

CLASSROOM AND FACILITY ACCOMMODATIONS

The intent of Section 504 is to ensure that the qualified student with a disability has access to a free and appropriate public education that is comparable to the education available to students without disabilities. As individual students are identified, the classroom teacher may need specific training in the area of the identified disability (e.g., training from the school nurse on danger signs of an impending asthma attack, training from a physical therapist on correct positioning of a wheelchair-bound student at his or her desk, etc.). The following presents examples of ways in which students with disabilities under Section 504 may be successfully accommodated within the general education environment.

Communication

- Parent/student/teacher communications. Examples:
 - Develop a daily/weekly journal
 - Develop parent/student/school contacts
 - Schedule periodic parent/teacher meetings
 - Provide parents with duplicate sets of texts
 - Provide parents with notice of short- and long-term assignments

- Staff communications. Examples:
 - Identify resource staff
 - Schedule building team meetings
 - Maintain ongoing communication with building principal
 - Assign a “services coordinator”

- School/community agency communication. Examples (with parental consent):
 - Identify and communicate with appropriate agency personnel
 - Assist in agency referrals
 - Provide appropriate carryover in the school environment

Organization/Management

- Instructional day. Examples:
 - Allow student more time to pass in hallways
 - Modify class schedule

- Classroom organization/structure. Examples:
 - Adjust placement of student within classroom (e.g., study carrel, proximity to teacher, and so on)
 - Increase or decrease opportunity for movement
 - Determine appropriate classroom
 - Reduce external stimuli
 - Modify nonacademic times (e.g., lunchroom, recess)

- District policies/procedures. Examples:
 - Allow increase in number of excused absences for health reasons
 - Adjust transportation/parking arrangements
 - Approve early dismissal for service agency appointments

Alternative Teaching Strategies

- Teaching methods. Examples:
 - Adjust testing procedures (e.g., length of time, administer orally, record answers)
 - Individualize classroom/homework assignments
 - Utilize technology (computers, voice recorders, calculators, and so on)
 - Provide peer tutor
 - Develop/implement academic/behavioral contracts
 - Supplement verbal instructions with visual instructions
 - Repeat/simplify instructions about in-class and homework assignments
 - Provide note-taker
- Instructional materials. Examples:
 - Utilize legible materials
 - Utilize materials that address the student's learning style (e.g., visual, tactile, auditory, etc.)
 - Adjust reading level of materials

Student Precautions

- Classroom/building climate for health purposes. Examples:
 - Use an air purifier in classroom
 - Control temperature
 - Accommodate specific allergic reactions
- Classroom/building to accommodate equipment needs. Examples:
 - Plan for evacuation for wheelchair-bound students
 - Schedule classes in accessible areas
- Building health/safety procedures. Examples:
 - Administer medication
 - Apply universal precautions
 - Accommodate special diets

The following examples of accommodations are given from an OCR publication found at www2.ed.gov/about/offices/list/ocr/docs/hq5269.html.

A student with a long-term, debilitating medical problem such as cancer, kidney disease, or diabetes may be given special consideration to accommodate the student's needs. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy.

A student with a learning disability that affects the ability to demonstrate knowledge on a standardized test or in certain testing situations may require modified test arrangements, such as oral testing or different testing formats.

A student with a learning disability or impaired vision that affects the ability to take notes in class may need a notetaker or voice recorder.

A student with a chronic medical problem such as kidney or liver disease may have difficulty in walking distances or climbing stairs. Under Section 504, this student may require a special parking space, sufficient time between classes, or other considerations to conserve the student's energy for academic pursuits.

A student with diabetes, which adversely affects the body's ability to manufacture insulin, may need a class schedule that will accommodate the student's special needs.

An emotionally or mentally ill student may need an adjusted class schedule to allow time for regular counseling or therapy.

A student with epilepsy who has no control over seizures, and whose seizures are stimulated by stress or tension, may need accommodation for such stressful activities as lengthy academic testing or competitive endeavors in physical education.

A student with arthritis may have persistent pain, tenderness, or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program.