



DETERMINATION OF A PRINT DISABILITY (Section 504)

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- Step 1: Using evaluation information and present levels of achievement, the Section 504 team should consider each student's need for accessible, specialized formats and answer the following questions:
1. What printed textbooks and core related instructional materials are used in the student's classes?
 2. Can the student use these materials to effectively access the general education curriculum?
 3. If the information in the printed materials were provided to the student in a specialized format (Braille, large print, audio, digital text), would the student's **access** and interaction with the general education curriculum result in improved **student achievement**?
 4. If a specialized format is required, does the student need assistive technology (AT) to effectively use the specialized format?
- Step 2: If the student does need a specialized format, a determination is made about whether the student is copyright exempt or not copyright exempt.
- To be copyright exempt, the student needs to be certified as having a print disability by a competent authority based on
 - blindness
 - visual impairment
 - physical limitations that prevent the reading of standard printed material
 - organic dysfunction of sufficient severity to prevent reading printed material in a normal manner. **Refer to Iowa Department for the Blind (IDB) and Bookshare for guidance on Eligible Students.**
 - If the student is not copyright exempt under the above criteria but still requires AIM in a specialized format (audio or digital text), contact Emily Thatcher for guidance as this process is not yet developed.
- Step 3: Documentation of Determination of Print Disability in the Section 504 Plan.

Step 4: Documentation of Supports Needed in the Section 504 Plan. If a student with a print disability needs a specialized format, the Section 504 Plan should specify the following:

- The specific format(s) to be provided (Braille, large print, audio, or digital text)
- The assistive technology the student needs to use the specialized format(s)
- The instruction, supports, and other services, and/or training that will be needed by the student and others to use the materials effectively
- The individual(s) responsible for providing and tracking the specialized format(s), and
- AIM is provided as a reasonable accommodation required for an equal opportunity to participate

Resources

True AIM: <http://trueaim.iowa.gov>

Iowa Department for the Blind: <http://www.IDBonline.org>

Bookshare: <http://www.bookshare.org>

For more information

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