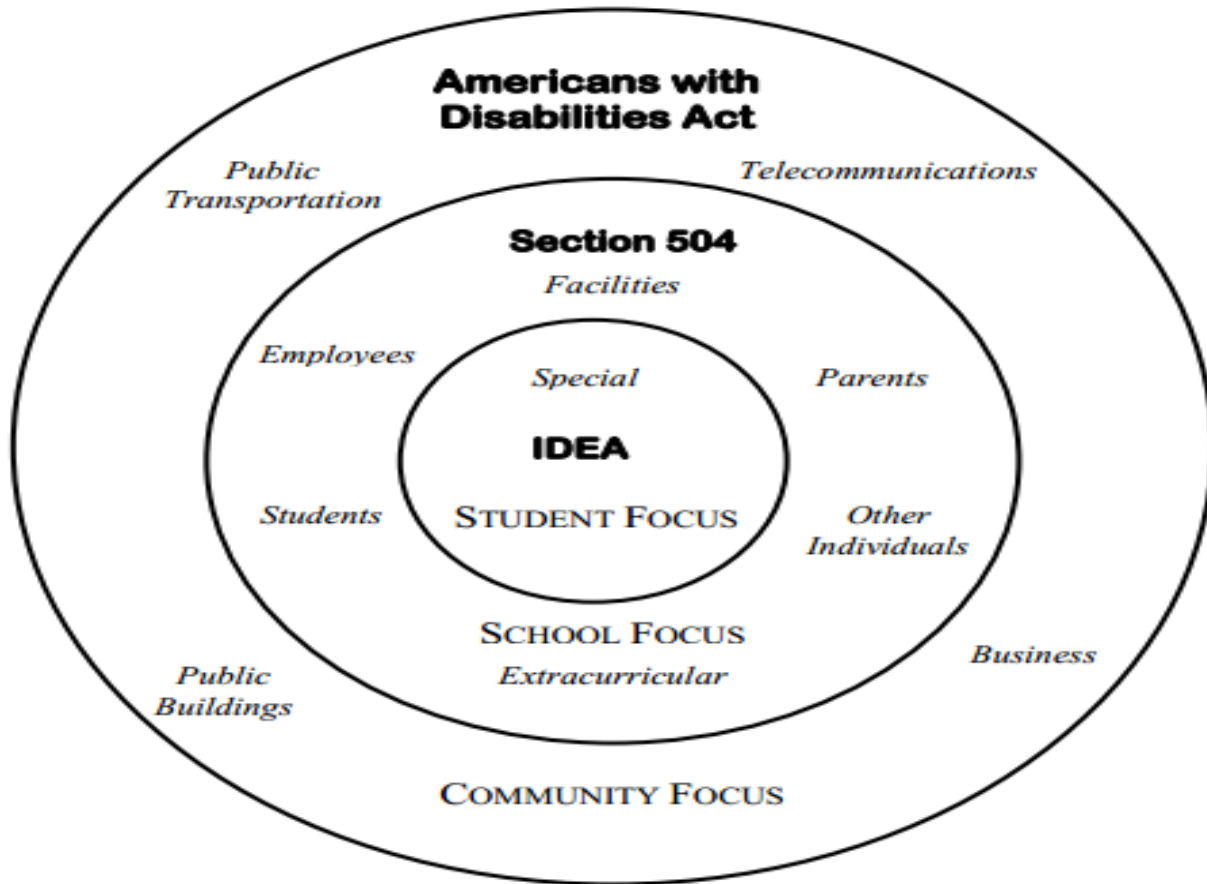


504 DEVELOPMENT GUIDE

*Kewaskum School
District*

KEWASKUM SCHOOL DISTRICT
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Section 504 in relation to other relevant laws

Americans with Disabilities Act (ADA): the ADA is a federal law which provides civil rights protections to all individuals with impairments in our society similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

Section 504: While Congress intended Section 504 to be consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 is more encompassing. The definition of impairment is much broader, including any physical or mental disability that substantially limits one or more major life activities, including but not limited to learning. For public school students, Section 504 covers all students who meet this definition even if they do not fall within an IDEA disability category. Students who qualify for Section 504 services do not automatically qualify for special education under IDEA.

Individuals with Disabilities in Education Act (IDEA): This law defines eligible students as those having specific types of disabilities and who, because of those conditions, need special education (specially-designed instruction) and related services in order to benefit from their education provided through an IEP.

