

SAMPLE 504 ELIGIBILITY DETERMINATION, PLANNING & PLACEMENT MEETING AGENDA

Share this agenda well before the meeting occurs. You might even pass it on when the consent to evaluate is signed. Be sure to invite other team members to make changes, ask questions, or sort out any confusion about the agenda before the time to convene arrives. Be open to suggestions to improve the agenda for everyone.

Before the meeting, be sure team members are aware that they should think about and come prepared to share:

- Current strengths of the child as a learner.
- Specific data (stories, work samples, test scores, observations, attendance, or other school records) that support claims about the child's current strengths.
- Current disability-related needs of the child when learning or participating in school activities.
- Specific data (stories, work samples, test scores, observations, attendance, or other school records) that support claims about the child's current disability-related needs.

Agenda for Section 504 Eligibility Determination, Planning, & Placement Meeting

TEAM MEMBER NAME	PREFERRED PRONOUN(S)	ROLE

5 minutes: Welcome and Introductions

- What is your name? Should we use your first name or last name and title to address you?
- What is your role on this team?
- What is the primary strength that CHILD brings to learning? What is one thing this child does to demonstrate this strength?

10 minutes: Looking at Data Together

(HINT: You can post answers on a wall, a Jamboard, a Google Doc, or other visual so that team members can see and recall what others have said.)

- Finding Student Strengths:
 - Taking turns, each team member will answer the following questions:
 - What is one data point that represents a strength of this child (could be an observation of the child, could be a story about something the child has done or said, could be part of a work sample or assessment)?
 - Repeat the process until a clear picture of the student’s primary strengths is created
 - Check in: Did we identify all important data points related to strengths?
- Confirming the existence of a “physical or mental impairment” (it may be helpful to rephrase this language, particularly if cultural or social differences exist regarding the understanding of legal terminology)
 - Taking turns, each member of the team will answer the following question:
 - What is one data point that represents a physical or mental impairment as defined in Section 504?
 - Repeat the process until a picture of the student’s current profile is clear.
 - Check in: Did we identify all important data points related to the existence of a physical or mental impairment?
- Discovering whether the “physical or mental impairment” impacts a major life activity as defined in Section 504
 - Taking turns, each member of the team will answer the following question:
 - What is one data point that represents how one or more of the “physical or mental impairments” identified previously impact a major life activity of the student?
 - Repeat the process until the impact of the student’s identified impairments is clear.
 - Check in: Did we identify all important data points related to the impact of a physical or mental impairment on a major life activity?

20 minutes: Making Decisions: Determining Eligibility and, if necessary, Completing Planning, & Placement

Team members should respond to the following questions and provide answers as well as data to support each answer.

Eligibility determination

- Regarding eligibility, team members should take turns answering the following questions:
 - Does this child have a “physical or mental impairment” that fits the definition under Section 504 of the Rehabilitation Act? The answer to this question is “yes” or “no.”
 - What is one data point that supports your answer? You can share more than one point if you choose.
 - If yes to the question above, does this child’s “physical or mental impairment” impact a major life activity? The answer to this question is “yes” or “no.”
 - What is one data point that supports your answer? You can share more than one if you choose.
 - Do you believe this child is eligible for protections under Section 504 of the Rehabilitation Act? The answer to this question is “yes” or “no.”
- After completing the conversation above, the team should recognize one another and the district’s representative should clarify the district’s position regarding eligibility.
 - Other team members, particularly the students and parents/guardians, should indicate whether they are in consensus with this decision.

Planning

- If the child is found eligible, the team continues and considers accommodations, modifications, and supplementary aids and services required by the child to access the general curriculum and/or the life of the school. Each team member should take turns responding to the following questions:
 - What accommodations are needed to support the child's access? What data shows the child is using these?
 - What modifications are needed to support the child's access? What data shows that these modifications are effective?
 - What supplemental aids and services are needed to support the child's access? What data shows that these methodologies are supporting progress or access?
 - Are any changes to specialized instructional methodologies needed? What data supports these changes?
- After each team member has shared input about accommodations, modifications, and supplementary aids and services, the district representative should summarize accommodations, modifications, and supplementary aids and service that the district will offer.
 - Other team members (particularly the student and parents/guardians) should indicate whether they are in consensus with the summary of the plan.

Educational Placement

- If the child is found eligible for protections, the team must determine the educational placement in which the child will be educated. Each team member should take turns responding to the following questions:
 - Can this child be educated satisfactorily in the regular environment with the use of supplementary aids and services? The answer to this question is "yes" or "no."
 - What data supports your answer?
 - If your answer was "no," what are the important considerations regarding the proximity of alternate settings to the child's home?
- After each team member has shared input about the educational placement of the child, the district representative should share the district's offer regarding educational placement.
 - Other team members (particularly the student and parents/guardians) should indicate whether they are in consensus with this offer.

Concluding the Meeting:

- Step #1: If the district and parents are in agreement about the proposal, proceed to Step #3 below.
- Step #2: If the district and parents are not in agreement, both parties' positions should be documented in writing with a shared summary that describes areas of anticipated agreement and disagreement, with supporting data recorded for both the district's and the parents' positions.
- Step #3: Regardless of the outcome, team members should take a moment to recognize what each team member contributed and summarize next steps.

Consensus Scale: 1 **Not at all comfortable** 2 3 **OK** 4 5 **Very Comfortable**