

Section 504 Refresher Training

November 30, 2021



Agenda

504 Eligibility Review

LRE Considerations

Compliance Report

Compliance Report Timelines

T.E.A. Section 504 Dyslexia Cyclical Review

Compliance Report Missing Items

Student Support Considerations

SuccessEd 504 Visual Guide

Saving & Locking Reminders

Progress Monitoring

Testing Calendar & Testing Accommodations

Accommodation Effectiveness

Confidentiality

Child Find

Are there any impairments which automatically mean that a student has a disability under Section 504?

- No.
- The mere fact that a student has a physical or mental impairment does not mean that a student qualifies for Section 504.
- The determination of whether a student has a disability under Section 504 is a two-pronged analysis.
 1. The school must determine that the student has a physical or mental impairment.
 2. The school must determine if the impairment is substantially limiting a major life activity.

Can a district require a parent to provide a medical statement in order to qualify a student under 504?

- No.
- If a school district determines, based on the facts and circumstances of the individual case, that a medical assessment is necessary to make an appropriate evaluation, the district must ensure that the child receives this assessment at no cost to the parents.
- If alternative assessment methods meet the evaluation criteria, these methods may be used in lieu of a medical assessment.



Can a doctor's statement that a student has a certain diagnosis be sufficient to determine whether a student qualifies for services under Section 504?

- No.
- A doctor's diagnosis should be considered as ONLY one piece of information in making a determination.
- The 504 committee also needs to know if the physical or mental impairment substantially limits a major life activity and how it is limited.
- As per OCR, other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior."



Variety of Sources

- Section 504 regulations require schools to draw upon a ***variety*** of sources in interpreting evaluation data and making placement decisions.

If a parent brings an outside evaluation to the district, must the school district accept it for determining whether a student qualifies for Section 504?

- No.
- While the outside evaluation must be *considered* by the school district, it is **ONLY** one source of information that can be drawn upon by the school in determining whether a student qualifies for services.
- The amount of weight to be given to any information, including an outside evaluation, is determined by the committee given the student's individual circumstances.

Who in the evaluation process makes the final decision as to whether a student is eligible for services under Section 504?

- By a group of persons, including persons knowledgeable about the meaning of the evaluation data, knowledgeable about the placement options, and knowledgeable about the student.
- 504 Committee





Rules about 504 Evaluations

- Obtain consent from the student's parent or guardian when conducting a Section 504 evaluation.
- When evaluating for Section 504 eligibility, draw from various sources, not just a doctor's diagnosis.
- Look at teacher reports, parent reports, grades, standardized testing, attendance, counselor reports, work samples, nurse information, student's academic, behavioral and social skills.



If the Student Qualifies

And there is a substantial limitation...

- Develop a plan of accommodations and/or services.
- The plan should cover accommodation strategies across core courses, electives and extracurricular activities.
- Make sure it is easy to understand by the current teachers and any subsequent teachers the student may encounter during the current or subsequent school year.