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Section 504 defines a person with a disability as someone who:

1. Has a mental or physical impairment that substantially limits one or more **major life activities**
2. Has a record of such an impairment
3. Is regarded as having such an impairment

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. 42 U.S.C. 12102(4)(a)(2)(A).

A major life activity also includes the operation of a **major bodily function** including but not limited to: functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. 42 U.S.C. 12102 (4)(a)(2)(B).

Impairment vs. Disability

This definition draws a distinction between “impairment” and a “disability.” The difference lies in the effect the impairment has on the person. If the impairment causes a “substantial limitation” of a “major life activity” then the person has a “disability.” If the impairment does not “substantially limit” the person, then is not a disability.

Substantial Limitation

The determination of substantial limitation must be made on a case-by-case basis. The Kewaskum School District defines “substantially limits” as follows:

1. Unable to perform a major life activity that the average person in the general population can perform
2. Significantly restricted as to the condition, manner, or duration under which an individual can perform a major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity. 29 C.F.R. 1630.2(j).

Mitigating Measures

The determination of whether an impairment substantially limits a major life activity shall be made **without regard** to the effects of mitigating measures such as:

1. Medication, medicinal supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies
2. Use of assistive technology
3. Reasonable accommodations or auxiliary aids or services
4. Learned behavioral or adaptive neurological modifications. 42 U.S.C. 12102(4)(a)(4)(i).

This means that students (and employees) are disabled under Section 504 if they have a physical or mental impairment that **would** substantially limit them in a major life activity **if they were not** taking advantage of mitigating measures.

Temporary Impairments

A temporary impairment **does not** constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be considered on a case-by-case basis, taking into consideration both the duration/expected duration of the impairment and the extent to which it actually limits a major life activity.

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STRATEGIES AND ACCOMMODATIONS	
Environmental Strategies	Provide a structured learning environment
	Adjust class schedule
	Provide classroom note takers
	Modify nonacademic times such as lunch room and recess
	Modify physical education
	Change student seating
	Provide use of a study carrel
Alter location of personal or classroom supplies for easier access to minimize distraction	
Organizational Strategies	Modify test delivery
	Use tape recorders, computer-aided instruction, and other audiovisual equipment
	Select modified textbooks or workbooks
	Tailor homework assignments
	Provide peer tutoring
	Set time expectations for assignments
	Provide tests in segments (student finishes one segment before receiving the next)
Highlight main ideas and supporting details in the book	
Behavior Strategies	Use behavioral management techniques
	Implement behavioral/academic contracts
	Use positive reinforcements (rewards)
	Use negative reinforcements (consequences)
	Confer with the student's parents and other teachers
	Establish a home/school communication system for behavior monitoring
	Post rules and consequences for classroom behavior
	Write a contract for student behavior
	Offer social reinforcers (e.g., praise) for appropriate behavior
	Establish daily/weekly progress report for the student
Implement self-recording of behaviors	
Presentation Strategies	Tape lessons for the student
	Provide photocopies material for extra practice (e.g., outlines, study guides)
	Require fewer drill and practice activities
	Give both oral and visual instructions for assignments
	Vary the method of lesson presentation (e.g.: lecture; small groups; large groups; audio visuals; peer tutors or cross age tutors; demonstrations; experiments; simulations; games; etc.)
	Provide for oral testing
	Ask student to repeat directions/assignments to ensure understanding
Arrange for a mentor to work with the student in his/her interest area or area of greatest strength	
Methodology Strategies	Repeat and simplify instructions about in-class and homework assignments
	Supplement oral instructions with visual instructions
	Change instructional pace
	Change instructional methods

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STRATEGIES AND ACCOMMODATIONS	
Concern	Accommodation
Assignments/ Homework	Frequent Work Breaks
	Allow projects/written assignments to be presented orally or on tape
	Allow projects to be presented through demonstration pictures and/or models
	Extended time to complete assigned work
	Shorten or chunk assignments/work periods
	Simplify complex directions
	Break long assignments into manageable chunks
	Assist student in setting short-term goals
	Pair written instructions with oral instructions
	Develop private signal so that the student can let teacher know if repetition of instruction is needed
	Check homework daily
	Reduce amount of paperwork
	Limit homework to specified # of minutes/night
	Permit re-submitted assignments
	Grade written work on content, not spelling, handwriting, or mechanics
	Adapt assignments to minimize writing (e.g., circle, cross out, etc.)
	Provide study skills training/learning strategies
Reduce the reading level of assignments	
Use self-monitoring devices (checklists, visual aids, etc.)	
Provide distributed review and drill	
Classroom Environment & Seating	Predictable daily routines
	Schedule changes addressed ahead of time
	Consistent and clear expectations/procedures/boundaries set for classroom behavior
	Work alternates short, concentrated periods with breaks
	Minimize visual or auditory distractions
	Small group instruction
	Team teaching
	Identify teaching-style/student match (e.g., structured, nurturing, etc.)
	Preferential seating (near teacher, near study buddy, front of classroom, etc.)
	Allow personal space around desk
	Allow legitimate movement
Use study carrel or partitions at independent work times	
Organization	Extra set of texts at home
	Assign volunteer homework buddy
	Assignment notebook with home/school connection
	Adult/peer to review assignment notebook and materials before leaving for home
	Organizational aids such as outlines, graphic organizers, checklists
	Photographs or visual aids that depict what desk, book bag, folders, etc. should look like in an organized manner
	Colored folders

