Sample Section 504 Accommodations by Disability

Section 504 accommodations are based on the unique needs of the student identified during the evaluation process. (Note: These disabilities are covered by Section 504 only if the condition is substantially limiting to a major life activity and impacts a student’s education.) A student may require none, one or more of the accommodations listed or additional accommodations that are not listed in this sample. Some of the accommodations listed could be the parents/guardians’ or students’ responsibility.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)
- Develop health care and emergency plan.
- Apply universal precautions.
- School nurse administers medications if necessary.
- Adjust attendance policies.
- Adjusted schedule or shortened school day.
- Provide rest periods.
- Adapt physical education curriculum.
- Establish routine communication with health professionals, school nurse, and parents/guardians.
- Modify assignments and tests.

ALLERGIES
- Avoid allergy causing substances: (i.e. soap, weeds, perfumes, pollen, and food).
- Provide clean rooms and avoid rooms with carpet.
- Allow time for medical appointments.
- Adapt physical education curriculum during seasons
- Improve room ventilation.
- Develop and promote nondiscriminatory classroom climate and supportive student attitudes.

ARTHRITIS
- Develop health care plan and emergency plan.
- Provide a rest period during school day.
- Accommodate for absences for medical appointments.
- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, access to computer, etc.).
- Modify physical education curriculum.
- School nurse administers medication if necessary.
- Arrange for assistance with carrying books, lunch tray, etc.
- Provide book caddy.
- Implement movement plan to avoid stiffness.
- Provide seating accommodations.
- Allow extra time between classes.
- Provide locker assistance.
- Provide time for exercises that may be needed.
- Provide peer support groups.
- Arrange for a peer to take notes.
- Record lectures/presentations (Written permission must be received from teacher and parents/guardians of students in the classroom in order to receive this accommodation).
- Have teacher provide outlines of presentation.
- Adjust attendance policy if needed.
- Supply an extra set of books for home use.
- Let student give reports orally rather than written.
- Make any needed bathroom accommodations.
- Provide student access to teacher’s notes.

**ASTHMA**
- Develop health care and emergency plan.
- School nurse administers medication if necessary.
- Modify activity level during physical education.
- Allow use of inhalants.
- Accommodate medical absences.
- Provide education to peers/teachers/others (bus drivers, cooks, etc.).
- Provide rest periods.
- Modify field trip experiences.
- Modify attendance policies.

**ATTENTION DEFICIT DISORDER (ADD) AND ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**
- Adjust student seating.
- Use simple and concise instructions.
- Provide a peer tutor.
- School nurse administers medication if necessary.
- Provide supervision during transitions, disruptions, field trips.
- Use study guides and organizing tools.
- Modify testing procedures.
- Establish a school/home behavior management program.
- Have the student use an organizer and teach student organizational skills.
- Establish a cue between teacher and student to redirect attention.
- Modify environment to avoid distractions.
- Have student work in a study carrel.
- Highlight required or important information/directions.
- Provide a checklist for student and/or teacher to record assignments or completed tasks.
- Use a timer to assist student to focus on given task or number of problems in time allotted.
- Have student reiterate or write directions/instructions.
- Provide tests in segments allowing student to finish one segment before receiving the next segments.

**CANCER**
- Develop health care and emergency plan.
Adjust attendance policies.
Accommodate schedule.
Provide home tutoring as needed.
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 additional set of texts and assignments to hospital tutor.
Tape lessons (Written permission must be received from teacher and parents/guardians of students in the classroom in order to receive this accommodation).
Modify schedule to include rest breaks.
Provide counseling and establish peer support group.
Adapt physical curriculum.
Provide awareness training to staff and students.
Provide a peer tutor.
Set up a crisis team.
Initiate a free pass system from the classroom to nurse’s office.
Modify graduation requirements.

CEREBRAL PALSY
- Develop health care and emergency plan.
- Provide assistive technology devices.
- Arrange for use of ramps and elevators.
- School nurse monitors and/or administers needed medications, as prescribed.
- Assist with carrying books and lunch trays, etc.
- Modify physical education curriculum.
- Provide physical therapy at school.
- Educate peers/ staff about Cerebral Palsy.

CONDUCT DISORDER
- Provide school counseling.
- Develop and implement a behavior management plan.
- Provide appropriate social skills training.
- Teach cooperative learning strategies within the classroom.
- Work with the family to develop and implement a home/school behavior plan.
- Provide peer support groups.
- School nurse monitors and/or administers needed medications, as prescribed.

DRUGS AND ALCOHOL
If the student is not actively using drugs or alcohol and meets the eligibility criteria under Section 504 he/she may qualify for Section 504 accommodations.
- Provide texts and assignments to treatment facility.
- Arrange for periodic home-school contact.
- Establish daily/weekly journal.
- Communicate with treatment facility.
- Provide school counseling when student returns to school.
- Establish peer support group.
- Dismiss from school to attend treatment program.
- Educate other students/staff/school personnel.

**EMOTIONAL DISABILITY**
- School nurse administers medication if necessary.
- Approve early dismissal to attend therapy.
- Maintain weekly/daily journals; self-recording of behavior.
- Establish home-school communication system.
- Schedule periodic meetings with home and treatment specialists.
- Develop and implement behavior management programs.
- Provide school counseling and social skills instruction.
- Educate other students/staff/school personnel.

**EPILEPSY**
- Prepare a health care and emergency plan.
- Nurse will monitor and/or distribute medications if necessary.
- Adjust seating to avoid injury.
- Provide rest time and academic considerations following seizure.
- Arrange buddy system.
- Educate other students/staff/school personnel.

**LEARNING DISABILITY**
- Provide extended time on tests and assignments.
- Provide information on accessing materials through recordings (i.e. books on tape).
- Allow access to spell checkers.
- Allow access to a word processor.
- Provide oral directions in addition to written.
- Provide clearly sequenced instruction.
- Provide visual graphs/charts/diagrams to support instruction.
- Seating near the teacher.
- Support student use of organizational/time-management strategies.
- Use visual graphs and charts to accompany oral presentation).
- Provide a graphic organizer for writing assignments.
- Provide student access to teacher’s notes.

**OBESITY**
- Provide special seating modifications.
- Make dietary modifications.
- Adapt physical education curriculum
- Allow extra time to get to classes.
- Allow more passing time.
- Provide school counseling.
Provide for elevator privileges.
Educate other students/staff/school personnel.

**ORTHOPEDICALLY IMPAIRED**
- Develop a health care and emergency plan.
- Implement an adaptive physical education curriculum.
- Provide physical therapy at school.
- Provide extra time to get to class.
- Supply a set of textbooks for home use.
- Provide a copy of class notes from a peer and/or teacher.
- Practice emergency exiting from school building.

**TEMPORARILY DISABLED STUDENT (i.e. broken arm, leg or accident)**
- Develop health care and emergency plan.
- Provide duplicate sets of texts for home use.
- Provide home tutoring if required.
- Arrange for student to leave class early to get to next class.
- Provide access to elevators.
- Adapt physical education curriculum
- Arrange for a peer to assist student in getting from class to class
- Arrange for peer notes.
- Provide assistance for carrying books and getting lunch tray.
- Modify assignments depending on disability.
- Allow more time for test completion.
- Allow shortened school days and adjust attendance policy.
- Address special accommodations of a wheelchair.
- Educate other students/staff/school personnel.

**TOURETTE’S SYNDROME**
- Educate peers/staff/school personnel about associated outbursts.
- School nurse administers medication if necessary.
- Provide supervision for transition activities.
- Provide alternative work space.
- Allow student to take a break.
- Provide appropriate space for the student to act out episode.

**PARENT/GAURDIAN WITH HEARING IMPAIRMENT**
- Provide an interpreter for all school events when participation is expected.
- Make arrangements for home-school contacts/communication.
- Use written notes for all communication.