illegal use of drugs, may qualify as a disabled student under Section 504 if the student's drug addiction substantially limits the student's ability to perform a major life activity (e.g., to learn or attend school). Such a student may need a modified schedule, school counseling, or another type of special education or related aid or service to participate in or benefit from the district's education program. A student who is drug addicted and is currently engaging in the illegal use of drugs, however, is excluded from the definition of a disabled student under Section 504. A district is under no obligation to evaluate such a student under Section 504 regardless of the educational impact the drug addiction is having on the student. A district may treat such a student in the same manner as it treats non-disabled students.

A student who is addicted to alcohol, regardless of whether the student is currently using alcohol or is in recovery, may qualify as a disabled student under Section 504 if the student's alcoholism is substantially limiting the student's ability to perform a major life activity (e.g., to learn or attend school). Such a student may need a modified schedule, school counseling, or another type of special education or related aid or service to participate in or benefit from the district's education program.

A district may discipline a disabled student for the illegal use or possession of drugs or alcohol at school or at a school-sponsored function in the same manner and to the same extent as it disciplines non-disabled students if the disabled student is a current user. The procedures at 34 CFR 104.35 (regarding manifestation determinations) and 104.36 (regarding procedural safeguards) are not required for such disciplinary actions. The parent or guardian of the disabled student may challenge the regular

education issues raised by the disciplinary action (e.g., whether the student did what he

Because state law, SHB 2834, defines “life threatening health condition” as a health condition that puts a student in danger of death during the school day if a medication or treatment order and a nursing care plan are not in place, by definition, a student with a “life threatening health condition” has a physical or mental impairment that substantially limits a

to meet individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met (34 CFR section 104.33(b)(i)). However, as a practical matter, disabled students who are likely to need special education services are students who are eligible for special education under the IDEA.

If a district chooses to participate in school choice, it must consider and act upon requests for admission under school choice in a manner that affords disabled students an equal opportunity to be admitted as compared to non-disabled students. As a general rule, a district cannot deny a disabled student admission under school choice unless it has a legitimate, nondiscriminatory reason for doing so (e.g., the grade level or school that the student needs is at capacity). A resident district's refusal to release special education funds for a student is not a legitimate reason to reject a disabled student under school choice.

As a general rule, a district cannot limit the length of a disabled student's school day unless it has a legitimate, nondiscriminatory reason for doing so (e.g., a shortened school day is necessary to provide a particular student FAPE). In general, transportation difficulties, staff shortages, and other administrative concerns are not legitimate reasons to place a disabled student on a shortened school day.

As a general rule, a district cannot exclude a disabled student from participating in a field trip for which the student is otherwise eligible to attend unless the district has a legitimate, nondiscriminatory reason for doing so (e.g., it is not medically or behaviorally safe to include the student). It is not a legitimate reason to exclude a disabled student from a field trip because:

- The student needs

student would not recoup the lost skill within a reasonable period of time; or

- For one or more other reasons, the interruption of instruction on a critical skill during a normal school break would prevent the student from benefiting from his or her education program during the regular school year.

Section 504 protects disabled students from being improperly removed from school for misconduct that is related to their disability. As a general rule, Section 504 and IDEA apply to the disciplinary removal of disabled students in a similar manner. Before a district can implement a disciplinary action that constitutes a “significant change in placement” (Refer to “What is a ‘significant change in placement’ under Section 504?”), it must evaluate the student to determine whether the

- Was the

A district must modify the curriculum in a general education class if a disabled student needs a modified curriculum to participate in or benefit from the class and the necessary modification does not fundamentally alter the nature of the class. A district is under no obligation to provide a curriculum modification that would result in a class that is fundamentally different in nature. For example, if a student is enrolled in a lab science class and the student cannot complete the lab requirement due to disability related absences, the district is under no obligation to modify the class

When developing

- Modify test delivery.
- Use tape recorders, computer-aided instruction, and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Tailor homework assignments.
- Use of one-to-one tutorials.
- Provide peer tutoring.
- Set time expectations for assignments.
- Provide tests in segments so that student finishes one segment before receiving the next part.

