



Baldwin County Public School System
Section 504 of the Rehabilitation Act

Form Y

Section 504 Progress and Accommodation Review Worksheet

Student's Name: Bateman, William	Birthdate: 01/21/2010
Teacher's Name: Moon, Matthew J	Subject: Physical Science, Gr 8, Hon/Adv Level Grade: 8

Please respond to the following questions and return to Amanda Blake, the Section 504 Coordinator, by Friday, September 22.

Frequency of Use	1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always
Effectiveness*	1 = Ineffective	2 = Not Very	3 = Somewhat	4 = Effective	5 = Highly

ACCOMMODATIONS

Please list each accommodation on the lines provided. Use the above scale to indicate the frequency of use and the effectiveness of each accommodation. *Provide evidence to show effectiveness (e.g., data charts, narrative notes, etc.)

1. <u>Modify or reduce the amount of homework without reducing the level or content of what is being taught</u>	Frequency of Use <u>2</u> Effectiveness <u>2</u>
2. <u>Shortened assignments based on mastery of key concepts</u>	Frequency of Use <u>1</u> Effectiveness <u>N/A</u>
3. <u>Preferential seating with proximity control</u>	Frequency of Use <u>5</u> Effectiveness <u>3</u>
4. <u>Give directions in small steps and assess for understanding by having student repeat back</u>	Frequency of Use <u>4</u> Effectiveness <u>4</u>
5. <u>Allow use of manipulatives</u> <u>Provide written notes, outlines, study guides</u>	Frequency of Use <u>4</u> Effectiveness <u>4</u>
6. <u>Emphasize content rather than spelling in written communication</u>	Frequency of Use <u>5</u> Effectiveness <u>4</u>

Using the information from the scale above, please respond to the following questions.

Is the student using the accommodations listed on the current Section 504 Plan? If not, what are the particular accommodations that are no longer used? Why? Shortened assignments are underutilized and will be enhanced in future.

Have you provided additional accommodations specific to this student which are not listed on the plan? If yes, what accommodations did you provide? What was the outcome? No.

What concerns, if any, continue to exist? Incomplete Assignments



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- | | |
|---|---|
| 1. <u>Oral rather than written responses (eg., for assignments more than 2 paragraphs).</u> | Frequency of Use <u>1</u>
Effectiveness <u>N/A</u> |
| 2. <u>Allow extended time. Describe: 50%</u> | Frequency of Use <u>4</u>
Effectiveness <u>2</u> |
| 3. <u>William will use a colored strip/bookmark/highlighting tool as needed while reading</u> | Frequency of Use <u>4</u>
Effectiveness <u>4</u> |
| 4. <u>Reduce paper/pencil tasks</u> | Frequency of Use <u>2</u>
Effectiveness <u>2</u> |
| 5. <u>Math assignments untimed</u> | Frequency of Use <u>1</u>
Effectiveness <u>N/A</u> |
| 6. <u>Allow to cold read on voluntary basis only</u> | Frequency of Use <u>1</u>
Effectiveness <u>N/A</u> |
| 7. <u>Allow use of audio books</u> | <u>1</u>
N/A |

Using the information from the scale above, please respond to the following questions.

Is the student using the accommodations listed on the current Section 504 Plan? If not, what are the particular accommodations that are no longer used? Why? Student has not been requesting many of these accommodations nor utilizing them when generally available.

Have you provided additional accommodations specific to this student which are not listed on the plan? If yes, what accommodations did you provide? What was the outcome? No.

What concerns, if any, continue to exist? Incomplete Assignments