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 that 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/her desk, etc.) The following presents examples of ways in which students with disabilities under Section 504 may be successfully accommodated within the regular education environment.

I. Communication

A. 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

B. Staff communications. Examples:
-identify resource staff
-schedule building team meetings
-maintain on-going communication with building principal
-assign a "services coordinator"

C. School/community agency communication. Examples:
With parent consent:
-identify and communicate with appropriate agency personnel
-assist in agency referrals
-provide appropriate carryover in the school environment

II. Organization/Management

A. Instructional day. Examples:
-allow student more time to pass in hallways
-modify class schedule

B. Classroom organization/structure. Examples:
-adjust placement of student within classroom (e.g., study carrel, proximity to teacher, etc.)
-increase/decrease opportunity for movement
-determine appropriate classroom
-reduce external stimuli
-modification of nonacademic times, e.g., lunchroom, recess