

SECTION 504 EVALUATION STANDARDS AND PROCEDURES

The following standards and procedures have been established for a Section 504 initial evaluation, periodic re-evaluation, and evaluation before any significant change in placement of a student:

1. The parents or guardians are notified and must provide written consent before the evaluation is conducted^[1];
2. The evaluation team will consist of individuals who are knowledgeable about the student and their disability, the meaning of the evaluation data, and the placement options;
3. Each evaluation is individualized to the specific needs of the student;
4. Evaluations will measure specific areas of education need. These could include speech processing, inability to concentrate, behavioral concerns, etc.;
5. Evaluations will consist of more than IQ tests;
6. Tests and other evaluation materials are validated for the specific purpose for which they are used;
7. Tests will be appropriately administered by trained personnel;
8. Tests and other evaluation materials will include those tailored to assess specific areas of educational need;
9. Tests are selected and administered to the student in a manner that best ensures the test results accurately reflect the student's aptitude or achievements or other factor(s) being measured, rather than reflect the student's disability, except where those are the factors being measured;
10. The Section 504 Team draws on information from a variety of sources when interpreting evaluation data and making placement or accommodation decisions, including aptitude and achievement tests; attendance records; education records; grade reports; administrator, teacher, and other staff recommendations; parent information; the student's physical condition; medical diagnosis, treating medical provider documentation, and/or the results of a medical assessment obtained by the District; social or cultural background; and adaptive behavior;
11. The information obtained from all sources is documented and all significant relevant factors related to the student's learning process must be considered without reliance on any opinion or source information, unless appropriate;
12. Re-evaluations are conducted periodically and/or before making any significant change in placement. A reevaluation procedure consistent with the Individuals with Disabilities Education Act (IDEA) is one means of meeting this requirement; and

^[1] Consent for initial, evaluation may be overridden by the District if the District suspects a student needs, or is believed to need, accommodations or services under Section 504, and a due process hearing is held.

13. The District retains all relevant educational records and documents, in accordance with applicable state and federal laws and district policies, relating to decisions regarding the student's evaluation and placement.

[NOTE: The District may refuse a parent's request to conduct a student evaluation, but the District has an obligation to inform the parents of the reasons for the refusal and their right to file a grievance, contact the Office for Civil Rights, or request a due process hearing.]

End of Ashley School District #9 Policy AACAR Adopted: January 14, 2026