## **Section 504 Eligibility and Planning Worksheet**

Student Name:		School:		Date:		
1. What is the studen	t's primary impairment?		If there are secondar	y impairments, please list		
	ence/evaluation data used to mak conditions; we determine eligibilit			cumentation is not always needed r in 504 than SPED.	I). Remember that we	
SPED Testing	Doctor's note or recommendation	ons				
Grades						
End of Level Testing						
Attendance						

## 2. How does the disability limit major life activities for the student?

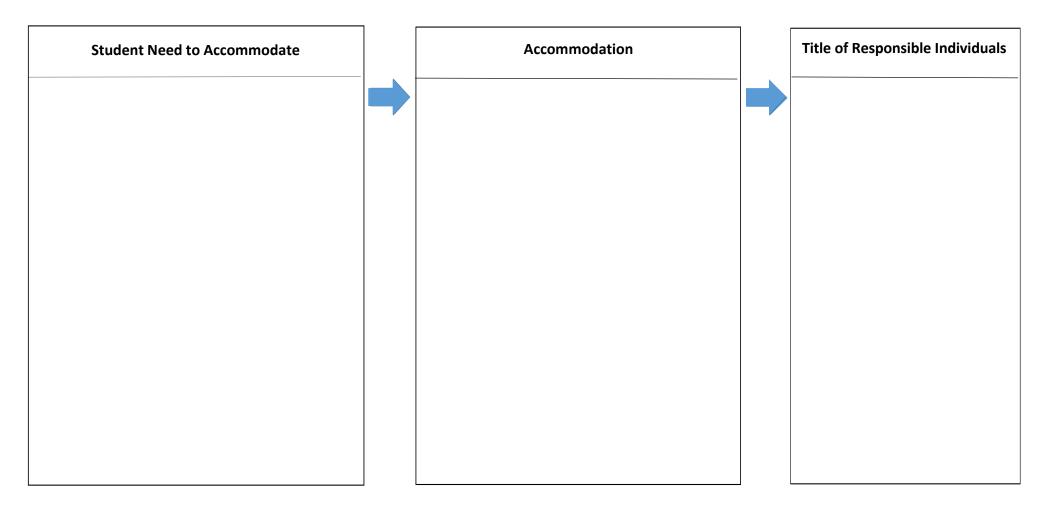
Major life activity	Description of the NATURE of how the impairment	Source of Information	Severity	Duration	Substantial Limitation? Yes or No	
impacted	affects/impacts the major life activity in the school setting	(data and/or person)	1-5/Mild-Severe	How long will the impact last?		
			1 2 3 4 5		Yes	No
			1 2 3 4 5		Yes	No
			1 2 3 4 5		Yes	No
			1 2 3 4 5		Yes	No

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, breathing, learning, reading, concentrating, thinking, communicating, working, interacting with others, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Be sure to take into account any other non-disability related factors that may be affecting the student's performance (mood swings, motivation, etc.) However, remember that mitigating measures may not be taken into account when determining if the student has a disability, but they may when determining whether a 504 plan is necessary.

## 3. Are services required to allow the student to have educational opportunities commensurate with their nondisabled peers?

- Think of the student's substantial limitations from #2. Use the following chart to match those needs with appropriate services. The plan should focus on current situation and needs rather than future concerns or projections. Remember that it is possible for a student to have a disability and substantial limitation but NOT need a 504 plan for commensurate opportunity.
- Do not rely on presumptions or stereotypes about persons or classes of persons with certain disabilities (cookie-cutter plans or laundry lists of accommodations); evaluation and service determinations should be based on individual needs as shown by data and evaluation.



If the team determines that the student is eligible for a 504 plan, use this information to fill out the 504 plan in **My Student**, then print the plan and get signatures. Also document information from the meeting in **Tracker** in **My Student**. Keep this form in the file to show the process the team went through in making the eligibility determination.