

# Madison County Schools Section 504 Eligibility Determination

Student's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Eligibility Team Members (signatures) that are knowledgeable about the student....

- |    |           |                         |
|----|-----------|-------------------------|
| 1. |           |                         |
|    | Signature | Relationship to Student |
| 2. |           |                         |
|    | Signature | Relationship to Student |
| 3. |           |                         |
|    | Signature | Relationship to Student |
| 4. |           |                         |
|    | Signature | Relationship to Student |
| 5. |           |                         |
|    | Signature | Relationship to Student |

Variety of sources of evaluation information (indicate each one used):

- Adaptive and-or achievement tests
- Adaptive behavior
- Teacher recommendations
- others (specify): \_\_\_\_\_

1. Specify the mental or physical impairment: \_\_\_\_\_ (as recognized in DSM-IV or other respected source if not **excluded** under 504/ADA)

2. Check the major life activity that is substantially limited (a major life function):

- seeing    hearing    walking    learning    caring for oneself
- performing manual tasks    speaking    breathing    working
- other (specify) \_\_\_\_\_

3. Place an "X" on the following scale to indicate the specific degree that the impairment (in #1) limits the major life activity (in #2):

- Focus your response on the major life activity as a whole (e.g. learning), not in a particular class (e.g. math) or for a particular sub-area (e.g. socialization).
- Discount from the analysis sub-par performance due to other factors, such as normal moods, lack of motivation, and the immediate situation or environment.
- Use the average student in the general population as the frame of reference for purpose of comparison.

1.  Negligibly   2.  Mildly   3.  Moderately   4.  Substantially   5.  Extremely

For an "X" at 4.0 or above, fill in specific information evaluated by the team that justifies the rating.

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4. If the team's determination for #3 was less than "4", provide notice to the parents of their procedural rights, including an impartial hearing. If the team's determination was a "4" or above, the team should determine and list on the accommodation plan the specific accommodations that are *necessary* for the child to have an opportunity commensurate with non-disabled students (at about the same age) in this district.