

Section 504 Initial Evaluation & Periodic Re-Evaluation

Student:		Student ID #:		Date of Birth:	
Grade:		Campus:		Previous Campus:	
Today's Date:		(Check one): Initial Evaluation		Periodic Re-Evaluation	
For Initial Evaluation Only: Referred by:				Date of Referral:	

§504 Committee Membership:

By regulation, the Section 504 Committee is a group of knowledgeable people. Within the group, each required type of knowledge must be present. List each member attending and check the area of knowledge each provides (attach an additional sheet if necessary). Each required area of knowledge must be present on the committee.

Name	Position/Title	This member has knowledge of
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The meaning of the evaluation data
		<input type="checkbox"/> The placement options
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The meaning of the evaluation data
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		<input type="checkbox"/> The placement options

Procedural Checklist:

For the §504 Initial Evaluation, complete Questions 1-5. If this is a Re-Evaluation, there is no requirement for parental consent (mark Question 1 "N/A", and complete the other four questions). Please verify by checkmark that each requirement is completed before proceeding.

1. Verify that the parent consented to §504 <i>initial</i> evaluation, Form 5 (<i>Does not apply to re-evaluations</i>)		
2. Verify that the §504 Committee is a group, including a person with knowledge in each of the required areas.		
3. Verify the Student's dominant language:	Dominant language of the home:	
4. Verify that the parent received Notice of Parent Rights under §504		
5. Verify <i>how</i> the parent was informed of the date, time, and place for this evaluation (check one)		
<input type="checkbox"/> In writing	<input type="checkbox"/> By Phone	<input type="checkbox"/> In Person
		<input type="checkbox"/> Other:

Texas Dyslexia & Homebound: If the Committee is considering GEH Homebound, please complete this form, together with Form 17. If the Committee is evaluating the student for eligibility under the Texas Dyslexia Law, *use only Form 16* for both §504 and dyslexia eligibility. Do not use this form for a dyslexia evaluation under Section 504.

Evaluation Data Considered from a Variety of Sources

The Committee reviewed and carefully considered data gathered from a variety of sources, including the Referral Document. [Please check each type of data reviewed by the Committee, or attach copies of the data.]

Parent input	Student work portfolio
Teacher/Administrator Input & Recommendations	Special education records (specify)
Aptitude and Achievement Tests	Social or cultural background
Other Tests	Disciplinary records/referrals
Early Intervention data	Mitigating measures
Grade reports	Adaptive behavior
School Health Information	Other
Medical evaluations/diagnoses/physical condition	Other

NOTE: If information from a conversation or other data in unwritten form was considered, please document that oral data relied upon by attaching written notes summarizing the conversation or data.)

Section 504 Eligibility Determination

As directed by Congress in the ADA, the Section 504 Committee understands that the definition of disability “shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.”

<p>1. Does the student have a physical or mental impairment? If so, please identify the impairment(s) in the box below. <i>Notes (1) This is an educational determination only, and not a medical diagnosis for purposes of treatment. (2) Impairments that are episodic, in remission or mitigated should also be listed. (3) OCR guidance indicates that in “virtually every case,” diabetes, epilepsy, bipolar disorder and autism will result in eligibility under Section 504. Extensive documentation or analysis should not be required for these impairments.</i></p>	<p>Eligibility Question #1</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	

If you answered “yes” to Question 1, identify the impairment(s) here.

<p>2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? If so, identify the major life activity or major bodily function by checking the appropriate box or boxes. <i>Note: For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability was present or active.</i></p>	<p>Eligibility Question #2</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	

Major Life Activities include, but are not limited to:

Caring for oneself	Eating	Lifting	Learning	Communicating
Performing manual tasks	Sleeping	Bending	Reading	Working
Seeing	Walking	Speaking	Concentrating	Other:
Hearing	Standing	Breathing	Thinking	Other:
Functions of immune system	Bowel function		Endocrine function	Brain function
Normal cell growth	Bladder function		Respiratory function	Digestive function
Reproductive function	Neurological function		Circulatory function	Other:

<p>3. Does the physical or mental impairment <u>substantially limit</u> a major life activity? <i>Notes: (1) “Substantially limits” does not mean “significantly restricted.” (2) This question asks whether the person evaluated is substantially limited in performing a major life activity as compared to the “average student” of the same grade or age or as compared to “most students” of the same grade or age. (3) The ADA requires that when making this determination, the Committee should not consider the ameliorative (helpful or positive) effects of mitigating measures (except for ordinary eyeglasses or contact lenses). (4) The fact that the impairment is episodic (the impact of the impairment is sometimes substantially limiting, but not always), or in remission, does not preclude eligibility if the impairment would substantially limit a major life activity when active.</i></p> <p>If Eligibility Question 3 is answered “no,” explain why the student is not substantially limited and describe how the committee addressed the positive impact of mitigating measures (what measures are used by/for the student, and what was their impact?):</p>	<p>Eligibility Question #3</p>
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	

