



# Boulder Valley Public Schools

## Checklist for Determining 504/ADA Eligibility

To qualify for accommodations for a disability under Section 504, a student must have a physical or mental impairment that substantially limits a major life activity at school. If the student needs individually designed instruction due to the severity of the impairment, then the student should be referred to Special Education for evaluation and possible placement under IDEA.

If a student does not need accommodations or modifications at school beyond those normally made available to all students, then (s)he is not eligible for an accommodation plan under Section 504.

The following questions will help guide the committee in determining whether the student's learning is substantially limited as a result of the impairment. Generally, there should be multiple indications of difficulty before the committee determines if the student is substantially limited in a major life activity at school.

Yes  No Has the student demonstrated a consistent need for substantially more time to complete in-class assignments than required by typical students?

Yes  No Has the student demonstrated a consistent need for substantially more time to complete homework assignments than required by typical students?

Yes  No Does the student consistently turn in incomplete tests and assignments? Is the student able to better demonstrate his/her knowledge when given more time?

Yes  No Does the student have significant difficulty with planning, organization and performing school-related assignments and other activities?

Yes  No Is the student chronically absent or tardy due to a physical or mental impairment?

Yes  No If so, are those absences/late arrivals significantly interfering with his/her educational progress?

Yes  No Does the student exhibit frequent behaviors (such as impulsivity, inattentiveness, aggression, drowsiness) that may be associated with the student's physical or mental impairment or the medication that the student is taking?

Yes  No Do those behaviors significantly interfere with the student's educational progress?

Yes  No Does the child exhibit behavior requiring frequent disciplinary actions (principal's office, meetings with parents, suspensions, expulsion, etc.)?

If yes to any of the above three questions, describe those behaviors and indicate specifically the impact on school performance.

Yes  No Has the student experienced a significant decline in academic performance that is due to the physical or mental impairment?

Yes  No After appropriate intervention strategies have been attempted in the regular education classroom, does the student still have significant learning problems?

Yes  No Does the student's physical or mental impairment substantially limit his/her ability to learn or access the educational program in any manner not already indicated? If so, explain: