

HADDONFIELD PUBLIC SCHOOLS

DETERMINATION OF 504 ELIGIBILITY

Name: _____ Student ID #: _____ DOB ___/___/___

School: _____ Grade: _____

Specify the mental or physical impairment: _____

A. Information Used to Determine Eligibility: (Check blocks that apply; attach copies of checked items to this form)

- Physician's Report
- Remediation Plan (If available)
- Parent Information
- Report Card (Required)
- Scholastic Record
- Work Samples
- State Assessment Results
- Attendance/Tardiness
- Other

Cultural, Economic & Environmental Factors: The student's limited academic and/or behavioral performance is _____ is not _____ caused by cultural, economic and environmental circumstance

Major Life Activity (MLA): _____

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and operation of a major bodily function.

B. Does the Disability Substantially Limit the MLA?

1. YES___ NO___ Does the student have a diagnosed physical or mental impairment?
2. 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.
3. 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.
4. 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.

- 5. YES ____ NO ____ Does the student exhibit significant difficulty in planning, organization and execution of school-related activities and assignments?

- 6. 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 _____.

- 7. YES ____ NO ____ Has the student experienced a steady decline in academic performance?

- 8. YES ____ NO ____ Has the student experienced a steady increase in disciplinary interventions for which there is no known cause other than the diagnosed condition?

- 9. YES ____ NO ____ After at least two intervention strategies have been implemented in regular education, does the student still exhibit significant learning difficulties?

- 10. 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.?

C. Substantially Limited

- Only one activity need be affected
- Impairment that is episodic or in remission is a disability if it meets the test when active
- “Substantially limited” is determined without regard to mitigating measures (medication, medical equipment, prosthetics, hearing aides etc.
- “Substantially limited” is determined without regard to reasonable accommodations, use of assistive technology, auxiliary aides or services, or learned behavioral or adaptive neurological modifications.

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

- Make sure that the team focuses on the major life activity as a whole (e.g. learning), not in a particular class or subject 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.



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

Eligibility Determination: _____ is is not Section 504 Eligible
(student name)

If student is not eligible summarize the reasons below:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 the Haddonfield Public School District provides you as the parent or guardian, with the following procedural safeguards in relation to your child.

1. You have a right to receive a copy of this notice upon the district's identification, evaluation, refusal to provide an evaluation, educational placement, denial of educational placement and any significant change in said placement of your child.

2. You have the right to an evaluation of your child if the district has reason to believe that your child has a mental or physical impairment that substantially limits learning or some other major life activity.
 - a) before the initial placement
 - b) before any subsequent significant change in placement

3. You have the right to an opportunity to examine all relevant records for your child.

4. You have the right to an impartial hearing, with participation by you and representation by counsel, concerning the identification, evaluation, or educational placement of your child.

5. You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

Copies: Parents
Teachers
504 Folder