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STRATEGIES AND ACCOMMODATIONS	
Concern	Accommodation
Attention	Provide cognitive behavioral feedback: Positive feedback for attention to task with frequency based on what student can currently do
	Short-term reinforcers that provide feedback (happy face, check mark, star, in-class rewards) or long-term (accumulated points to exchange for student's peak attention time)
	Plan academic instruction for student's peak attention time
	Allow student to stand at times during seatwork
	Require active responses in instruction (e.g., talking, moving, organizing, work at whiteboard or slate, interacting with computer, etc.)
	Provide short break between assignments
	Give child substitute verbal or motor responses to make while waiting
	Provide fidget object for manual activity (Koosh ball, clay, worry beads, etc.)
	Teacher proximity
	Preferential seating
	Positive feedback/reward for short periods of waiting
	Increase novelty to gain/sustain attention
	Alternate high and low interest tasks
	Increase choice of tasks
	Place student first in line or avoid lines altogether
	Build in opportunities for movement
	Teach compensatory strategies for organization
	Provide increased supervision during unstructured times (e.g., recess, transitions, field trips, etc.)
	Home-school communication procedures/strategies
	Non-verbal cues between teacher/student for behavior monitoring
	Highlight important or required information
	Student checklists for self-monitoring
	Adapt student's work area to help screen out distractions
	Grade for content, not neatness, spelling, mechanics
Avoid withholding physical activity as negative reinforcer	
Testing	Allow extra time
	Allow open book tests
	Give test orally
	Take home tests
	Adjusted setting for test-taking (small group or individual)
	Provide written outline of main points prior to test
	Untimed
	Give extended time if necessary
	Break test into shorter chunks and testing periods
	Identify whether test will assess abilities or disabilities
	Grade test for content, not handwriting, spelling, or mechanics
	Give frequent short quizzes, rather than long exams
	Allow outlines or notes during quiz/test

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STRATEGIES AND ACCOMMODATIONS	
Concern	Accommodation
Learner Needs/ Behavior	Allow for short breaks between assignments
	Allow student more time to pass in the hallway
	Allow student time out of seat to run errands, etc.
	Cue student to stay on task (non-verbal signal)
	Implement a behavior management system
	Use visual depictions of expected procedures
	Clear, simple, consistent classroom rules and procedures
	Point out positive behaviors
	Provide positive reinforcement
	Set defined limits
	Use self-monitoring strategies
	Provide behavioral feedback frequently (written, non-verbal signal, etc.)
	Increase immediacy or rewards consequences
	Supervise closely during transition times
	Call on only when student has followed classroom procedure (raising hand, waiting to be called on, etc.)
	Establish behavior contract with specified goals (2-3 at most), student input on goals as appropriate
	Prudent use of negative consequences
	Provide immediate feedback for both appropriate and inappropriate behaviors
	Avoid lecturing or criticism
	Implement home-school communication system
Communicate with student in writing if behavior is intended to engage verbal interaction	
Provide opportunities for student to show responsibility for classroom tasks (e.g., straighten classroom shelves, water plants, etc.)	
Lesson Presentation	Allow students to tape lessons or lectures for replay
	Break long presentations into short segments
	Emphasize multi-sensory teaching: auditory, visual, tactile-kinesthetic
	Emphasize critical information/key concepts
	Include a variety of activities during each lesson
	Pair students to check work
	Pre-teach vocabulary (front load)
	Peer note-taker
	Peer tutor
	Provide visual aids
	Provide written outline or other written material
	Written steps/checklist for multiple step directions
	Frequent checks for understanding/comprehension
	Have student repeat directions to teacher or peer
	Provide key points in writing/visually/as well as in auditory forms
	Use advance organizers/study guides
	Computer assisted instruction
Use of manipulatives	

