Dyslexia - Section 504
NEW Coordinator
Compliance Training

Dyslexia, Section 504, RtI Department
September 19, 2013
Clear Learner Objective (CLO)

• My objective for today is for you to acquire an understanding of Dyslexia and Section 504 Only compliance requirements and procedures and your role as Dyslexia-504 Coordinator.
Agenda

- Dyslexia and Section 504 Defined
- Qualifying Criteria and Legal Requirements
- Referral Process and Dyslexia and 504 Committees
- Intervention and Accommodations
- Program Mandates
- Group Activities
- Coordinator Role and Responsibilities
- Data Entry and Resources
- Questions and Exit Ticket
Mission Statement
- To level the playing field for general education students with disabilities

Core Values
- Student-Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Team Work

Group Norms
- Tame Your Technology
- Participate Actively
- Think at Application Level
- Take Care of Yourself

Questions
- Use Index Cards for Questions
## Dyslexia and Section 504 Anticipation Guide

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DYSLEXIA
Dyslexia Defined

As defined in the Texas Education Code 38.003:

• Dyslexia is a **language based learning disability** that is neurological in origin.

• Dyslexia is a disorder manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.

• Dyslexia related disorders include developmental auditory imperception, developmental dysgraphia, and developmental spelling disorder.
Qualifying Criteria

• Primary difficulties of a student identified with dyslexia occur in **phonemic awareness** and **manipulation**, **single-word decoding**, **reading fluency**, and **spelling**.

• Secondary consequences of dyslexia may include **difficulties in reading comprehension** and/or **written expression**.

(Difficulties are unexpected for student’s age, educational level, or cognitive abilities.)
Legal Requirements

Texas State Law Requirements:

• Early identification

• Access to appropriate instructional services by trained teachers

• Parent notification prior to identification

• Appropriate intervention and support

• Parent awareness and parent education
Referral Process

1. Starts at RtI Tier 2
2. Dyslexia & 504 Referral
3. Notice & Consent for Initial 504 Evaluation
4. Notice of Parent Rights
5. Teacher & Parent Input
6. Schedule Appointment
7. Submit Referral to Dyslexia Department
Referral Process

Referral Reviewed & Approved

Student is Tested

Report is Compiled and Approved

Results to Campus

Campus Committee Meeting
Dyslexia Committee Members

Committee Required Area of Knowledge: Knowledge of Child, Meaning of Evaluation Data and Dyslexia Assessment, Placement Options, Reading Process, Dyslexia and Related Disorders, Dyslexia Instruction, District, State and Federal Guidelines for Assessment.
Dyslexia Committee Meeting

Campus Coordinator schedules (invites parent) and chairs the Dyslexia Committee Meeting where the following occurs:

1. Complete TX Dyslexia Law & 504 Initial Evaluation

2. Review Dyslexia Report & DST Profile

3. Determine Appropriate Intervention & Schedule

4. Develop Section 504 Services Plan/Copy to Teachers

5. Secure Parental Consent for 504 Services

6. Complete Data Entry

Notice of Results to Parent (If Not Present), Form 10, Pg. 5
Reading Intervention (Tier III)

Grades 1-5: **System 44**, READ 180  
(Select Campuses)  
Istation

Grade 6, 7, 8*: **System 44**  
READ 180  
Istation

Grades 9-12*: READ 180

*Course: Academic Intervention Course
Program Mandates (State)

- Section 504 Evaluation and Section 504 Services Plan

- Daily Intervention
  - Elementary: 30 Minutes minimum
  - Middle School: Academic Intervention Course
  - High School: Academic Intervention Course

- Annual Dyslexia Committee Review
Dyslexia Eligibility

1. According to the TEC 38.003, does this student exhibit characteristics associated with dyslexia?

2. Do the characteristics exhibited constitute a handicapping condition that MIGHT require special instructional support for the learner under Section 504?

3. Is it likely that the student will benefit from placement in a special reading program that meets the state’s guidelines for a dyslexia program?
Dyslexia Report Activity

• Overview of Dyslexia Report Samples
  - Elementary
  - Secondary

• Use Dyslexia Report to respond to the questions that follow.

