

HADDON HEIGHTS SCHOOL DISTRICT

INITIAL DATE: _____

REVIEW/UPDATE: _____

504 ELIGIBILITY EVALUATION SUMMARY

STUDENT: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____

BIRTHDATE: _____ PHONE: _____

PARENT/GUARDIANS: _____

ADDRESS: _____

STUDENT REFERRED BY: _____

DATE OF MEETING: _____

Section 504 Evaluation

Procedural Checklist: All must be checked before the evaluation may occur.

- Verify that the parent has consented to Section 504 evaluation and received Notice of Parent Rights under Section 504.
- Verify that the parent has been informed in writing, by phone and in person of the date, time and place of the evaluation meeting.
- Verify membership of the Section 504 committee, which must include persons with knowledge of each of the following areas: (1) the student, (2) the meaning of the evaluation data, (3) the placement options.

The committee reviewed and carefully considered the following data which was gathered from a variety of sources including the referral document (please check all that apply).

- | | |
|---|---|
| <input type="checkbox"/> Grade Reports | <input type="checkbox"/> School Health information |
| <input type="checkbox"/> Disciplinary records/referrals | <input type="checkbox"/> Medical evaluations/diagnoses from parents |
| <input type="checkbox"/> Standardized tests and other tests | <input type="checkbox"/> Teachers/administrator input |
| <input type="checkbox"/> Parent Input | <input type="checkbox"/> Cumulative Records |
| <input type="checkbox"/> Student work samples | |

Other Information Considered: _____

Based on the evaluation data gathered from a variety of sources the Section 504 Committee answered the following questions to determine Section 504 eligibility.

A. Does the student have a physical or mental impairment? Yes No

Comments: _____

B. Does the physical or mental impairment affect one or more major life activities? Yes No

If so which major life activity or activities are affected? _____

C. Does the physical or mental impairment substantially limit a major life activity? That is, as a result of the physical or mental impairment, is the student restricted as to the condition, manner or duration under which the student can perform a particular activity as compared to the same manner or duration under which the student of the same age/grade level in the general population can perform that same major life activity? (Also, complete the ten questions and degree of impairment scale below in order to provide a final answer to this overall question)

Yes No

If yes, describe the substantial limitation: _____

1. Yes No Has the student demonstrated a consistent need for substantially more time to complete homework assignments and in-school assignments than is required by non-disabled students? If yes, indicate the types of assignments in which more time is required and the percentage of additional time required for each type.

2. Yes No Is modified testing consistently necessary for the student to be able to demonstrate knowledge? If yes, indicate the type of subject matter and the types of testing and the modifications required.

3. Yes No Does the student exhibit frequent behaviors, such as drowsiness, impulsivity, inattentiveness, or aggressiveness, associated with an identified physical or mental impairment or medication and do these behaviors interfere with school performance? If the answers are yes, describe the behavior and how they significantly interfere with learning.

4. Yes No Does the student exhibit significant difficulty in planning, organization and execution of school-related activities and assignments?

5. Yes No Is the student chronically absent or tardy for reasons related to a diagnosed physical or mental impairment and are absences or tardies interfering with school performance? If yes, indicate the number of absences during the previous school year _____ and in the current school year _____.

6. Yes No Has the student experienced a steady decline in academic performance?

6(a) Yes No Is there is no known cause other than the diagnosed physical or mental impairment?

7. Yes No Has the student experienced a steady increase in disciplinary interventions for which there is no known cause other than the diagnosed condition?

8. Yes No After intervention strategies have been implemented in general education, does the student still exhibit significant learning difficulties?

9. Yes No Does the student have a physical or psychological impairment(s) that impair his/her ability to access school programs or meet school related requirements.

- Discount from the analysis sub-par performance due to other factors, such as normal moods, lack of motivation, and the immediate situation or environment.
- Whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures.
- An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- Use the average student in the general population as the frame of reference for purpose of comparison.

Place an “X” on the following scale to indicate the specific degree that the impairment limits the major life activity.

0	1	2	3	4	5
None	Negligibly	Mildly	Moderately	Substantially	Extremely

If the team’s determination was 4 or 5, the team should determine and list on the accommodation plan the specific accommodations necessary for the child to have opportunity commensurate with nondisabled students (at the same age) in the district.

D. Does the student need Section 504 services in order for their academic and behavioral functioning to be adequately comparable to the functioning of a typical student without a disability?

Yes No

E. Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

Yes No

Based on the responses to the questions above, and any other relevant factors, the Section 504 committee’s analysis of the eligibility criteria applied to the evaluation data indicates:

- The student is not eligible for services under Section 504 and will continue to receive general education and any available general education resources and programs.
- The student is eligible under Section 504 and will receive an Accommodation Plan, which governs the provision of Section 504 services to the student.

- The student remains eligible under Section 504 and will receive an updated Accommodation Plan, which governs the provision of Section 504 services to the student. (Annual and 3 yr. Re-evaluations only).
- The student is no longer eligible for Section 504. The student will continue to receive general education without Section 504 services.

If you disagree with the committee's decision, you may request a hearing by contacting the district 504 coordinator to discuss your concerns.

Comments/Recommendations: _____

Committee Member Participants

<u>Name</u>	<u>Title</u>	<u>Date</u>

Parent/Guardian Acknowledgement

- I have been given the opportunity to participate in the 504 Eligibility determination.
- I have been informed of my rights and options under Section 504.
- I understand that my child can be reconsidered in the future for 504 eligibility at my or the school's request.

 Parent/Guardian Signature

 Date

cc: 504 Committee members