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STRATEGIES AND ACCOMMODATIONS	
Concern	Accommodation
Socialization & Social Skills	Provide recess/lunch opportunities with friend(s) in structured setting
	Provide lunch buddies
	Establish social behavior goals and rewards program
	Establish social stories for areas that are difficult for the student
	Non-verbal prompts to remind of appropriate social behavior
	Avoid placing student in situations that have a pattern of being difficult for him/her
	Provide social skills training (school-related skills, friendship skills, dealing with feelings, alternatives to aggression, dealing with anxiety/stress, etc.)

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Allergies	The student has severe allergic reactions to certain pollens and/or foods that substantially limit the major life activity of breathing & may interfere with the student's ability to get to school and/or participate once there.	Avoid allergy-causing substances: soap, weeds, pollen, food
		In-service necessary persons: dietary staff, peers, coaches, etc.
		Allow time for shots/clinic appointments
		Use of air purifiers
		Adapt physical education curriculum during high pollen time
		Improve room ventilation (e.g., when remodeling has occurred and materials may cause reaction)
		Develop health care and/or emergency plans
		Address pets/animals in the classroom
		Involve school health consultant in school related health issues
		Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
Arthritis	A student with severe 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. This affects the major life activity of learning.	Provide a rest period during the day
		Accommodate for absences for doctors' appointments
		Provide assistive devices for writing (e.g., pencil grips, non-skid surface, computer, etc.)
		Adapt physical education
		Administer medication following health protocol
		Train staff for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Arrange for assistance carrying materials and supplies (e.g., books, lunch tray, etc.)
		Implement movement plan to avoid stiffness
		Provide seating accommodations
		Allow extra time between classes
		Provide locker assistance
		Provide modified eating utensils
		Develop health emergency plans
		Provide for accommodations for writing tasks: a note taker, copies of notes, computer or tape recorder, etc.)
		Make available access to wheelchair/ramps and school van/bus for transportation
		Provide time for massage or exercise
		Adjust recess time and activities
		Record lectures/presentations
		Padded chairs/comfortable seating
Adjust attendance policy		
Altered school day		
Extra set of books for home		
Warmer room and/or seating near heat source		
Allow student to respond orally for assignments, tests, etc.		

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Asthma	A student has been diagnosed as having severe asthma. The doctor has advised the student not to participate in physical activity outdoors. This disability limits the major life activity of breathing.	Adapt activity level for recess, physical education, etc.
		Provide inhalant therapy assistance
		Train staff/student for proper dispensing, monitoring, and distribution of medication and monitoring for side effects
		Remove allergens (e.g., hairspray, lotions, perfumes, paint, latex, etc.)
		Accommodate medical absences
		Adapt curriculum expectations as appropriate (e.g., science, physical education, etc.)
		Develop health and emergency plans
		Have peers available to carry materials to and from classes (e.g., lunch tray, books, etc.)
		Make health care needs known to appropriate staff
		Place student in most easily controlled environment
		Provide indoor space for before and/or after school activities
Provide rest periods		
Bipolar or Mood Disorder	The student was diagnosed as having bipolar disorder; however did not qualify for special education. The team determined that the condition significantly impaired the major life activity of learning & that a 504 was appropriate.	Break down assignments into manageable parts with clear, simple directions, given one at a time
		Advance preparation for transition
		Monitor clarity of understanding and alertness
		Provide extra time on tests, class work, and homework if needed
		Strategies in place for unpredictable mood swings
		Provide appropriate staff training for mood swings
		Create awareness by staff of potential victimization from other students
		Allow most difficult subjects as times when the student is most alert
		Implement a crisis intervention plan for extreme cases when student is out of control and may do something impulsive or dangerous
		Provide positive praise and redirection
		Report any suicidal comments to counselor/psychologist immediately
		Consider home instruction for times when the student's mood disorder makes it impossible to attend school for an extended period
Adjust passing time		

