

Woodridge Local School District

SECTION 504 PLAN

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* CONFIDENTIAL *

Case Manager Initial 504 Plan
 School Counselor Continuing 504 Plan
 District Health Coordinator

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date: _____

Section I

NAME:			DATE OF BIRTH:
ADDRESS;			
CITY:	STATE:	ZIP:	PHONE #:
PARENT/GUARDIAN NAME(S):			
BUILDING:	GRADE:	STUDENT ID#:	

SECTION II What physical or mental impairment has the team identified?

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemically Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

DIAGNOSIS:

Date of Diagnosis: _____ Physician: _____ Medication: _____

SECTION III

BACKGROUND INFORMATION (Pertinent educational and additional medical information):

SECTION IV

ELIGIBLE DISABILITY UNDER: Check major life activities that are substantiality or extremely limited as a result of the physical or mental impairment.

Bending
Breathing
Caring for one's self
Communicating
Concentrating
Eating
Hearing
Learning
Lifting
Performing manual tasks

Reading
Seeing
Sleeping
Speaking
Standing
Thinking
Walking
Working
Other: _____

Bladder
Bowel
Brain
Circulatory/Cardiovascular System
Digestive System
Endocrine System
Immune System

Neurological System
Normal Cell Growth
Respiratory System
Reproduction
Other: _____

**Section 504 Accommodations/Modifications/Interventions
Required due to student's disability**

(Circle applicable modifications)

Adaptations for Instruction/Presentation of the Material

- A. Break assignment into segments of shorter tasks.
- B. When content mastery is questionable, investigate the use of concrete concepts BEFORE teaching abstract.
- C. Relate information to student's experiential base.
- D. Reduce the number of concepts introduced at any one time.
- E. Provide student with an overview of the lesson BEFORE beginning the lesson. (Tell student what student should expect to learn and why.)
- F. Monitor the level of language you use to communicate ideas. (Are you using vocabulary and complex sentence structures that are too advanced?)
- G. Schedule frequent, short conferences with student to check for comprehension.
- H. Provide consistent review of any lesson BEFORE introducing new information.
- I. Allow student to obtain and retain information utilizing:

_____cassette/tape recorders	_____computers
_____projects	_____calculators
_____dictation	_____typewriters
_____interviews/oral reports	
- J. Highlight important concepts to be learned in text or material (color code key points; outline; student guides).
- K. Space practice and drill sessions over time.
- L. Monitor the rate in which you present material. (Do you talk too fast or give too much material at one time?)
- M. Give additional presentations.
 1. Repeat original presentations.
 2. Provide simpler more complete explanation.
 3. Give additional examples.
 4. Model skills in several ways.
- N. Provide additional guided practice.
 1. Require more responses.
 2. Lengthen practice sessions.
 3. Schedule extra practice sessions.
- O. Make consequences more attractive.
 1. Increase feedback.
 2. Provide knowledge of results.
 3. Chart performance.
 4. Reward approximations.
 5. Give incentives to begin and to complete.
- P. Recognize and give credit for student's oral participation in class.
- Q. Make arrangements for homework assignments to reach home with clear, concise directions.
- R. Assign tasks at the appropriate level (lower reading/difficulty level).
- S. Give tests orally.
- T. Student not required to copy from board. Provide written copy.
- U. Provide visual or concrete clues with oral directions or presentations.
- V. Directions may need to be given step-by-step.
- W. Provide step-by-step directions in print.
- X. Provide a clear, visible daily schedule.
- Y. Display a clear, visible list of daily assignments and homework.
- Z. Duplicate class notes should be provided to the student.

Modifying the Environment

- A. Use study carrels.
- B. Use proximity seating.
- C. Seat student in area free from distractions.
- D. Let student select the place which is best for student to study.
- E. Help keep student's space free of unnecessary materials.
- F. Use checklists to help student get organized.
- G. Use notebook for organized assignments, materials and homework.
- H. Provide opportunities for movement.

Modifying Time Demands

- A. Increase amount of time allowed to complete assignments/tests. (Contract with student concerning time allotment.)
- B. Reduce amount of work or length of tests (as opposed to allowing more time).
- C. Teach time management skills (use of checklists, prioritizing time, prioritizing assignments).
- D. Space short work periods with breaks or change of task.
- E. Set up a specific routine and stick with it.
- F. Alternate quiet and active time (short periods of each).
- G. Give student a specific task to perform within specific time limits.

