

EVALUATION GUIDELINES FOR SECTION 504

1. If a child needs or is believed to need general education accommodations, related services, and / or supplemental aids under Section 504, the school district must evaluate the child.

The following include, but are not limited to, conditions that may be found disabling under Section 504:

AIDS
Allergies
Arthritis
Asthma
Recovering Chemical Dependent
ADD/ADHD
Cancer
Communicable Diseases
Congenital Defects
Diabetes
Dwarfism
Epilepsy
Formerly Handicapped
Hemophilia
Hepatitis B
Obesity
Pregnancy with Medical Problems
Schizophrenia
Special Health Care Needs
Retinitis-Pigmentosa
Temporary Conditions
Tourettes Syndrome
Tuberculosis

2. Notification of the parent/legal guardian is required for Section 504 evaluations. The Director of Special Education should communicate with the parent/legal guardian in addition to sending the following forms:

(504-1) Referral for Section 504 Services
(504-2) Notice of Receipt of Section 504 Referral
(504-3a) Notice of Parent/Students Rights
(504-3b) Section 504 Defined
(504-3c) Receipt of Parents Rights
(504-4) Parent Consent for Section 504 Evaluation

3. While completing the Team Assignment document (504-5b), the team will conduct the Section 504 evaluation:

- Should be based on information from a variety of sources (teachers, other school staff, parent/guardian, physician, nurse, other professionals, or persons in the community).
- Should document and consider all pertinent information (records, assessment data, medical reports).
- Should be conducted by a team or group of persons including those who are knowledgeable about the child, the suspected condition, evaluative procedures, the meaning of evaluative data, and accommodation/ placement options.
- Should utilize assessment materials, tests, and/or evaluation procedures, which are tailored to assess specific areas of educational need.

4. Team Assignment document (504-5b) continued. Section 504 evaluation procedures may include:

- Review of school records,
- Interviews with persons knowledgeable about the child's functioning.
- Observations in the school, home or community environment, administration by school psychologist appropriate measures for assessing the presenting concern.

5. Parent/guardian must be invited to participate in the Section 504 Evaluation Meeting where the results of the evaluation, determination of handicap, and possible accommodations/services will be discussed. Complete the letter of invitation to evaluation meeting. (504-6)

6. Determine whether the impairment or condition substantially limits one or more major life activities.

- grades
- accessibility to all aspects of the curriculum
- academic productivity and performance
- social/interpersonal relationships
- behavior/emotional status
- extracurricular activities

Is the student afforded an equal opportunity to participate and/or benefit from education when compared to non-disabled, age appropriate peers?

7. Complete the Accommodation plan evaluation and eligibility report (504-7) at the Eligibility meeting. Determine whether the student qualifies as disabled under Section 504:
 - The student has, has a record of, or is regarded as having a physical or mental impairment;
 - The impairment substantially limits one or more major life activity for that person.

8. If the student is determined to be disabled under Section 504, the evaluation team will develop a written Section 504 Education Plan (504-8). This documents the regular education accommodations and/or related services that will be provided to meet the educational needs of the disabled student.

9. Review of the Section 504 Education Plan is recommended once per year or upon significant change in school placement or program.