

# A Model 504 Accommodation Plan (including ADA AAA requirements)

## Determine Eligibility

1. List the name of student, birth date, and other identifying information.

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2. List members of the 504 team and why each is there. What does each have knowledge about? (Is it the child? The evaluation data? The placement options?) Be sure that each of the above three types of knowledge is represented by the team.

Name	Knowledgeable about
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3. List each source of evaluation information. Sources do not need to be summarized—just listed. In most cases, there should be more than one source, and, hopefully, some generated by school personnel who know the child.

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4. List physical or mental impairment by name, as expanded by the ADA AAA. Again, no summary or description is required. Mitigation may not be used in eligibility determinations to limit eligibility.

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5. List the major life activity or activities affected. Focus on the activity as a whole (i.e., learning, reading, thinking, not on subjects, such as math or spelling; on emotional impairment, not on self-esteem). See expanded ADA AAA lists of major life activities, including major bodily functions.

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6. Quantify the degree of impact. Use descriptors such as *mild*, *moderate*, *sometimes*, and *often* to find no eligibility. Use descriptors such as *serious*, *substantial*, *almost always*, etc. to find eligibility. With these descriptors, compare the student to the **average person in the general population** (not to the average at a high-performing [or low-performing] school).

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### **THE PLAN—Provide Necessary Accommodations or Services**

7. ACCOMMODATIONS: If eligibility is determined, decide what accommodations or services the student needs in order to have the same opportunity as their average peers. Generally, good teaching practices and universal design do not belong on a 504 plan. There are exceptions, and when needed to ensure the accommodation or service, they can be included in the 504 plan.

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8. SIGNATURES? Section 504 includes NO requirement that the parents consent to or reject the plan. Thus, it is not advised to seek consent.

While not required, it may be good practice to have the parents sign to confirm that they received NOTICE of the 504 plan and their Section 504 procedural rights.

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### **ACTION—Implement the 504 Plan as Soon as It Is Developed**

**Remember! 504 plans are designed to *level the playing field*, not to *change the game*.**