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Outline of Section 504/ADA Eligibility and Accommodation Plan

- 1) Diagnosed mental or physical impairment:
- 2) Type of evaluations used to document the impairment
- 3) Does the student demonstrate any learning/classroom performance difficulties as related to the diagnosed impairment? Description.
Has the need for special education services been ruled out through IDEA process?
- 4) Major life activity affected at school and to what degree the impairment limits it:
- 5) Based on the above diagnosed impairment and its degree of substantiality, is the student eligible to receive Section 504 accommodations?

Accommodations/services necessary for student:

- a) alternative teaching strategies and classroom interventions
- b) test accommodations

Eligibility Checklist

Listed below are a number of factors that should be considered in determining whether a student's physical or mental impairment substantially limits his learning. Generally, there must be multiple indicators of difficulty to show a substantial limitation.

Has the student demonstrated consistent need for substantially more time to complete homework assignments than is required by non-handicapped students?

Has the student demonstrated consistent need for substantially more time to complete in-school assignments than is required by non-handicapped students?

Is modified testing consistently necessary for the student to be able to demonstrate knowledge?

Does the student exhibit frequent behaviors, such as drowsiness, impulsivity, inattentiveness, or aggressiveness, associated with an identified physical or mental impairment or medication taken to address the condition and do these behaviors significantly interfere with school performance?

Does the student exhibit significant difficulty with planning, organization and execution of school-related activities and assignments?

Is the student chronically absent or tardy for reasons related to a diagnosed physical or mental impairments and are such absences or tardies interfering with his school performance?

Has the student experienced a steady decline in academic performance for which there is no known cause other than the diagnosed physical or mental impairment?

Has the student experienced a steady increase in disciplinary interventions for which there is no known cause other than the diagnosed condition?

After at least two intervention strategies have been implemented in regular education, does the student still exhibit significant learning difficulties?

Are there other indicators that this student's physical or mental impairment substantially limits his learning?