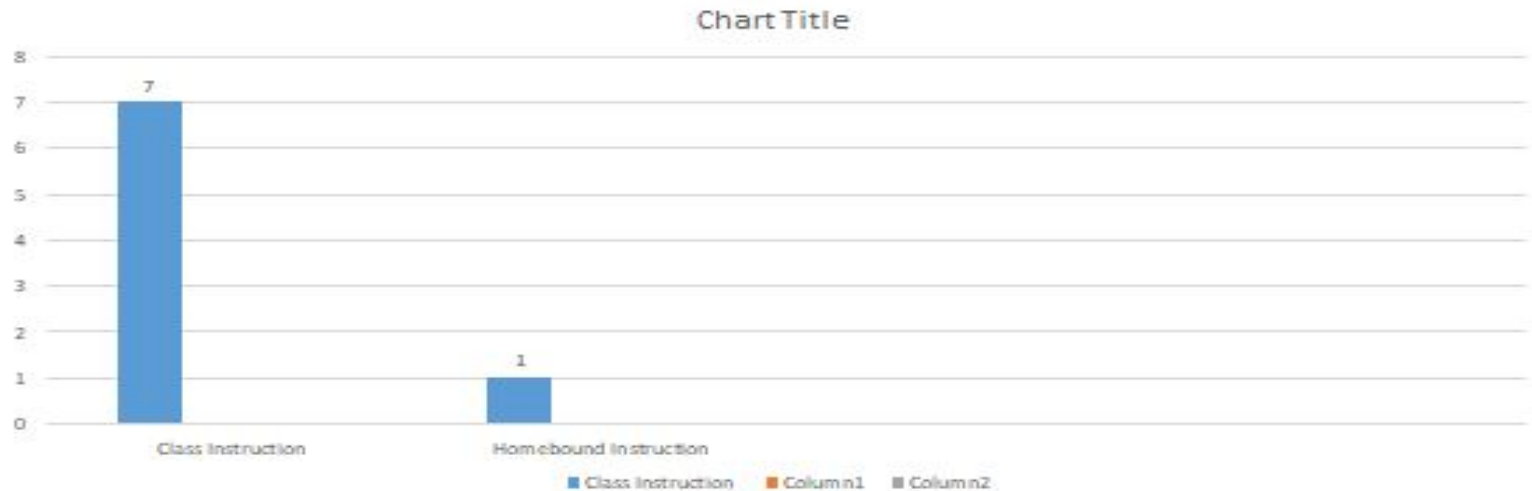


If Student Does Not Qualify

- Provide written notice of your decision and a Section 504 notice of rights which advises the parent of their rights following receipt of the DNQ information.
- If a student does not qualify for special education, it is not an automatic “in” for Section 504 programming. You must still go through the evaluation steps and make a separate determination.

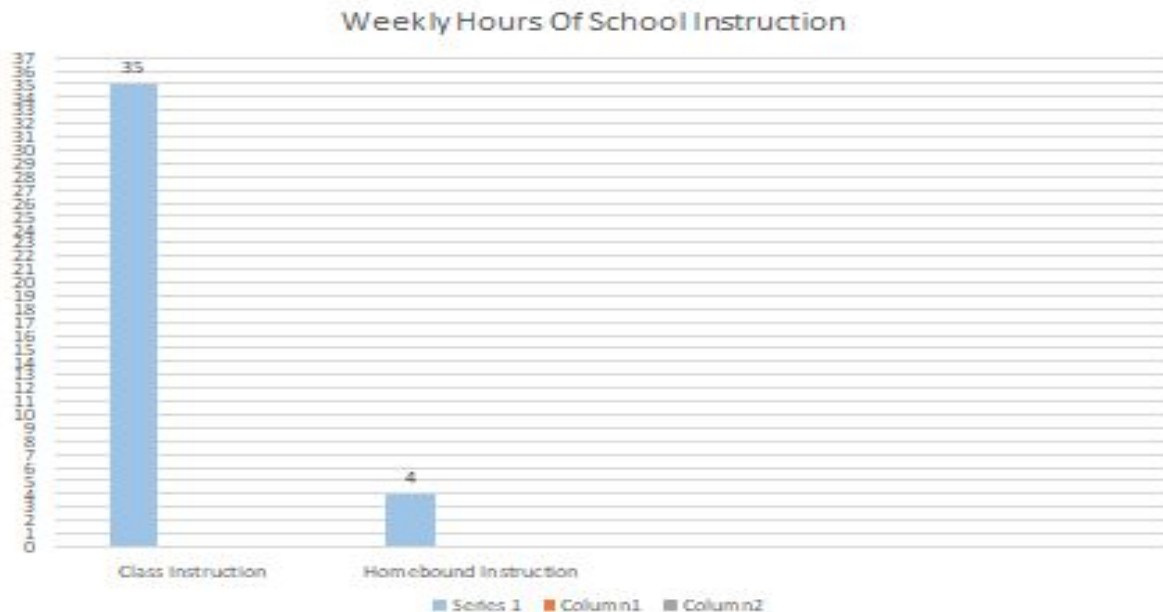
Least Restrictive Environment Considerations

