# Eligibility Form

## Credit Accommodations for Students with Disabilities (IDEA and 504)Pursuing the Standard Diploma

DIRECTIONS: Credit accommodations for the Standard diploma shall be determined by the student’s Individualized Education Program (IEP) Team or 504 Plan Committee, at any point after the student’s eighth grade year. Students should be included in these meetings where appropriate. After review of the student’s academic history and full disclosure of the student’s options, the IEP Team or 504 Plan committee must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations. This information must be documented in the IEP or 504 Plan.

The following criteria must be met in order for the student to be eligible to receive credit accommodations for the Standard Diploma:

1. The student must have a current IEP or 504 Plan with standards-based content goals. A student with a 504 Plan who is enrolled in general education courses is receiving standards-based instruction in the Virginia Standards of Learning.
2. The student is learning grade level content, but is unlikely to achieve and make progress commensurate with grade level expectations due to the intensity of his/her disability.
3. The student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
4. Based on multiple objective measures of past performance, data indicates that the student is unlikely to achieve the required standard and verified units of credit within the standard time frame.

To identify appropriate students for credit accommodations, a student’s IEP Team or 504 Plan Committee must address each section of this form and provide the required supporting documentation.

If the IEP Team/504 Committee is considering a Special Permission Credit Accommodation, in addition to this form, the [request form for Special Permission Credit Accommodation for Locally Awarded Verified Credit](http://www.doe.virginia.gov/instruction/graduation/credit_accommodations/spcalavc-form.xlsx) must be completed as well.

### Section I: Student Information

Student Name:

Date of Birth:

State Testing Identifier (STI):

School:

Current Grade of Enrollment:

Date IEP was Signed by Parent and/or Adult Student:

Credit Accommodation considered (Check all that apply):

Expanded Use of Locally Awarded Verified Credit for Standard Diploma [ ]

* Students who entered the ninth grade for the first time prior to 2018-2019 that require more than three LAVCs in any subject must have the eligibility criteria for credit accommodations properly documented in the IEP or 504 Plan.
* Students who enter ninth grade for the first time in 2018-2019 and beyond that require more than one LAVC must have the eligibility criteria for credit accommodations properly documented in the IEP or 504 Plan.
* Special Permission Credit Accommodation (requires VDOE review)

Expanded Expedited Retake Range (350-374) [ ]

Coursework [ ]  (Parts I and II for two (2) credits, Personal Living and Finances (3120) to replace Economics and Personal Finance 6120)

### Section II: Qualifying Questions and Supporting Documentation

To participate in credit accommodations for the Standard Diploma, the student’s IEP Team or 504 Plan Committee must determine that the student is eligible based on responses to all of the questions below and a review of the supporting information provided. A response of “No” for any single question or failure to provide supporting documentation indicates that the student is NOT eligible for the credit accommodation(s) listed in Section I of this form.

1. **Is the student learning grade level content, yet is unlikely to achieve and make progress commensurate with grade level expectations due to the impact of his/her disability?**

**Yes: [ ]  No: [ ]**

* Provide a brief overview of the student’s disability.

* Describe the impact of the disability on the student’s classroom performance.

1. **Does the student require significant instructional supports to access grade-level SOL and show progress? Yes: [ ]  No: [ ]**
* Describe the individualized supports/specialized program/intervention provided to the student to access grade level SOL content.

* Describe the amount of time the student has used the individualized supports/specialized program/intervention and the impact on progress.

1. **Based on multiple objective measures of past performance, is it expected that the student will not achieve the required standard and verified units of credit within the standard time frame? Yes:** **[ ]  No:** **[ ]**
* List the assessments and student’s performance used to determine that the student is not progressing at the rate expected for the grade level or course.
* Describe the instructional remediation provided for the student to progress in the grade level SOL content.
* Describe the amount of time the student has used the instructional remediation and the impact on progress.

### Section III: Justification Statement

The IEP Team or 504 Plan Committee must also provide a justification statement summarizing why the IEP Team or 504 Plan Committee has determined that the student is eligible for credit accommodations. Include in this statement the credit accommodation option(s) being considered and the associated content area(s). The justification cannot be based on a specific categorical label, extraneous factors, or forecasts (examples include disability, gender, social, cultural or economic status, excessive or extended absences without other qualifying factors).

#### This form must be signed by those present (IEP Team or 504 Committee) at this meeting.

Date IEP was signed by parent and/or adult student:

| Title | Signature | Date |
| --- | --- | --- |
| Course Content Teacher: |  |  |
| Special Education Teacher: |  |  |
| Parent: |  |  |
| Building Administrator or Designee: |  |  |
| Student: |  |  |
| School Counselor: |  |  |
| Other: |  |  |

rev 7/31/19