



# LONGVIEW INDEPENDENT SCHOOL DISTRICT

*Section 504 Evaluation  
Form 10, page 1 of 4*

## Section 504 Evaluation

<b>Student:</b>		<b>Student ID #:</b>		<b>Date of Birth:</b>	
Grade:	Campus:	Previous Campus:			
Referred by:			Position/Relation to Student:		
Date of Referral:			Date of Evaluation:		

<b>Procedural Checklist:</b>						
<b>Four things must be verified before the §504 evaluation can occur (check when completed)</b>						
	Verify that the parent consented to §504 initial evaluation					
	Verify that the parent received Notice of Parent Rights under §504					
	Verify the method by which the parent was informed of the date, time, and place for this evaluation					
	<input type="checkbox"/>	in writing	<input type="checkbox"/>	by phone	<input type="checkbox"/>	in person
	<input type="checkbox"/>					Other?
	Verify membership of the Section 504 Committee, which must include persons with knowledge of each of the following three areas: (1) the student (2) the meaning of the evaluation data, and (3) the placement options. (See below)					
<b>NOTE: If the Committee is also evaluating the student for eligibility in the Texas Dyslexia Program, please also complete Form 13 to ensure compliance with the Texas Dyslexia Law. If the Committee is considering General Education Homebound, please also complete Form 14.</b>						

<b>§504 Committee Membership:</b>			
List each member attending and check the area of knowledge they provide (attach an additional sheet if necessary). Each area of knowledge must be present on the committee.			
Name	Position/Title	Knowledge of ....	
		<input type="checkbox"/>	Child
		<input type="checkbox"/>	Evaluation data
		<input type="checkbox"/>	Placement options
		<input type="checkbox"/>	Child
		<input type="checkbox"/>	Evaluation data
		<input type="checkbox"/>	Placement options
		<input type="checkbox"/>	Child
		<input type="checkbox"/>	Evaluation data
		<input type="checkbox"/>	Placement options
		<input type="checkbox"/>	Child
		<input type="checkbox"/>	Evaluation data
		<input type="checkbox"/>	Placement options
		<input type="checkbox"/>	Child
		<input type="checkbox"/>	Evaluation data
		<input type="checkbox"/>	Placement options

<b>Evaluation Data Considered from a Variety of Sources</b>			
The Committee reviewed and carefully considered the following data gathered from a variety of sources, including the Referral Document. [Please check each that applies, or attach copies of the data.]			
	Parent input		Student work portfolio
	Grade reports		Special education records (specify)
	Standardized Tests and Other Tests		Disciplinary records/referrals
	Early Intervention data		Mitigating measures
	Teacher/Administrator Input		Other
	School Health Information		Other
	Medical evaluations/diagnoses		Other
<b>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.)</b>			

<p><b>Section 504 Eligibility Determination</b> 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>			
<p><b>Does the student have a physical or mental impairment?</b> 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) Episodic impairments and impairments in remission should also be listed here.</i></p>			<p><b>Question 1</b></p>
	Yes		No
<p>If you answered “yes” to Question 1, identify the impairment(s) here.</p>			
<p><b>Does the physical or mental impairment affect one or more major life activities (including major bodily functions)?</b> If so, identify the major life activity or major bodily function by checking the appropriate box or boxes. <i>Note: For an impairment in remission, identify the activity or function affected when the disability was present.</i></p>			<p><b>Question 2</b></p>
	Yes		No
<p style="text-align: center;">Major Life Activities include, but are not limited to:</p>		<p style="text-align: center;">Major Bodily Functions include but are not limited to:</p>	
Caring for oneself	Bending	The immune system	Respiratory function
Performing manual tasks	Speaking	Digestive function	Circulatory function
Seeing	Breathing	Normal cell growth	Endocrine function
Hearing	Learning	Bowel function	Other:
Eating	Reading	Bladder function	Other:
Sleeping	Concentrating	Neurological function	Other:
Walking	Thinking	Brain function	Other:
Standing	Communicating	Reproductive function	Other:
Lifting	Working		
Other:			
<p><b>Does the physical or mental impairment <u>substantially limit</u> a major life activity?</b> <i>Notes: (1) “Substantially limits” does not mean “significantly restricted.” (2) The ADA requires that when making this determination, the Committee should not consider the ameliorative effects of mitigating measures (except for ordinary eyeglasses or contact lenses). (3) 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><b>Question 3</b></p>
	Yes		No
<p><b>Does the student need Section 504 accommodations in order for his/her educational needs to be met as adequately as those of non-disabled peers?</b> <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, or the student’s needs are currently met by mitigating measures, the student is not in need of a Section 504 Accommodation Plan and is not eligible for FAPE.</i></p>			
<p><b>Does the student need Section 504 accommodations in order for his/her educational needs to be met as adequately as those of non-disabled peers?</b> <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, or the student’s needs are currently met by mitigating measures, the student is not in need of a Section 504 Accommodation Plan and is not eligible for FAPE.</i></p>			<p><b>Question 4</b></p>
	Yes		No

