

# A Quick Guide to 504 Plans: Purpose, Process, and Support



## PURPOSE

A 504 plan may be appropriate for a student who has "an impairment that substantially limits one or more major life activities." When someone suspects that this may be the case (a parent, teacher, counselor, coach, etc.), an evaluation to determine eligibility should be requested.

## PROCESS

A few things to know about the process are that the evaluation team's role is to answer three questions...

1. ***Does the student have a physical or mental impairment?*** This is asking whether the student has a diagnosed or identifiable condition that affects their body or mind, which may interfere with their ability to perform daily activities or functions typical for their age.
2. If so, ***does the impairment substantially limit one or more major life activities?*** This is important, because every impairment type has a range of impact (i.e. slight hearing loss vs. deafness, sprained ankle vs. paraplegic, minor vs life-threatening asthma, etc.). So determining the [threshold of impact](#) of an impairment is an important part of the 504 process.
3. If the answer to the above question is also yes, then the final question is, ***are there accommodations, aids, and/or services that the student needs in order to access and benefit from their education?*** Because of certain medications, equipment, or devices that are used by the student, there are sometimes no additional supports required for the student to access and benefit from their education under similar conditions, manner, or duration as their same-age peers.

## SUPPORT

If the answer to all three questions above are yes, then a 504 plan will be developed by the team to provide accommodations, aids, and/or services that are required in order for the student to access and benefit from their education.

- **Implementation:** Teachers and staff will follow the plan to ensure the student receives the necessary support.
- **Review:** The plan is reviewed regularly (usually every year or upon request) to make sure it still meets the student's needs.

## RESOURCES

Here are some resources that provide more detailed information and guidance:

- [EPS 504 webpage](https://everettsd.org/Page/5969) | everettsd.org/Page/5969
- [EPS 504 Handbook for 2024-25](#)
- [Procedural Rights & Safeguards](#)
- [Request for 504 Determination Form](#)
- [Parent/Guardian Consent for 504 Evaluation](#)

# Substantial Impairment Determination