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Concern	Example	Accommodation
Cancer (or other long-term medical concerns)	A student with a long-term medical problem may require special accommodations. A condition such as cancer may substantially limit the major life activities of learning and caring for oneself.	Adjust attendance policy
		Limit number of classes taken; accommodate scheduling needs
		Hospital-bound instruction (this may be arranged through the hospital)
		Home-bound instruction
		Take whatever steps necessary to accommodate student involvement in extracurricular activities if they are otherwise qualified
		Adjust activity level and expectations in classes based on physical limitations; don't require activities that are physically taxing
		Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Provide appropriate assistive technology
		Provide a private rest area
		Adjusted school day
		Send additional sets of texts and assignments to hospital
		Adjust schedule to include rest breaks
		Tape lessons, adjust expectations for homework and assessment
		Provide counseling and/or peer support
		Adapt physical education
		Provide access to school health services
		Provide awareness training for staff and students as appropriate
		Develop health care emergency plan
		Peer tutor
		Student buddy for participation in sports
Initiate a free pass system from the classroom		
Ongoing home/school communication plan		
Notify family of communicable diseases at school		
Designate a school person to liaison with parents		
Adjusted passing time		

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Cerebral Palsy	The student has serious difficulties with fine and gross motor skills although cognitive skills are within the average to above average range. A wheelchair is used for mobility. The team determined that this condition substantially limits the major life activity of walking.	Assistive technology devices
		Arrange for use of ramps and elevators
		Allow for extra time between classes
		Assistance with carrying books, materials, lunch tray
		Adapt physical education curriculum
		Provide for physical therapy as appropriate
		Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Adapt eating utensils
		Initiate a health care plan that also addresses emergency situations
		Paraprofessional support (e.g., trained in the specific needs of the student, including feeding, transporting, etc.)
		Adapted assignments
		Educate peers/staff with family permission
		Ensure accessibility to all programs during the school day as well as extracurricular activities
		Ensure that bathroom facilities, sinks, water fountains are accessible
Adjusted passing time		
Chronic Infectious Diseases (AIDS, etc.)		Review district policies regarding communicable diseases
		In-service staff (and students as appropriate) regarding the disease, how it is transmitted, how it is treated (consult appropriate district policies)
		In-service staff regarding confidentiality issues
		Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Adjust attendance policies, school day, and/or schedule
		Provide rest periods
		Adapt physical education curriculum
		Establish routine communication with health professionals, school nurse, and home
		Develop health care and emergency plan
		Train appropriate school staff on medical/emergency protocol
		Provide 2-way audio/video link between school and home
		Home bound instruction
		Adapt assignments and tests
		Provide an extra set of textbooks for home
		Provide transportation to and from school
		Provide audio copies of books
Participation in a support group		
Videotape classroom lessons		

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Cystic Fibrosis	The student has a diagnosis of cystic fibrosis; this causes significant difficulty breathing and frequent absenteeism due to respiratory infection. The major life activities substantially impaired by this are learning and breathing.	Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Health care plan for management of acute and chronic phases
		Establish routine communication with health professionals, school nurse, and home
		Adjust attendance policies, school day, and/or schedule
		Educate peers/staff with family permission
		Home bound instruction
		Adapted assignments/tests
		Tutoring
		Support group
		Adapt physical education curriculum
		Allow for rest periods
		Transportation
Deaf/Hearing Impairment	A student has had a hearing loss and mild speech impediment since an early age. He communicates through lip reading and sign language. The team found he does not meet IDEA eligibility but does require a 504 because hearing is substantially impaired.	Allow for written directions/instructions in addition to oral presentation
		Ensure delivery of instruction facing the student to allow lip reading
		Provide visual information as primary mode of instruction
		Allow for provision of interpreter services during school day and/or school events
		Install acoustical tile, carpeting
		Seat in a location with minimal background noise
		Provide paper & pencil or technology device to communicate
		Allow for extra time between classes
		Provide post-secondary or vocational transition planning
Diabetes	A student with Type I Diabetes may be independent in managing the disease; however, s/he may still require many accommodations to maintain blood glucose levels. Therefore, the major life activity impacted is the ability to care for oneself.	Assistance with and privacy for blood glucose monitoring and/or insulin injections
		Snacks/meals when and wherever necessary
		Free access to water and bathroom
		Scheduling physical education around meal times
		Allowances for increased absences
		Health care plan for management of condition in school setting and in emergencies
		Educate staff on signs/symptoms of insulin reaction or hypoglycemia (e.g., hunger, shakiness, sweatiness, change in face color, disorientation, drowsiness, etc.)
		Create an emergency signal
		Train for proper dispensing, monitoring, and distribution of medication and monitoring for side effects
		Establish routine communication with health professionals
		Store equipment and documentation in a readily accessible location for student, family, and school nurse