Note Responses to 3 Justification Questions as per TEC 38.003
Dyslexia Report Activity

1. What language was the student tested in and how was that determined?

2. Does the student have average to above average intelligence?

3. What are some areas of strength for this student? What are some areas of weakness?

4. What are some of the characteristics of dyslexia identified through the testing?

5. What other information is important to know about this student?

6. Does the student qualify to receive a reading intervention? What intervention?
Exit Criteria-2 or More

- Student reads and comprehends grade level text or content level textbooks.
- Student’s dyslexia intervention and annual evaluation records recommend exit.
- Student has met standard on district and state assessment.
- Student is successful in all content areas without accommodations.
SECTION 504
Section 504 Defined

The Rehabilitation Act of 1973 (Section 504) is:

- A one sentence civil rights law passed under the Nixon administration.

- It prohibits agencies that receive federal funding from discriminating against persons with disabilities on the basis of the disability.

Amendments to ADA January 1, 2009
Qualifying Criteria

Any student with:

- Physical or mental impairment
- that “substantially limits” learning or another major life activity, including major bodily functions, (caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, reading, concentrating, thinking, communicating and working).
Substantial Limitation

- “Substantially limits” does not mean “significantly restricted.
- Look for “substantial limitation on major life activity as compared to the “average student” of the same grade or age or as compared to “most students” of the same grade or age.
- Should not consider the ameliorative (helpful or positive) effects of mitigating (alleviate, diminish) measures, except for ordinary glasses or contact lenses.
- Episodic impairments do not exclude eligibility when active.
Several Department of Education (federal) regulations specifically tell schools how to implement §504 requirements.

The main emphasis in the schools is equal education opportunity mainly accomplished by:

- Appropriate instructional and assessment accommodations to eligible disabled students; and

- Equal opportunity for participation in school extracurricular and nonacademic activities.
Referral Process

- Starts at RtI Tier 3
  - 504 Referral
    - Notice & Consent for Initial 504 Evaluation
      - Notice of Parent Rights
        - Teacher & Parent Input
          - Forward to Dyslexia Department

- Related Services Only
Section 504 Committee Members

Committee Required Area of Knowledge: Knowledge of Child, Meaning of the Evaluation Data, Knowledge of Placement Options
504 Committee Meeting

Campus Coordinator schedules **(invites parent)** and **chairs** the 504 Committee Meeting where the following occurs:

1. Complete Section 504 Initial Evaluation & Periodic Re-Evaluation
2. Determine Eligibility
3. Develop Section 504 Services Plan/Copy to Teachers
4. Secure Parental Consent for 504 Services
5. Complete Data Entry

**Notice of Results to Parent (If Not Present), Form 10, Pg. 5**
Eligible Students

- ADHD
- **Bipolar Disorder**
- Cancer
- Cerebral Palsy
- Diabetes
- Epilepsy
- Heart Disease
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedically Impaired
- Visually Impaired

Ineligible Students

- Abuse or Neglect
- Attendance Problems
- Death
- Divorce
- Illness
- Poor Nutrition
- Poor Sleep Habits
- Transient Students

Some impairments may substantially limit a major life activity but **NOT** significantly limit learning.

Mitigating measures are **NOT** taken into consideration.

Episodic or in remission can qualify.
Campus Coordinator follows 504 Referral process. In addition, proceed as follows:

1. Access Medical Records to Include GEH Packet (Physician’s Medical Report)
2. Contact Robert Hayes @ 210-226-4337 For Approval & to Schedule Homebound Teacher
3. Schedule and Chair 504/GEH Meeting
4. Evaluate for 504 & Complete TX GEH Supplement /Recommend Homebound
5. Complete Data Entry

Upon Student’s Return, Complete Section 504 Services Plan

All Documentation Must be Complete

4 Weeks Minimum

Forms 10 & 16
Manifestation Determination Evaluation

Campus Coordinator gathers data and schedules (invites parent) and chairs the Manifestation Determination Committee Meeting where the following occurs:

1. Was conduct caused by, or directly and substantially related to disability?
2. Was conduct the direct result of the school’s failure to implement the 504 Services Plan?

Notice Parent Rights

Due Process Hearing Procedures

Complete Manifestation Determination Evaluation

Complete Section 504 Services Plan (If Changes)

Evaluation Results to Parent

If YES TO EITHER QUESTION:
Behavior must be considered a manifestation of student’s disability AND Student cannot be expelled or placed in DAEP for more than 10 school days.

Copy of Form 14 to Hearing Officer & Dyslexia Dept.
Section 504 Eligibility Questions

1. Does the student have a physical or mental impairment? If so, identify the impairment.

2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)?