Adaptations for Assignments and Homework

- A. Allow single word answers or underlined answers from copied material.
- B. Reduce the amount of work that would otherwise be given.
- C. Give credit for oral participation.
- D. Allow responses to be dictated by the student.
- E. Allow manuscript writing or typing rather than cursive.
- F. Do not require/grade word searches or scrambles.
- G. Use the basic or shortened spelling list from the regular curriculum or alternative list.
- H. Provide a list of high frequency or survival words.
- I. Read story problems.
- J. Provide study guides.

Modifying the Materials

- A. Visual Motor Integration
 - 1. Avoid large amounts of written work (both in class and homework).
 - 2. Encourage student to select the method of writing which is most comfortable (cursive or manuscript).
 - 3. Set realistic and mutually agreed upon expectations for neatness.
 - 4. Let student type, record or give answers orally instead of writing.
 - 5. Avoid pressure of speed and accuracy.
 - 6. Provide student with copy of lecture notes produced by teacher or peer.
 - 7. Reduce amounts of board work and textbook copying; provide student with written information.
- B. Visual Processing
 - 1. Highlight information to be learned (color coding, underlining, etc.).
 - 2. Keep written assignments and work space free from extraneous/irrelevant distracters.
 - 3. Worksheets should be clear and well-defined.

4. Go over visual task with student and make sure student has a clear understanding of all parts of the assignment BEFORE beginning.
5. Avoid having student copy from the board. (Provide student with a written copy of material. May copy teacher's manual or lecture notes).

C. Language Processing

1. Give written directions to supplement verbal directions.
2. Slow the rate of presentation.
3. Paraphrase the material using similar language.
4. Keep statements short and to the point.
5. Avoid use of abstract language (metaphors, idioms, puns, etc.).
6. Keep sentence structure simple; gradually introduce more complex sentences as student masters the ability to comprehend them.
7. Encourage feedback from student to check for understanding. (Have student restate what you have said in the student's own words.)
8. Familiarize student with any new vocabulary BEFORE the lesson. (Make sure student can use this vocabulary, not just recognize it).
9. Reduce amount of extraneous noise such as conversations, TV, radio, noises from outside, etc.
10. Alert student's attention to key points with such phrases as, "This is important. Listen carefully."
11. Ensure the readability level of the textbooks used in class are commensurate with student's language level.
12. Utilize visual aids to supplement verbal information. (Charts, graphics, pictures, etc., can be used to illustrate written and spoken information).
13. Utilize manipulative, hands-on activities, whenever possible; establish the concrete experience BEFORE teaching more abstract concepts.
14. ALWAYS demonstrate to student how the new material relates to material the student has previously learned.

D. Organizational

1. Establish daily routine and attempt to maintain it.
2. Make clear rules and be consistent in enforcing them.
3. Contract with student, using a reward for completion of the contract.
4. Provide notebook with organized sections such as:

___ assignments due	___ time management schedules
___ class notes	___ calendar
___ study guides	___ homework
___ prioritized to-do list	
5. Avoid cluttered, crowded worksheets by utilizing techniques such as:
 - Blocking – Block assignments into smaller segments.
 - Cutting – Cut worksheets into fourths, sixths or eighths, and place one problem in each square.
 - Folding – Fold worksheet into fourths, sixths or eighths, and place one problem in each square.
6. Hand out written assignments with expected dates of completion typed or written into one corner.
7. To prevent misplaced assignments, provide student with file folders, notebooks or trays in which s/he can immediately place his/her work.
8. Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
9. Teach goal-setting skills.
10. Teach decision-making skills/prioritizing skills.
11. Teach time-management skills.
12. Report to teacher at beginning and/or end of school day/period.

Adaptations for Testing and Grading (Grading should reflect the accommodations that have been identified):

- A. Provide extra test time.
- B. Read tests to student individually or in a small group.
- C. Allow oral responses.
- D. Allow alternative testing format.
- E. A modified grading scale to be used. (be specific)
- F. Student will not be held accountable for spelling in content area classes if the assignment is to be completed in class and without the use of a dictionary or other aid.

