

Oroville Union High School District
Section 504 Special Circumstances, Possible Supports and Services Guidance Document

When developing a Section 504 Plan, the Section 504 Team shall take into consideration the unique needs of a particular student. These are identified through the evaluation process and Section 504 Team discussion.

The following information is provided to help Section 504 Teams consider and discuss what may be appropriate for a particular student. These lists are not exhaustive, nor are they intended to be interpreted as required for any particular student. The Section 504 Team must consider each student on a case-by-case basis.

GENERAL STRATEGIES/SERVICES TO CONSIDER

Special Education and Related Services, e.g.

- Special education services.
- Speech/language and audiology services.
- Interpreting services.
- Psychological services.
- Occupational and physical therapy.
- Recreation, including therapeutic recreation.
- Early identification and evaluation of disabilities in children.
- Counseling services, including rehabilitation counseling.
- Orientation and mobility.
- Medical services for diagnostic or evaluation purposes.
- School health and/or school nurse services.
- Social work services.
- Parent counseling and training.
- Transportation.

Environmental Strategies/Services

- Provide a structured learning environment.
- Adjust class schedule.
- Provide Para-Educators and note takers.
- Modify non-academic times such as break and lunch times.
- Modify physical education.
- Change student seating.
- Provide use of a study carrel.
- Alter location of personal or classroom supplies for easier access or to minimize distraction.
- Use room dividers.
- Provide headsets to muffle noise.
- Seat child away from doors/windows.
- Seat near model (student or teacher).
- Provide time-out area.
- Rearrange student groups (according to instructional needs, role models, etc.).
- Provide functional tasks (relate to child's environment).
- Preferential seating (i.e. front of class, near teacher, near door).

Organizational Strategies/Services

- Modify test delivery (i.e. test read aloud, consider accommodations listed in the CAASPP).
- Use computer-aided instruction and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Accommodations made to homework assignments (i.e. shorten assignments, provide additional time, chunk projects/book reports/at home lengthy assignments).
- Use of one-to-one tutorials.
- Provide peer tutoring.
- Set time expectations/due dates for assignments.
- Use of highlighter for organization of information and tracking.
- Provide frequent check-ins and feedback by teacher on task completion.
- Provide student with self-monitoring tools for task/assignments completion.
- Establish routines for handing in assignments.
- Use of binder/online file system organization strategies and check-ins.
- Use clock faces to show classroom routine times.
- Use dotted lines to line up math problems or show margins.
- Assign only one task at a time.
- Provide daily and weekly assignment sheets/planner/homework assignment notebook.
- Post daily/weekly schedule.
- Use graph paper for place value or when adding/subtracting two-digit numbers.