

Section 504 Meeting Summary

Student: _____ School: _____

Birthdate: _____ Grade: _____

Type of Referral: ()Initial ()Re-Evaluation ()Review ()Other

Evaluation Summary: **(Documentation must be attached.)**

Specify the physical or mental impairment: _____

Major life activity(ies) affected: _____

Yes/No The above impairment **substantially** limits one or more major life activities and the student qualifies for Section 504 services.

Required accommodations: **See 504 Accommodations worksheet.**

Recommendations: (Optional) _____

Date accommodations are to begin: _____

Date for review: _____ (or) Date of Reassessment: _____

Participants:

Signature

Title

Date

Parent Due Process Rights:

I have participated in the development of this plan and have received the notice of my Section 504 Parent Rights.

Parent Signature: _____ Date: _____

504 Accommodations

Name: _____ Birth Date: _____ Grade: _____
Teacher: _____ School: _____ Date: _____

Pacing

- Adjust time for completion of assignments.
- Allow frequent breaks, vary activities.
- Modify timed assignments.

Environment

- Preferential seating
- Define limits (behavioral/physical)
- Reduce visual distractions
- Reduce auditory distractions
- Provide cooling off period

Presentation of Subject Matter

- Emphasize modalities (circle):
visual auditory tactile multisensory
- Individualized/small group instruction
- Use specialized programs
- Tape lectures for replay
- Present demonstration
- Use manipulatives
- Emphasize key concepts/central ideas
- Pre-teach vocabulary
- Advance organizers/study guides
- Provide visual cues
- Repeated review/drill
- Check often for understanding/review

Testing

- Dictation to scribe
- Mark in test book
- Read aloud (not for state reading tests)
- Multiple test sessions
- Extended Time
- Separate Room
- Other (_____)

Additional Accommodations:

Assignments

- Modify homework
- Give directions in small units
- Have student repeat directions
- Use written back-up for oral directions
- Lower reading level for assignment
- Adjust length of assignment
- Change format of assignment
- Break large assignment into smaller units
- Reduce paper/pencil tasks
- Read directions/worksheets to student
- Record or type assignments
- Maintain assignment notebook
- Avoid penalizing spelling errors
- Block off or mask sections of work
- Use highlighted texts
- Use taped texts
- Before or after school tutoring

Reward Systems and Motivators

- Use positive reinforcement
- Use concrete reinforcement
- Peer tutoring
- Request parent use home reward system
- Emphasize study/organizational skills
- Emphasize socialization skills
- Other behavior modification techniques

Grading

- Modify weights of examinations
- Credit for projects
- Credit for class participation

Legend (optional use)

- Accommodation Attempted
- + Accommodation Successful
- Accommodation Unsuccessful