ACCOMMODATIONS TO CONSIDER PRIOR TO 504 PLAN (AND IEP) MEETINGS WITH YOUR CHILD'S SCHOOL

Both 504 Plans and Individualized Education Programs (IEPs) are designed to help K-12 students have success in school. A 504 Plan provides accommodations to a child's learning environment, so they have access to learning opportunities at school. An IEP is a plan for a child's special education experience at school to meet the unique needs of the student, including learning goals and services needed for academic success. Learn more about the differences between 504 Plans and IEPs at www2.ed.gov/about/offices/list/ocr/504faq.html.

Prior to creating a 504 Plan, it is important to be thoughtful about what your child will need to be safe and successful at school. The list of considerations below may help you to talk with your child, their PH care team and school administration. Physical limitations your child may have and how your child may be accommodated should be discussed with your child's PH specialist prior to your scheduled meeting with administrators at your child's school.

SAFETY AND PHYSICAL ASSISTANCE

- Emergency Plan is known and accessible by teachers, school nurse and administrators.
- Pre-approved nurse's office visits.
- A private area in which to rest.
- Locker in a central location within the school.
- Activity level and expectations in classes and activities adapted to physical limitations.
- Student excused from Physical Education class requirements that the child's PH health care team and parents prohibit due to physical safety concerns.
- Extra time to travel between classes.
- Classmates to help carry textbooks between classes.
- Extra time to go to and from the restroom and breaks to take medications or manage oxygen.
- Arrangements for use of ramps and elevators.
- Arrangements for transportation for the student to get around a larger middle and/or high school campus (golf-cart, mobile motor chair, wheelchair with someone to push, etc.).

LEARNING ENVIRONMENT AND MANAGING ASSIGNMENTS

- Seat near the classroom door to allow easy entrance and exit.
- Verbal, visual or technology aids as necessary to accommodate the student's learning in the classroom (for example, verbal accommodation if oxygen delivery system makes noise interferes with hearing).
- Peer support (buddy system) in place for hallways, in the classroom and in the lunch room.
- Assignments modified as necessary (e.g., shortened or excused due to absences).
- Tutoring made available to catch up after absences.
- Parental access to teacher's email address to inform her/him of planned absences.
- Inclusion of information related to student's condition and needs in substitute teacher lesson plans.
- Classmates to take notes for student to help them catch up after absences.
- Additional time on in-class and standardized tests to make up for frequent bathroom breaks.
- Two sets of books, one for school and one for home.