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Emotionally Disturbed	An emotionally disturbed student may need an adjusted class schedule or assignments to allow for regular counseling or therapy. This condition substantially limits the student's major life activity of learning	Train for proper dispensing, monitoring, and distribution of medications, monitor for side effects
		Maintain weekly/daily journals for self-recording of behavior
		Establish home-school communication system
		Schedule periodic meetings with school, family, and treatment specialists
		Provide carry-over of treatment plans into school setting
		Assist with inter-agency referrals
		Behavior management programs
		Frequent positive feedback
		Develop student behavior contracts
		Develop visual cues and non-verbal signals for feedback
		Teach specific procedures and behavioral expectations
		Counseling, social skills instruction
		Adapt schedule
		Schedule shorter work/study periods according to attention span capabilities
Provide post-secondary or vocational transition planning		
Encopresis/ Enuresis	A student urinates or defecates in clothing, not because of physical incontinence but a needed behavior change (e.g., toilet training, bowel/bladder retraining, etc.). The student is substantially limited in the major bodily function of bowel/bladder function and the major life activity of caring for oneself	Create a specific plan for instances of soiling, including: student goes to specific location for clean-up and change of clothing, plan for soiled clothing, parent contact, etc.
		Maintain clean change of clothing at school in the office or alternate location
		Record events to attempt to determine consistent triggers of behavior
		Establish home, school, medical personnel communication
		Support bowel/bladder retraining program that is recommended by physician
		Schedule time for student to use the restroom
Epilepsy	The student is on medication for seizure activity, but experiences petit mal seizures each month. This condition substantially limits the major life activity of learning	Consistent home, school, medical personnel communication
		Documentation procedure to record & communicate characteristics of each seizure
		Train for proper dispensing, monitoring, & distribution of medications and monitoring for side effects
		Train staff and peers as appropriate
		Develop health plan and emergency protocol
		Anticipate process should a seizure occur: move seating, etc.
		Arrange a buddy system, especially during field trips
		Alternative recess, adapt physical activities
		Accommodate for make-up work/class time missed
Observe for consistent triggers of seizure activity		

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Learning Disabilities (non-specific)	The student has a learning disability impacting his/her ability to read. S/he has more difficulty with word decoding and spelling than comprehension. Completing reading tasks is difficult and slow. S/he does not qualify for Special Education services, but there is ample evaluative evidence that s/he is substantially limited in the major life activity of learning	Provide reading materials that cover course context at a lower readability level
		Extended time on tests
		Arrange for volunteer readers
		Provide information regarding accessing books on tape and other materials. Allow access to spell checkers and/or word processing
		Oral directions in addition to written
		Frequent checks for understanding
		Visual or non-verbal signals to check for understanding
		Clearly sequenced instruction
		Visual graphs/charts/organizers/diagrams to support instruction
		Direct instruction of time-management/organizational skills
		Tests read aloud to student
		Computer access
		Direct instruction of coping skills/strategies
		Support in helping student recognize areas of strength and how to capitalize on them
		Support in use of strategies to assist memory and problem-solving
Multi-sensory instructional methods/differentiated instruction specific to the student		
Provide post-secondary or vocational transition planning		
Orthopedically Impaired	The student has limited mobility and uses a wheelchair. The student is substantially limited in the major life activity of walking	Develop a health care and emergency plan
		Adaptive physical education program
		Physical therapy at school
		Provide extra time between class periods
		Supply a set of textbooks for home
		Provide a copy of class notes from peer
		Plan for and practice emergency exits from school building
		Ensure accessibility of facilities/pathways/programs/school events
		Assistance carrying materials, lunch trays, etc.
Provide post-secondary or vocational transition planning		
Special Health Care Needs	The student has a special health care problem that requires catheterization 2x/daily while at school; this substantially limits the major life activity of caring for self	Provide trained personnel to perform special medical procedures. Train for proper dispensing, monitoring, and distribution of medications; monitoring for side effects
		Provide student with private time/location to perform procedures
		Involve nurse, family, doctors, staff in regular communication
		Preferential seating
		Adapt recess, physical education, transportation
		Develop health care and emergency plans
		Adapt attendance policy
		Adapt homework/instruction for class time missed
Homebound instruction		