• Highlight main ideas and supporting details
 • Provide a graphic organizer

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- Color code place value tasks.
 - Provide organizers (e.g., cartons/bins) for desk material.
 - Provide content/lecture summaries.
 - Use extra spaces between lines of print.
 - Use raised-line paper.
 - Use advance organizers.
 - Involve a "services coordinator".
 - Provide student with an extra set of books for home use.
-
- Use behavioral management techniques.
 - Implement behavioral/academic contracts.
 - Utilize positive reinforcements (rewards).
 - Utilize negative reinforcements (consequences).
 - Confer with the student's parents and other teachers.
 - Establish a home/school communication system for behavior monitoring.
 - Post expectations, rules and consequences for classroom behavior.
 - Write a contract for student behavior.
 - Offer social reinforcers (i.e., praise) for appropriate behavior.
 - Establish daily/weekly progress report for the student (behavior and/or academic).
 - Implement self-recording of behaviors.
 - Change reinforcers.
 - Increase reinforcement frequency.
 - Delay reinforcement.
 - Use specific rather than general praise.

- Provide tangible reinforcers.
 - Teach self-monitoring.
 - Establish rules and review frequently.
 - Use an honor system.
 - Use peer-mediated strategies (e.g., "buddy system").
 - Adjust class schedules.
 - Allow for short breaks.
 - Allow legitimate movement.
-
- Tape lectures/lessons for the student.
 - Provide photocopied material for extra practice (i.e., outlines, study guides).
 - Require fewer drill and practice activities.
 - Give both oral and visual (written) instructions for assignments.
 - Vary the method of lesson presentation:
 - a. Lecture
 - b. Small groups
 - c. Large groups
 - d. Use audio visuals (i.e., filmstrips, study prints)
 - e. Peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)
 - f. Demonstrations
 - g. Experiments
 - h. Simulations
 - i. Games
 - j. One-to-one instruction with other adult

- Provide for oral testing.
- Ask student to repeat directions/assignments/lesson objective(s) to ensure understanding.
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength.
- Group for cooperative learning.
- Provide peer tutoring.
- Vary working surface (e.g., floor or vertical surface such as blackboards).
- Simplify/shorten directions.
- Ask frequent questions.
- Change question level.
- Provide sequential directions (label as first, second, etc.).
- Use manipulatives.
- Highlight relevant words/features.
- Use rebus (picture) directions.
- Provide visual cues (e.g., posters, desktop number lines, etc.).
- Block out extraneous stimuli on written material.
- Tape record directions.
- Tape record student responses.
- Use a study guide.
- Provide transition directions.
- Provide discussion questions before reading.
- Use word markers to guide reading.
- Alter sequence of presentation.
- Enlarge or highlight key words on test items.
- Provide anticipation cues.

- Segment directions.
 - Change far-point to near-point material for copying or review.
 - Repeat major points.
 - Use physical cues while speaking (e.g., 1, 2, 3, etc.).
 - Pause during speaking.
 - Use verbal cues (e.g., "Don't write this down," "This is important").
 - Change tone of voice, whisper, etc.
 - Use a primary typewriter or large print to create written material.
 - Call student's name before asking a question.
 - Color code materials/directions.
 - Use hand signals to cue behavior (e.g., attention, responding).
 - Repeat and simplify instructions about in-class and homework assignments.
 - Pre-teach material, concepts, vocabulary, etc.
-
- Repeat and simplify instructions about in-class and homework assignments.
 - Supplement oral instructions with visual instructions.
 - Change instructional pace.
 - Change instructional methods.
 - Change response format (e.g., from verbal to physical, from saying m m. " `

- Provide frequent review.
- Have student summarize at end of lesson.
- Use self-correcting materials.
- Provide mnemonic devices.
- Use timers to show allocated time.
- T

- Limit the amount of material presented on a single page.
- Provide a sample or practice test.
- Be aware of a student's preferred learning style and provide appropriate instruction/materials.
- Alter objective criterion level.
- Utilize supplementary materials.
- Reduce the number of items on a task.
- Adapt test items for differing response modes.
- Provide a critical vocabulary list for content material.
- Provide an essential fact list.
- Shorten project assignment into daily tasks.
- Incorporate currently popular themes/characters into assignments for motivation.
- Use self-teaching materials.
- Do only odd or even numbered items on a large task sheet.
- Teach varied reading rates (e.g., scanning, skimming, etc.).
- Circle math computation sign.
- Tailor homework assignments.
- Utilize supplementary materials.
- Modify grading (i.e. avoid penalizing for spelling, grade only on modified work load, avoid penalties for handwriting or submitting typed assignments instead of writing, provide credit based on student's oral participation in class).

The components of a Section 504 Plan will be based upon the unique needs identified during the evaluation process. The following examples are provided to help Section 504 Teams consider supports and services that may be applicable to a particular student. Again, these lists are not exhaustive, nor are they intended to be interpreted as required for any particular student. They are provided here to help Section 504

- 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 physical education curriculum.
- Establish routine communication with health professionals, school nurse, and home.
- Meet with doctor, parents, teachers, and administrators.
- Provide two way audio/video-link between home and classroom.
- Arrange for an adult tutor at school or home.
- Modify assignments and tests.

- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, typewriter/computer, etc.).
- Modify physical education curriculum.
- Administer medication, if necessary.
- Arrange for assistance with carrying books, lunch tray, 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 wheelchair/ramps and school van 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, coats.
- Obtain padded chairs.
- Provide a more comfortable style of desk.
- Adjust attendance policy, if needed.
- Furnish a warmer room and sit student close to the heat.
- Supply an extra set of books for home use and keep a set at school.

- Let student give reports orally rather than written.
- Modify the school curriculum, as necessary, i.e., in a band, assist in selecting an instrument the student can play.
- Make any needed bathroom accommodations.
- Accommodate for writing with a computer and note-taking with a tape recorder.

- Develop health care and emergency plan.
- ~~Modify~~ Modify activity level for recess, physical education, etc.
- Use an air purifier or inhalants.
- Remove allergens (e.g., hairspray, lotions, perfumes).
- Accommodate medical absence; arrange transportation to home/clinic.
- ~~W~~ Provide education to peers/teachers/others (bus drivers, cooks, etc.).
- Provide access to water, gum, ^-

- Modify certain learning activities.

- Adjust student seating.
- Use simple, concise instructions.
- Provide a peer tutor/helper.
- Administer medication, if necessary.
- Modify assignments.
- Change instructional pace.
- Provide supervision during transitions, disruptions, field trips.
- Use study guides, 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 student work in a study carrel.
- Highlight required or important information/directions.

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- Develop health care and emergency plan.
- Provide assistive technology devices.
- Arrange for use of ramps and elevators.
- Monitor and/or administer needed medications, as prescribed.
- Teach appropriate social skills.
- Assist with carrying books, lunch trays, etc.
- Modify physical education curriculum.
- Provide for physical therapy.
- Monitor medication administration.
- Modify eating utensils.
- Educate peers/staff.

- Allow the student to leave the class at any time to visit the restroom.
 - Allow student to take her enzymes at lunchtime and with all snacks.
 - Allow student to eat a high-energy candy bar or a special protein milk shake during recess.
 - Modify physical education activities to account for fatigue.
 - Send home assignments or have parent pick them up. If hospitalization will be required, and there is advanced notifications, conference with him/her beforehand to help keep up with work while he/she is away.
 - Maintain confidentiality.
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- A credentialed school nurse will develop an emergency care plan.
 - The student's teacher and support staff will be trained on identification and treatment of high and low blood sugars and the administration of glucagon each year. This training includes any staff involved in extracurricular activities the student participates in-this includes a before or after school program.
 - At least two people at the school with current CPR certification will have glucagon administration training.
 - The student will have access to glucometer at all times-it should not be locked up.
 - The student can check glucose where they wish as long as they maintain universal precautions.

Services.



- Provide/arrange for school counseling.
- Establish peer support group.
- Dismiss from school to attend treatment program.
- In-service staff.

- Train staff and students and prepare a health c`

- In-service staff.
- Arrange classroom furniture to provide room to negotiate and move around classroom seating.
- Address busing 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.

- 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 school building.

- Provide home instruction.
- Allow time to seek appropriate health services/time with school nurse.
- Modify academic schedule as needed with

- Adopt flexible testing schedule.
- Excuse the student from participation in the ongoing instructional activities and allow student to have a suitable rest period or quiet time within the classroom and to return to work when able.
- Encourage participation in gym exercises with the provision that the student be permitted to stop when tired without any embarrassing focus on him.
- If the parent prefers for the student to be excused from participation, permission should be given without prejudice, and appropriate use of the time should be arranged.
- Yearly updates from physician.
- Have student remain inside during recess when it is excessively hot or cold.
- Maintain confidentiality.

- Apply universal precautions.
- Provide trained personnel to perform special procedures.
- Provide student with private location and time to perform procedures.
- Involve school nurse, parents, teachers, and staff.
- Allow preferential seating.
- Modify recess, physical education, and transportation.
- Modify classroom environment.
- Re-evaluate/update periodically.
- Develop a health care and emergency plan.

- Allow shortened days; adjust attendance policy.
- Address special accommodations of a wheelchair.
- In-service staff and class and prepare a health care and emergency plan.
- Provide peer assistance for social involvement (keep child informed of social activities).

- 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 work space.
- Initiate time-out.
- Provide peer in-service.
- Provide appropriate space for the child to act out the episode.
- Provide peer in-service.
- Provide appropriate space for the child to act out the episode.