3. Does the physical or mental impairment substantially limit a major life activity?
Section 504 Evaluation Activity

• Scenarios
  - Elementary
  - Secondary

• Use Scenarios and Section 504, Form 10, page 2 of 5 and Form 12, page 1 and 2 of 4.

Matching of Needs and Services:

Required Services and Accommodations by Course:

Note 3 Eligibility Responses as per The Rehabilitation Act of 1973
Coordinator Roles and Responsibilities

**Dyslexia**

- Attend coordinator trainings.
- Serve as representative on RtI Team.*
- Initiate, schedule and chair committee initial and annual review meetings.
- Coordinate referral completion and forward to Dyslexia Department.
- Locate a suitable place for testing for evaluators.
- Ensure that students are enrolled in appropriate intervention and monitor fidelity to intervention and instructional and assessment accommodations.
- Ensure that student eligibility folders are secure and meet compliance requirements including FERPA.
- Conduct teacher and parent awareness sessions at the start of each school year.
- Coordinate folder transfer throughout the year and at end of school year.
- Monitor accurate data entry.

**Section 504 Only**

- Attend coordinator trainings.
- Serve as representative on RtI Team.*
- Initiate, schedule and chair committee initial and annual review meetings.
- Coordinate referral completion and forward to Dyslexia Department when recommending a related service.
- Monitor fidelity to instructional and assessment accommodations.
- Ensure that student eligibility folders are secure and meet compliance requirements including FERPA.
- Conduct teacher and parent awareness sessions at the start of the school year.
- Monitor that students who qualify for special education are exited from 504. Document needs will be met through special education.
- Coordinate folder transfer throughout the year and at end of school year.
- Monitor accurate data entry.
Data Entry

- Provide campus data clerk with completed Data Entry Form
- Screen: WST1325 (used for all Dyslexia and 504 data entry)
- Program Code for Dyslexia is: **Dyslexia/(DYS)**
- Program Code for 504 is: **504**
- Program Entry Date: **MM DD YYYY**
- Withdrawal date: **MM DD YYYY**
- Use withdrawal reason “45”
- Code 1= disability: Enter **A-ADHD, D-Dyslexia, O-Other, P-Physical**
- Code 2=temporary disability: Enter **TE**
- Annual review date entered in field codes 4: **MMYY**

Entries generate Crystal Enterprise Rosters
Coordinator Resources

**Dyslexia**
- Website
- Brochure (Eng./Span.)
- Menu of Interventions
- Recorded Text (ALLY)
- Section 504 Services Plan
- Sample Folder
- Compliance Support

**Section 504 Only**
- Website
- Brochure (Eng./Span.)
- OT/PT/Deaf Interpreters
- GEH/Transportation
- Netbooks
- Section 504 Services Plan
- Sample Folder
- Compliance Support
Website Access

Dyslexia-504
• District Web Page
• C&I
• Departments
• Log In
• Dyslexia Website

Section 504 Only
• District Web Page
• C&I
• Departments
• Log In
• Section 504 Website

Links: Definition, Identification, Q&A, Resources, Student Services, SAISD Forms
Where Do I Start?

**Dyslexia-504**

- Be knowledgeable-attend trainings/ask questions.
- Know who your students are. Run a **dyslexia-504** query.
- Check to ensure you have a folder on all eligible students and keep in secure location.
- Distribute a copy of the Section 504 Services Plan to all appropriate teachers and administrators (**Keep signed acknowledgement form for your records**).
- Verify that all annual reviews are up to date and all student folders were transferred to the next level as appropriate.

**Section 504 Only**

- Be knowledgeable-attend trainings/ask questions.
- Know who your students are. Run a **504 only** query.
- Check to ensure you have a folder on all eligible students and keep in secure location.
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Questions/Upcoming Trainings

Beginning of Year Navigation New Dyslexia-504 Forms and Compliance Procedures

• **ALL** Elementary Dyslexia-504 Coordinators
  Thursday, September 26th, 2:00-4:00 pm, Burnet Cafeteria

• **ALL** Secondary Dyslexia-504 Coordinators
  Thursday, October 3rd, 2:00-4:00 pm, Burnet Cafeteria

Sample Folders, Decision Making Charts, Agendas
EXIT TICKET
3-2-1 Exit Ticket

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Contact Information

Leticia Carrasco, Senior Coordinator
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Iris Nannen Department Clerk

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