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STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Tourette's Syndrome	The student exhibits tics and some inappropriate gestures and sounds. This condition substantially limits the major life activities of learning and caring for self	Provide student with a means of catching up on missed assignments
		Pair with a peer for studying
		Educate staff/peers about associated outbursts, tics, gestures (with family permission)
		Arrange for frequent home/school/medical personnel communication
		Train for proper dispensing, monitoring, and distribution of medications and monitoring for side effects
		Implement a behavior management program if indicated
		Use visual or non-verbal signals to cue student about behaviors (positive and negative)
		Provide supervision for transition activities, during agitated periods
		Provide alternative/larger work-space area or appropriate space for the child
		Adapt assignments if indicated
		Provide post-secondary or vocational transition planning
Traumatic Brain Injury	The student sustained a brain injury in an automobile accident. Many academic and motor skills have been seriously affected by the injury. The student does not qualify for special education services; however, the brain injury substantially limits the major life activities of learning and performing manual tasks	Adjusted school day
		Adjust assignments and homework
		Provide tutoring
		Furnish memory/organizational aids
		Provide alternative testing
		Arrange an emergency plan/health protocol
		Monitor for seizure activity
		In-service staff and peers with student/parent permission
		Monitor for fatigue/mental exhaustion
		Provide frequent breaks during periods of intense concentration
		Provide strategies and assistance with organizing/sequencing tasks
Provide post-secondary or vocational transition planning		

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DEVELOPMENT GUIDE
DISABILITY-SPECIFIC STRATEGIES AND ACCOMMODATIONS**

STRATEGIES AND ACCOMMODATIONS- SPECIFIC AREA OF DISABILITY		
Concern	Example	Accommodation
Visual Impairment	A student has a progressive medical disorder, resulting in an increasing loss of visual acuity. The student requires both enhanced lighting and enlarged print materials in order to read. This condition is substantially limiting the major life activity of seeing	Preferential seating
		Adaptations to physical environment (e.g., consistent room arrangement, removal of obstacles, etc.)
		Copies of text/reading materials for adaptation (e.g., enlarged type, etc.)
		Modified writing tools (e.g., dark felt pens, dark lined writing paper, desktop slantboard, etc.)
		Slate & stylus
		Braille accommodations (e.g., Perkins Braille, textbooks, materials, tests in Braille, etc.)
		Raised lines on writing paper
		Low vision devices including magnifiers, monocular glass, closed-circuit TV
		Books on tape
		Oral, instead of written tests
		Tactile maps
		Computer with enlarged print screen/adaptations
		Speech synthesizer for input and output
		Screen reading device
Optical Character Recognition System Scanner		

**KEWASKUM SCHOOL DISTRICT
SECTION 504
DEVELOPMENT GUIDE
DISABILITY-SPECIFIC STRATEGIES AND ACCOMMODATIONS
INDIVIDUAL TEACHER REPORT**

*Please complete this form to the best of your ability based on your knowledge and observations of this student.
Please bring this completed form to the student's evaluation meeting.*

Student:

Form completed by:

Academic Characteristics

Please check the area(s) in which the student has difficulty:

- | | |
|--|---|
| <input type="checkbox"/> Oral Reading | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Math Calculation |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Math Problem Solving |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Legible Writing |
| <input type="checkbox"/> Other (specify): | |

Modifications/Adjustments

Please indicate any modifications or adjustments you have made for the student:

- | | |
|---|--|
| <input type="checkbox"/> Modified instructional methods | <input type="checkbox"/> Modified instructional pacing |
| <input type="checkbox"/> Modified instructional materials | <input type="checkbox"/> Behavioral plan and/or contract |
| <input type="checkbox"/> Parent conferences | <input type="checkbox"/> Environmental modifications |
| <input type="checkbox"/> Other (specify): | <input type="checkbox"/> |

Individual Teacher Observation

Based on your knowledge and observations of the student, please rate his/her performance in each of the following areas based on a 5-point scale:

1=satisfactory, 2= mostly satisfactory, 3= somewhat satisfactory, 4= rarely satisfactory, 5=unsatisfactory):

- | | |
|---|--|
| <input type="checkbox"/> Classroom work | <input type="checkbox"/> Homework completion |
| <input type="checkbox"/> Tests/quizzes | <input type="checkbox"/> Following verbal directions |
| <input type="checkbox"/> Following written directions | <input type="checkbox"/> Attention span |
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Peer relations |
| <input type="checkbox"/> Other (specify): | |

Comments

Please add any additional thoughts/comments about this student in the space below:

Level of Impairment

Please indicate- ***based on your professional judgment***- the degree to which the above listed factors impair or limit the student's ability to learn:

- Negligibly Mildly Moderately Substantially Extremely

**KEWASKUM SCHOOL DISTRICT
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SAMPLE FORMS
KEWASKUM SCHOOL DISTRICT
SECTION 504 STUDENT ELIGIBILITY FORM**

