

For example only. Not to be considered comprehensive or inclusive for any student.

Buncombe County Public Schools
SECTION 504/ADA STUDENT ACCOMMODATION PLAN

School Major High School School Year 2019-2020
Student Joe Joseph ID Number 1122334455
D.O.B. 06/06/2003 Age: 17 Grade: 11th
Parents Name: Mary and James Joseph Telephone: (101) 202-3003

Student is eligible for 504 plan: YES NO

If not, indicate reason: _____

Nature of Physical or Mental Impairment including the impact of the disability on a major life activity as defined under Section 504/ ADA:

Joe has been diagnosed with Attention Deficit Disorder and Generalized Anxiety Disorder by Dr. John Smart. This diagnosis along with other evaluations done by school personnel have determined that his disabilities adversely affect his performance at home and at school. Joe's limited concentration in the classroom limits his learning of verbally presented information. His access to school is also limited due to his extreme anxiety related to social and academic pressure.

What is the impact of the disability on the student's academic and non-academic performance? (attach more sheets as necessary)

Joe's disability affects his ability to maintain concentration and complete classroom assignments within time limits. When information is presented verbally, Joe is unable to listen and take notes at the same time. When reading, he requires a quiet environment with limited visual distractions. Due to his generalized anxiety, Joe often has panic attacks when he is under pressure academically or in settings with large numbers of students, such as the cafeteria, pep rallies, etc. He often retreats to safe, isolated settings and not go to classes where there will be the expectation to participate in groups.

Accommodations in the classroom and for standardized testing: (Include academic/non-academic accommodations)

Classroom and Environment Accommodations

1. Provide positive reinforcement when a student tolerates a feared situation.
2. Provide a consistent, predictable schedule.
3. Allow breaks as necessary and offer opportunities for action. For instance, pacing without disturbing others, running an errand, handing out papers, or using a fidget object.
4. Preferential seating in large assemblies (near the back of the room)

5. Identify one adult at school to seek help from when feeling anxious (school counselor, if available).
6. Pair student with a peer to aid with transition periods.
7. Preferential seating away from distractions (near the door, near the front of the room, near the teacher's desk).
8. Clearly stated and written expectations (behavioral and academic).

Homework and Tests

1. Offer extended time on tests.
2. Allow tests taken in a separate, quiet environment (to reduce performance pressure and distraction).
3. Give an oral exam instead of a high-pressure, written exam.
4. Consider the use of word banks, and equation sheets, to cue student, if student goes blank when taking a test.
5. Frequent check-ins for understanding, prompted by the teacher.
6. Modify assignments; allow the use of a word processor.
7. Allow extra time on quizzes, and in-class assignments.
8. Consider having student to perform oral reports to the teacher alone, or have the student audiotape or videotape the presentation at home.
9. Not requiring to read aloud or work at the board in front of the class .
10. Breaking down assignments into smaller pieces.
11. Record class lectures or use a scribe for notes.

Other Areas

1. Help after illness: Missed work can spike anxious feelings. Providing class notes and exempting students from missed homework.
2. Assign a responsible buddy to copy notes and share handouts.
3. If tests are given the day of the student's return, give them the option to take the test at another time and use the test-time to make up any other missing work.
4. Use a signal to let the student know that his turn is coming.
5. Provide opportunities for the student to share knowledge on topics in which he or she is most confident.
6. Fire and safety drills-While these drills are necessary, anxious students can very distressed by imagining these events. If there is an opportunity, signal the student in person just before the alarm sounds. This may buffer the surprise of the drill and allow student to mobilize with less distress.

Are there mitigating factors in place that positively impact the student's performance in the school and have decrease the need for accommodations? ___ Yes ___X No
If yes, indicate how these measures will be implemented, monitored, and maintained.

Mr. and Mrs. Joe, parents consulted a psychiatrist who placed Joe on medications to reduce anxiety and assist with his attention problems. Joe was not adherent with recommended treatment claiming medications caused unwanted side effects. Treatment eventually was discontinued. Joe receives psychological treatment with weekly interventions to assist him in identifying strategies for coping with anxiety and improve attention/concentration skills. His attendance has been inconsistent. Given these factors, the 504 team has determined that accommodations are necessary, and 4 hours per school day of paraprofessional services will be offered to assist with accommodations, and provide support with implementation of strategies for managing anxiety and inattention/lack of concentration. The 504 team, including parents, and in consultation with Joe's psychologist, will continue to assess Joe's educational needs and will determine if a referral for special education is warranted.

Signatures of 504 Committee Members

_____ Parent/Guardian
_____ Parent/Guardian
_____ Teacher
_____ Teacher
_____ Teacher
_____ Administrator

I have received a copy of this plan and have received notification of parental rights under Section 504.

Signature of Parent/Guardian

Signature of Parent/Guardian

Copies of this document will be placed in a separate 504 folder and placed with the cumulative record. A copy will be provided to parents, teachers, and school administrators.