

There is no standard **504 plan** for schools to use. This form shows you an example of what could be included in a 504 plan for a student who has ADHD. A 504 plan should be tailored to a child's needs. So while some of the services and accommodations in this sample plan may be appropriate for your child, others may not.

Keep in mind the school is allowed to use its own form or not use a written 504 plan at all. In these cases, you can still use this sample plan to take notes and organize your thoughts.

School Name: Hartleyville Middle School

Student Name: Kevin Smith **Date of Birth:** 5/26/2004 **Grade:** 7

Qualifying Disability: ADHD **Date Plan Written:** 9/1/16

Date Plan Goes Into Effect: 9/8/16 **Date Plan to Be Reviewed:** 9/1/17

Documentation of Disability (see attached):
Report from Developmental Pediatrics, dated 6/28/16; Child Behavior Checklist & Conners Rating Scales
(from school evaluation dated 5/16/16)

504 Team Members	Title	Contact Information
Mr. Tallison	Administrator	A.Tallison@HMS.edu
Ms. Anderson	General education teacher	B.Anderson@HMS.edu
N/A	Related service provider	
Mr. & Mrs. Smith	Parent	thesmiths@me.com
Ms. Zicotti	Other: Behavior specialist	C.Zicotti@HMS.edu
	Other:	

TEACHER EDUCATION AND SUPPORT

- Teachers who work with Kevin will be provided consultation time with the school behavior specialist, Ms. Zicotti. She will help them implement accommodations and behavior management strategies in the classroom.

- Any teacher who works with Kevin, and who isn't trained as a special educator or behavior specialist, must watch this 3-minute video, What Is ADHD?, available at u.org/whatisADHD.

- Teachers who work with Kevin must also review the attached articles on (1) **signs of ADHD** they may see in the classroom and (2) **self-advocacy phrases** for middle school students.

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ACCOMMODATIONS AND/OR SERVICES			
Area of Educational Need	Accommodation or Service	Person(s) Responsible for Implementing	Frequency of Accommodation or Service
Organization	Write homework assignments in his planner and have his teacher(s) initial it.	Student, Teacher(s)	Daily: At the end of each class
Organization	Provide an extra set of books to keep at home.	Teacher(s)	Annually
Distractibility	Seat student near the front of the class or away from peer distractions.	Teacher(s)	Daily
Distractibility	Provide student with a quiet area for test-taking and in-class individual work.	Teacher(s)	As needed
Impulsivity	Give (and respond to) agreed-upon signals reminding student to raise his hand before answering or acting.	School staff, Student	As needed

NOTES

Date Approved: _____