Name of Student	DOB	Sex	Grade	Race/Ethnic (if parent chooses to identify)
Parent or Legal Guardian			Parent or Legal Guardian	
Address			Address	
Telephone (area/number)			Telephone (area/number)	

Evaluation Information (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Psychological Evaluation
<input type="checkbox"/> Physician Report
<input type="checkbox"/> Achievement Tests
<input type="checkbox"/> Teacher Report
<input type="checkbox"/> Observation Data | <input type="checkbox"/> Classroom Performance Data
<input type="checkbox"/> Discipline History
<input type="checkbox"/> Parent Information
<input type="checkbox"/> CBA
<input type="checkbox"/> Other (specify): _____ |
|--|--|

1. Does the student have a mental or physical *impairment* (as recognized in DSM-V or other respected source if not excluded under 504/ADA, e.g., illegal drug use)?

- YES** (identify impairment and supporting information) **NO** (go to eligibility determination section)

Impairment:

Supporting Information:

2. Describe how the impairment limits a Major Life Activity (MLA) or Major Bodily Function (MBF):

3. Check the box that best indicates the degree to which the impairment limits the MLA or MBF:

Make an educated estimate without the effects of mitigating measures, such as medication; low-vision devices (except eyeglasses or contact lenses); hearing aids and cochlear implants; mobility devices; prosthetics; assistive technology; learned behavioral or adaptive neurological modifications; and reasonable accommodations or auxiliary services. Similarly, for impairments that are episodic or in remission, make the determination for the time they are active. Use the average student in the general population as the frame of reference.

- 5 EXTREMELY**
 4 SUBSTANTIALLY
 3 MODERATELY
 2 MILDLY
 1 NEGLIGIBLY

ELIGIBILITY DETERMINATION

Based on the analysis of the evaluation data, does the student have a disability that substantially limits a major life activity?

Please check one of the following:

- NO- the student is not Section 504 eligible
- YES- the student is Section 504 eligible, but does not require a plan because:
- the corrective effects of mitigating measures
- the impairment is episodic or in remission
 (The 504 team will be re-convened as necessary to review the status of the student's disability)
- YES- the student is Section 504 eligible but does not currently require accommodations other than those provided through the attached Individual Health Plan
- YES- the student is Section 504 eligible and requires an accommodation plan

KEWASKUM SCHOOL DISTRICT
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SAMPLE FORMS
SECTION 504 STUDENT ACCOMMODATION PLAN

Name of Student	DOB	Grade	Meeting Date
School	Case Manager		

This plan is in effect from to

Area of Concern:
Accommodation(s):
Person(s) Responsible:

Area of Concern:
Accommodation(s):
Person(s) Responsible:

Area of Concern:
Accommodation(s):
Person(s) Responsible:

Area of Concern:
Accommodation(s):
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KEWASKUM SCHOOL DISTRICT
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SAMPLE FORMS
SECTION 504 STUDENT ACCOMMODATION PLAN

Name of Student		DOB	Grade	Meeting Date
School		Case Manager		

This plan is in effect from to

Annual Review

Review Date:

- No changes needed- continue 504 as written Adjustments needed- new plan will be written on:
 Discontinue Plan

If Discontinue Plan is selected, indicate why:

- Student is no longer substantially limited
 Student meets IDEA eligibility requirements; IEP team will determine needs & develop plan

Parent/Guardian Signature, date

Case Manager Signature, date

**KEWASKUM SCHOOL DISTRICT
SECTION 504
DEVELOPMENT GUIDE**

References

- Chicago Office of the Office for Civil Rights. (2008). *Protecting Students with Disabilities*. Retrieved March 10, 2015, from Office for Civil Rights: www2.ed.gov/about/offices/list/ocr/504faq.html
- Council for Exceptional Children. (2002). *Understanding the differences between IDEA and Section 504*. Retrieved March 10, 2015, from LD Online: www.ldonline.org/article/6086
- Department of Health and Human Services. (n.d.). *Know the rights that protect individuals with disabilities from discrimination*. Retrieved March 10, 2015, from Department of Health and Human Services: www.hhs.gov/ocr/civilrights/resources/factsheets/504ada.pdf
- US Department of Education. (2010). *Guidelines for educators and administrators for implementing Section 504 of the Rehabilitation Act of 1973- Subpart D*. Retrieved March 10, 2015, from [doe.sd.gov](https://doe.sd.gov.oess/documents/sped_section504_guidelines.pdf): https://doe.sd.gov.oess/documents/sped_section504_guidelines.pdf