


Section 504 Certification Rubric and Pre – Post Self Rating

Name: _____

	<p style="text-align: center;">IKETBD (I know enough to be dangerous)</p> <ul style="list-style-type: none"> • I don't know! I was just told to attend this by my supervisor because I am the new kid on the block • I know this from someone telling me who was told by someone who told them.. • I know this because "this is the way it has always been done" • I don't know this very well 	<p style="text-align: center;">Somewhat Proficient</p> <ul style="list-style-type: none"> • I know this primarily from experience • I have not updated my thinking on this in a while • I am not sure of the latest law or policy governing this issue • I have some questions about this 	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • I know this from regular reading and study of the subject • I know where to access resources to keep me continually informed • I know the latest thinking and law on the subject • I can provide current and accurate resources, to others in my building or department on this subject
<p>Foundational Concept of 504 <i>What is Section 504?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can only reiterate this concept the words of the statute or slides <input type="checkbox"/> I can't yet distinguish the key elements of the foundational statutory statement <input type="checkbox"/> I <i>don't yet see</i> how this promotes fairness in accessing programs 	<ul style="list-style-type: none"> <input type="checkbox"/> I can place <i>some</i> of this concept into my own words <input type="checkbox"/> It captures <i>some</i> of the key elements of the foundational statutory statement <input type="checkbox"/> I <i>somewhat</i> see how this promotes fairness in accessing programs 	<ul style="list-style-type: none"> <input type="checkbox"/> I can place this <i>entire</i> concept into my own words <input type="checkbox"/> It captures <i>all</i> of the key elements of the foundational statutory statement <input type="checkbox"/> I see how this promotes fairness in accessing programs
<p>Child Find Duty <i>Why do we have to have a 504 Process?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I am <i>unfamiliar</i> with this duty <input type="checkbox"/> I thought that <i>this duty was over</i> when my kids left for college 	<ul style="list-style-type: none"> <input type="checkbox"/> I know this duty but <i>I do not know how it is demonstrated</i> <input type="checkbox"/> I am <i>somewhat confused</i> on how this is activated in my school or department 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that this is demonstrated by <i>following process and being responsive</i> to suspected disabilities <input type="checkbox"/> I <i>know and can fulfill</i> this duty in steps my school
<p>Building 504 Process <i>What is the Section 504 Process for DCSD?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I do it <i>my way</i> <input type="checkbox"/> I am <i>unsure</i> of the correct process to follow when determining whether a student is eligible under Section 504 	<ul style="list-style-type: none"> <input type="checkbox"/> I can <i>identify and apply some</i> of the steps identified in the DCSD guide to Section 504 <input type="checkbox"/> I <i>know how to apply some</i> of these steps in my building 	<ul style="list-style-type: none"> <input type="checkbox"/> I can <i>identify and apply all</i> of the steps identified in the DCSD guide to Section 504 <input type="checkbox"/> I <i>know how to apply each</i> of these steps in my building
<p>DCSD and 504 <i>What are the school district responsibilities under Section 504?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>What?</i> The district has a complaint process? How can I access that one? <input type="checkbox"/> I <i>have not read</i> the district policy on Section 504 sense it has been updated 	<ul style="list-style-type: none"> <input type="checkbox"/> I am <i>somewhat</i> familiar with the district responsibilities and procedures but I need a refresher <input type="checkbox"/> I know <i>some</i> of the forms but not all of them 	<ul style="list-style-type: none"> <input type="checkbox"/> I know how to access Policy JBB and JBB-R <input type="checkbox"/> I know of Forms A, B, and C and their contents <input type="checkbox"/> I know my building, regional, and District 504 Coordinators
<p>Eligibility Criteria of 504 <i>When is a Student Eligible for protections under Section 504?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I am unsure of the three criteria applied in determining eligibility criteria for 504 	<ul style="list-style-type: none"> <input type="checkbox"/> I can place <i>some</i> of the eligibility criteria into my own words <input type="checkbox"/> I am <i>unsure</i> of identifying mitigating measures when they are encountered 	<ul style="list-style-type: none"> <input type="checkbox"/> I can place <i>the three eligibility criteria</i> into my own words <input type="checkbox"/> I can identify <i>at least three mitigating measures</i> commonly encountered in Section 504 considerations
<p>Common Questions Under Section 504</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I don't understand some of the key concepts commonly misunderstood under Section 504 <input type="checkbox"/> I cannot see some of the connections between commonly misunderstood issues and process, eligibility and FAPE 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand some of the key concepts commonly misunderstood under Section 504 <input type="checkbox"/> I can see some of the connections between commonly misunderstood issues and process, eligibility and FAPE 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand the key concepts commonly misunderstood under Section 504 <input type="checkbox"/> I can identify the connections between commonly misunderstood issues and process, eligibility and FAPE

COMPLIANCE ISSUES

INSTRUCTIONAL LEADERSHIP

BUILDING LEADERSHIP BLUEPRINT

Designing Accommodations <i>What does making accommodations mean?</i>	<input type="checkbox"/> I am not having my needs met ... does that make me eligible for 504? <input type="checkbox"/> I cannot distinguish between an accommodation and a modification <input type="checkbox"/> I do not know when to stop giving accommodations	<input type="checkbox"/> I can <i>somewhat</i> understand the needs that are derived from a disability and the corresponding accommodations <input type="checkbox"/> I can <i>somewhat</i> recognize the distinction between an accommodation and a modification <input type="checkbox"/> I know what the accommodations are but they seem redundant and unnecessary	<input type="checkbox"/> I can <i>clearly</i> understand the needs that are derived from a disability and the corresponding accommodations <input type="checkbox"/> I can <i>consistently</i> recognize the distinction between an accommodation and a modification <input type="checkbox"/> I know accommodations and can discern when accommodations and services meet a FAPE
Application to Various Settings, Activities and Programs	<input type="checkbox"/> I can identify only one setting or program toward which 504 applies <input type="checkbox"/> I cannot distinguish how 504 applies to different programs	<input type="checkbox"/> I <i>somewhat</i> understand the main criteria that governs whether 504 applies to the program <input type="checkbox"/> I can <i>somewhat</i> see how 504 applies to various programs <input type="checkbox"/> I can <i>somewhat</i> see how 504 applies to programs or activities and the criteria or rules by which they are defined	<input type="checkbox"/> I understand the main criteria that governs whether 504 applies to the program <input type="checkbox"/> I can see how 504 applies to various programs <input type="checkbox"/> I can see how 504 applies to programs or activities and the criteria or rules by which they are defined
Discipline	<input type="checkbox"/> I thought manifestation determinations <i>only applied in SPED</i> <input type="checkbox"/> Oh no! This again!	<input type="checkbox"/> I <i>know</i> when manifestation analysis does/doesn't apply <input type="checkbox"/> I <i>somewhat</i> know the 504 manifestation determination	<input type="checkbox"/> I <i>know</i> when manifestation analysis does/doesn't apply <input type="checkbox"/> I <i>know the analysis</i> of 504 manifestation determination

I, _____

Completed the **Section 504** eLearning

Date: _____

Signature