<p>Section 504 Plan & Placement (completed only if each of the three preceding questions were answered “Yes.”).</p> <p>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? <i>Notes: (1) If the student’s needs are so extreme as to require special education and related services, a referral to special education should be considered. (2) If the student’s impairment is in remission, and creates no need for services or accommodations, the student is not in need of a §504 Services Plan. (3) If the student’s needs are currently addressed by mitigating measures with no need for additional services or accommodations, and the mitigating measures are provided or implemented by the student, with no action required by the school, the student is not in need of a §504 Services Plan.</i></p> <p>If the Plan and Placement question is answered “no,” explain why the student does not need a Section 504 Services Plan:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">Plan & Placement Question</th> </tr> <tr> <td style="width: 50%; padding: 5px;">Yes</td> <td style="width: 50%; padding: 5px;">No</td> </tr> </table>	Plan & Placement Question		Yes	No
Plan & Placement Question					
Yes	No				

Analyzing the Results of the Committee’s Answers

1. If all four questions are answered “YES”, the student is eligible for both the nondiscrimination and FAPE (Section 504 Services Plan) protections of Section 504. The Section 504 Committee will create a Section 504 Services Plan for this Student.
2. If only the first three questions are answered “YES”, the Student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic Re-Evaluation or more often as needed. The Section 504 Committee will not create a Section 504 Services Plan at this time as the Student’s needs are currently being met as adequately as his nondisabled peers. Should such a need develop, the §504 Committee shall re-convene and develop an appropriate Section 504 Services Plan at that time.
3. If any of the first three answers is “NO”, the Student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Services Plan.

Section 504 Committee’s Decision

The §504 Committee’s analysis of the eligibility criteria as applied to the evaluation data indicates that at this time (check the appropriate box or boxes):

Not §504 Eligible. The student is not eligible under Section 504.	
§504 Eligible + Plan. The student is eligible under §504, and will receive a §504 Services Plan that governs the provision of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504.	<input type="checkbox"/>
§504 Eligible + No Plan (In Remission). The student is eligible under §504, but will not require a §504 Services Plan because the physical or mental impairment is in remission, and there is no current need for services. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should need for a Plan develop, the §504 Committee shall reconvene and develop an appropriate §504 Services Plan.	<input type="checkbox"/>
§504 Eligible + No Plan (Mitigating Measures). The student is eligible under §504, but will not require a §504 Services Plan because the student’s needs are met as adequately as his nondisabled peers due to the positive effect of mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should need for a Plan develop, the §504 Committee shall reconvene and develop an appropriate §504 Services Plan. This result applies when the mitigating measures are neither provided by nor implemented by the School.	<input type="checkbox"/>

Section 504 Committee's Decision (continued)	
§504 Eligible + No Implemented Plan (Refusal/Revocation of Consent for Services). The Student is eligible under §504, but will not be served under a §504 Services Plan at this time because the Student's Parent has either refused consent for initial Section 504 Services or has revoked consent for continued Section 504 Services. The Parent's action is documented in Form 12. The Committee will complete the Section 504 Services Plan (Form 13), but the Plan will not be implemented due to the Parent's refusal to consent or revocation of consent. The Student will receive manifestation determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should the Parent desire Section 504 Services for the Student, the Parent will notify the §504 Coordinator to convene a Section 504 Meeting.	
Continued §504 Eligibility. The Student remains eligible under §504, and will receive an updated §504 Services Plan that governs the provision of a free appropriate public education to the student. The Student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation or more often as needed, as well as the nondiscrimination protections of §504. (For use with Re-Evaluations).	
Dismissal from §504. The Student is no longer eligible for Section 504 and is exited from the program. The Student will now receive regular education without Section 504 services. The Student will receive the nondiscrimination protections of Section 504 as a student with a record of an impairment, together with procedural safeguards, but will not receive manifestation determination, or periodic re-evaluation.	
IDEA Eligible & §504 Dismissal. The Student has been determined special education eligible by an ARD Committee/IEP Team. Consequently, the Student is no longer served through a Section 504 Committee and is exited from the program. The Student will receive a free appropriate education through the ARD Committee/IEP Team, together with the nondiscrimination protections and procedural safeguards of Section 504.	
Texas General Ed Homebound. As part of the §504 evaluation, the Committee considered your Student's eligibility for Texas General Education Homebound. The Student is ___ is not___ eligible for General Education Homebound Services. (Check one if GEH was considered for this student).	
Other (please describe)	

Additional notes or explanations by the Committee: