

# 504 TOOLKIT

## Department of Student Services Lincoln Public Schools

### Key Terms for a 504 Disability Determination

**“Physical or mental impairment”:** (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitor-urinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**“Substantially limits”:** One or more of the student’s important life activities are restricted as to the condition, manner, or duration under which the student can be performed in comparison to most people. A student who can walk for 10 miles continuously is not substantially limited in walking merely because on the eleventh mile, he or she begins to experience pain because most people would not be able to walk eleven miles without experiencing some discomfort.

When considering “most people,” the student is to be considered with regard to other students of the same age or grade level who do not have a disability.

**Consideration of mitigating measures:** The determination of whether an impairment substantially limits a major life activity is to be made without regard to the ameliorative effects of mitigating measures such as—(1) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; (2) use of assistive technology; (3) reasonable accommodations or auxiliary aids or services; or (4) learned behavioral or adaptive neurological modifications.

**Episodic or in Remission:** An impairment that is episodic or in remission is a disability if it would substantially limit the student in a major life activity when active.

**“Major life activities”:** Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

**Eligibility for 504 Services:** Student has a 504 disability and needs 504 services or related services to receive equal opportunity to participate in the school’s activities and programs. (This means not every student with a 504 disability requires a 504 Plan).

Student's Name \_\_\_\_\_

Date of 504 Plan \_\_\_\_\_

**Physical Arrangement of Room:**

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- increasing the distance between the desks
- Additional accommodations:*

**Lesson Presentation:**

- pairing students to check work
- writing key points on the board
- providing peer tutoring
- providing visual aids
- providing peer note taker
- making sure directions are understood
- including a variety of activities during each lesson
- breaking longer presentations into shorter segments
- providing written outline
- allowing student to tape record lessons
- having child review key points orally
- teaching through multi-sensory modes
- using computer-assisted instruction
- Additional accommodations:*

**Assignment/Worksheets:**

- giving extra time to complete tasks
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- requiring fewer correct responses to achieve grade
- allowing student to tape record assignments/homework
- providing a structured routine in written form
- providing study skills training/learning strategies
- giving frequent short quizzes and avoiding long tests
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer-printed assignments
- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- Additional accommodations:*

**Test Taking:**

- allowing open book exams
- giving exam orally
- giving take-home tests
- using more objective items (fewer essay responses)
- allowing student to give test answers on tape recorder
- giving frequent short quizzes, not long exams
- allowing extra time for exam
- reading test item to student
- Additional accommodations:*

**Organization:**

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home
- developing a reward system for in-school work and homework completion
- providing student with a homework assignment notebook
- Additional accommodations:*

# 504 Plan Behavioral Accommodations

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Student's Name

Date of 504 Plan

The student can comply with all school rules:  YES  NO

If "NO," the rules which the student cannot follow from the "Responsibilities of Students" are as follows:

**To encourage appropriate behavior, the following may be used:**

- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cuing student to stay on task (nonverbal signal)
- marking student's correct answers, not his/her mistakes
- implementing a classroom behavior management system
- allowing student time out of seat to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing timeout procedures
- Additional accommodations:*

# 504 Plan Medication/Health Accommodations

Student's Name \_\_\_\_\_

Date of 504 Plan \_\_\_\_\_

### Medication/Health Services:

Yes  No The 504 Team has reviewed the existing Individual Health Plan (IHP), Action Plan (AP) or Student Assistance Plan (SAP) for the student. The 504 Team approves the:

- IHP
- AP
- SAP

and includes it in this 504 Plan by reference, and authorizes modifications to such plan(s) to be made as determined by the school nurse or 504 Team from time to time to adjust to changing physician orders, student needs, and otherwise as needed.

Name of physician \_\_\_\_\_ Phone \_\_\_\_\_

Medication(s) \_\_\_\_\_ Schedule \_\_\_\_\_

\_\_\_\_\_ Schedule \_\_\_\_\_

Administered by \_\_\_\_\_

# 504 Plan General Accommodations

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Student's Name

Date of 504 Plan

- suggesting parenting program(s)
- monitoring student closely on field trip
- in-servicing teacher(s) on child's disability
- providing social skills group experiences
- developing intervention strategies for transitional periods (e.g., cafeteria, physical education, etc.).
- alerting bus driver
- suggesting agency involvement
- providing group/individual counseling

*Other accommodations, if any* (attach separate sheet if needed):