Assistive Devices:

- A. Provide a number line, chart, manipulative or a calculator to do step-by-step calculations. If used for daily work allow for tests.
- B. Provide lined paper appropriate for the student's motor skills, i.e., raised lined paper.

Special Services in the Classroom and Facility

As individual students are identified, the classroom teacher may need specific training in the area of the identified disability (for example, training from a school nurse on danger signs of an impending asthma attack, or training from a physical therapist on correct positioning of a student who uses a wheelchair). The following classroom/facility special or related aids and services are examples of ways in which students with disabilities may be successfully assisted within the regular education environment.

Communication

- A. There may be a need to modify parent/student/teacher communications. For example:
 - 1. develop a daily/weekly journal
 - 2. develop parent/student/school contacts
 - 3. schedule periodic parent/teacher meetings
 - 4. provide parents with duplicate sets of texts
- B. There may be a need to modify staff communications. For example:
 - 1. identify resource staff
 - 2. network with other staff
 - 3. schedule building team meetings
 - 4. maintain on-going communication with director

- C. There may be a need to modify school/community agency communication. For example, with parent consent:
1. identify and communicate with appropriate agency personnel working with student
 2. assist in agency referrals
 3. provide appropriate carryover in the school environment

Organization/Management

- A. There may be a need to modify the instructional day. For example:
1. allow student more time to pass in hallways
 2. modify class schedule
- B. There may be a need to modify the classroom organization/structure. For example:
1. adjust placement of student within classroom (such as use of a study carrel, arrange proximity to teacher)
 2. increase/decrease opportunity for movement
 3. determine appropriate classroom assignment (such as open versus structured)
 4. reduce external stimuli
- C. There may be a need to modify the District's policies/procedures. For example:
1. allow increase in number of excused absences for health reasons
 2. adjust transportation/parking arrangements
 3. approve early dismissal for service agency appointments

Alternative Teaching Strategies

There may be need to modify teaching methods. For example:

- A. adjust testing procedures (such as length of time, oral administration, tape recorded answers)
- B. utilize materials that address the student's learning style or modality impairment (such as visual, tactile, auditory)
- C. adjust reading level of materials

Student Precautions

- A. There may be a need to modify the classroom/building climate for health purposes. For example:
 - 1. use an air purifier in classroom
 - 2. control the temperature
 - 3. accommodate specific allergic reactions
- B. There may be a need to modify classroom/building use to accommodate equipment needs. For example:
 - 1. plan for evacuation of students who use wheelchairs
 - 2. schedule classes in accessible areas
- C. There may be a need to modify building health/safety procedures. For example:
 - 1. administer medication
 - 2. apply universal precautions
 - 3. accommodate special diets

Special and Related Aids and Services

Special and related aids and services must be appropriate to the needs of a specific student and must be designed to meet the individual needs to the same extent that the needs of students without disabilities are met. They may include:

- A. Interpreters for students with deafness
- B. Books on tape for students with significant vision problems
- C. Accessible restrooms
- D. Assignment sheets
- E. Tests and quizzes given orally
- F. Extra time for tests and exams or division of exams into parts
- G. Note taking assistance
- H. Peer tutoring
- I. Extra study time for vocabulary
- J. Acceptance of typed or dictated work
- K. Repetition of directions by student
- L. Preferential seating

- M. Use of study carrel
- N. Oral reading on a vocabulary basis
- O. Use of a calculator
- P. Provision of defined limits
- Q. Use of positive reinforcement
- R. Allowance for frequent breaks
- S. Modification of physical education program for a student with asthma
- T. Shorten school day
- U. Allowance for service dogs
- V. Allowance for students with diabetes to eat snacks
- W. Evacuation plan for a student with a mobility impairment
- X. Specialized transportation
- Y. Accessible parking
- Z. Ventilation
- AA. Acoustically appropriate environment
- BB. Modification of attendance incentive policy
- CC. Administration of medication according to District policy
- DD. Use of word processor or computer for written work
- EE. Special diet
- FF. Homebound instruction during illness

[END OF OPTION 2]

Copies to: Parent/Guardian Cumulative Folder

1/16/07
10/19/10