<b>Analyzing the Results of the Committee’s Answers</b>	
1. If all four questions are answered “YES”, the student is eligible for both the nondiscrimination and FAPE (Section 504 Accommodation Plan) protections of Section 504. The Section 504 Committee will create a Section 504 Accommodation 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, but the Section 504 Committee will not create a Section 504 Accommodation Plan at this time as the student’s needs are being met as adequately as his nondisabled peers. Should need develop, the Section 504 Committee shall develop an appropriate Section 504 Accommodation Plan.	
<b>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 Accommodation plan.</b>	
<b>Section 504 Committee’s Decision</b>	
The Section 504 Committee’s analysis of the eligibility criteria as applied to the evaluation data indicates that at this time:	
	The student is not eligible under Section 504.
	The student is <b>eligible</b> under Section 504, and <b>will receive a Section 504 Accommodation Plan</b> that governs the provision of a free appropriate public education to the student, together with the nondiscrimination protections of Section 504.
	The student is <b>eligible</b> for the nondiscrimination protections of Section 504, but <b>will not require a Section 504 Accommodation Plan</b> because the physical or mental impairment is in remission, and there is no current need for services. Should need develop, the Section 504 Committee shall develop an appropriate Section 504 Accommodation Plan.
	The student is eligible for the nondiscrimination protections of Section 504, but will not require a Section 504 Accommodation 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. Should need develop, the Section 504 Committee shall develop an appropriate Section 504 Accommodation Plan.
	The student <b>remains eligible</b> under Section 504, and will receive an updated Section 504 Accommodation Plan that governs the provision of a free appropriate public education to the student, together with nondiscrimination protection. (Annual and re-evaluations)
	The student is <b>no longer eligible</b> for Section 504 and is exited from the program. The student will now receive regular education without Section 504 services. (Dismissal)
	The student has been <b>determined special education eligible</b> by an ARD Committee/IEP Team. Consequently, the student is <b>no longer served through a Section 504 Committee</b> and is exited from the program. The student will receive a free appropriate education through the ARD Committee/IEP Team.
	As part of the §504 evaluation, the Committee considered your student’s eligibility for the Texas Dyslexia Program. The student ___ is ___ is not eligible for services in the Dyslexia Program.
	Other (please describe)



# LONGVIEW INDEPENDENT SCHOOL DISTRICT

*Notice of Section 504 Evaluation Results  
Form 10, page 4 of 4*

## Notice of Section 504 Evaluation Results

Date

Dear Parent/Guardian/Adult Student,

This letter is to inform you that the Section 504 Committee had a meeting on \_\_\_\_\_ to discuss your student \_\_\_\_\_ (student's name). A copy of the evaluation form is attached. After careful review of relevant evaluation data indicated on page 1, the Section 504 Committee analyzed the data to answer the Section 504 eligibility questions on page 2. While the evaluation document provides more detail on the Committee's decision, by way of summary, the Committee determined that \_\_\_\_\_  
\_\_\_\_\_ (provide brief summary of decision)

A copy of the 504 Committee's evaluation is enclosed. If your student was determined 504-eligible, a copy of the 504 Plan is also attached.

If you have any questions concerning this decision, please call me at \_\_\_\_\_.

I will be more than happy to discuss any questions that you may have.

Sincerely,

Section 504 Coordinator

Encl. (1) Completed Evaluation  
(2) 504 Accommodation Plan (if eligible)