

SECTION 504/ADA STUDENT ELIGIBILITY FORM

Child's Name: _____ Birthdate: _____

Eligibility Team Members: Fill in names and check whether reasonably knowledgeable about the:

Names: _____ ...child _____ ...meaning of _____ ...accommodations/
 _____ : evaluation data _____ placement options

Sources of evaluation information (indicate each one used):

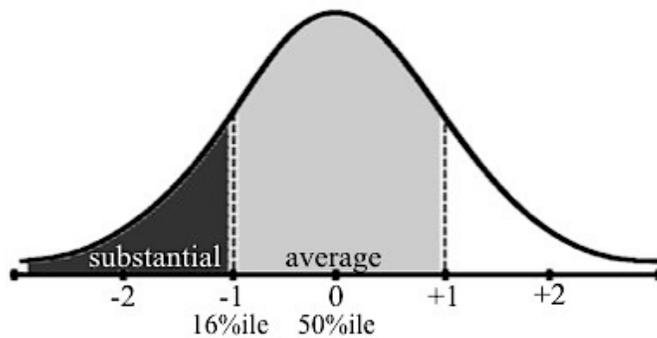
_____ aptitude and/or achievement tests _____ teacher recommendations
 _____ adaptive behavior _____ others(specify): _____

1. Specify the mental or physical *impairment* _____ -
 (as recognized in *DSM-V* or other respected source if not excluded under 504/ADA, e.g., illegal drug use)*

2. Check the *major life activity*: _____ seeing _____ hearing _____ walking _____ breathing _____ learning
 _____ reading _____ writing _____ thinking _____ concentrating _____ communicating _____ speaking
 _____ interacting with others _____ manual tasks _____ reaching _____ lifting _____ bending
 _____ eating _____ sleeping _____ bowel functions _____ bladder functions _____ digestive functions
 _____ immune system functions _____ circulatory system functions _____ endocrine system functions
 or specify alternative of equivalent scope and central importance: _____

3. Place an "X" on the horizontal bottom axis of the figure below to designate the specific degree that the impairment (in item #1 above) limits the major life activity (in item #2 above) per the following interpretive standards:

- Make an educated estimate **without** the effects of mitigating measures, such as medication; low-vision devices (except eyeglasses or contact lenses); hearing aids and cochlear implants; mobility devices, prosthetics, assistive technology; learned behavioral or adaptive neurological modifications; and reasonable accommodations or auxiliary aids/services.
- Similarly, for impairments that are episodic or in remission, make the determination for the time they are active.
- Use most students in the general (i.e., national or state) population as the frame of reference.
- Interpret close calls in favor of broad coverage (i.e., construing the illustrative guideline of the 16%ile as a relatively relaxed approximation). Thus, for an "X" in the "average" range or higher, document specific information evaluated by the team that provides adequate justification.



4. If the team's determination for item #3 was not in the "substantial" range, provide notice to the parents of their procedural rights, which include an impartial hearing. Conversely, if the team's determination in the "substantial" range, the team should not only provide the procedural safeguards but also determine and identify on the 504/ADA Plan the specific accommodations and/or services that are necessary for the child to have an opportunity commensurate with nondisabled students (of the same age) **with** the aforementioned mitigating measures.