Daily Hours of School Instruction





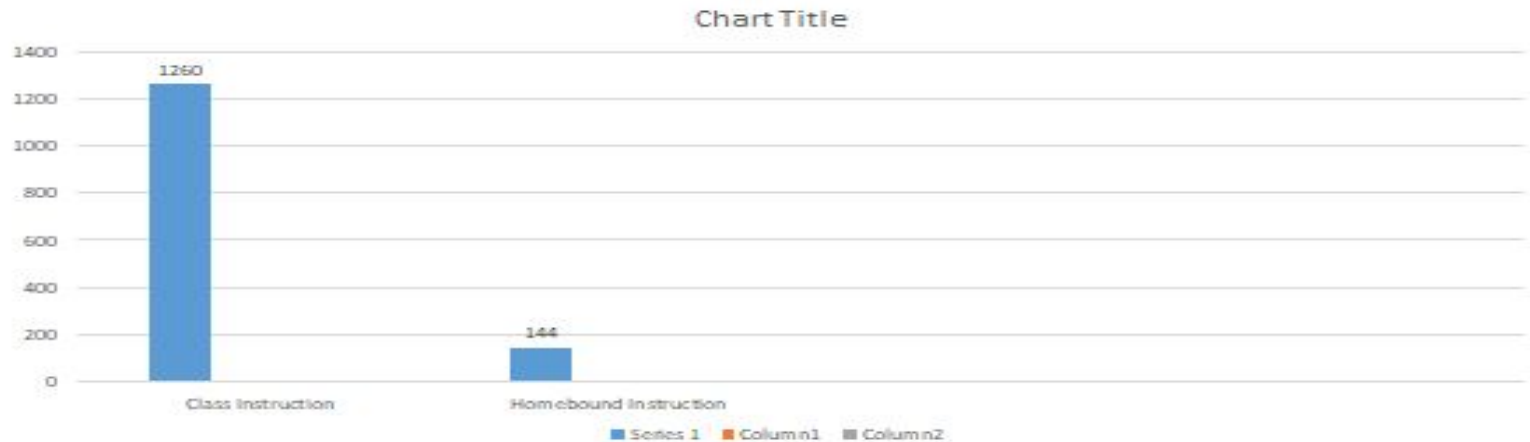
Least Restrictive Environment





Least Restrictive Environment

Yearly Hours of School Instruction





Least Restrictive Environment

Approximately

89% of daily instruction is **not provided** while in homebound

11% of instruction is provided while in homebound

Least Restrictive Environment

Considerations-State Assessment Readiness

STAAR 2.0

- Will student be taking STAAR this school year?
- How will student be preparing to pass STAAR?
- Consider showing STAAR release test samples for every subject the student will be testing.
- How will student prepare to take STAAR 2.0 next school year?
- Consider showing the STAAR 2.0 question samples



Least Restrictive Environment Considerations-State Assessment Readiness

STAAR 2.0



- The near-term STAAR redesign will include transformational changes to advance the way Texas measures the academic performance of students. These changes will be implemented beginning in the 2022-2023 school year.
- The redesign includes several components:
 - Transitioning to online assessments which allows students to receive accommodations like those they get in the classroom and provides faster test results to support accelerated learning.
 - Adding new non-multiple-choice questions that give students more ways to show their understanding and better reflect questions teachers ask in class.
 - Eliminating standalone writing assessments for grades 4 and 7 beginning with the 2021–2022 school year, and in 2022–2023 adding writing to reading language arts (RLA) assessments for grades 3–8 to better support the interconnected way these subjects are taught.
 - Incorporating more cross-curricular passages into RLA assessments so test questions reference topics that students have learned about in other classes.
 - In addition, HB 3906 also explores the possibility of a longer-term STAAR redesign that replaces the existing one-time end of year STAAR with assessments administered throughout the course of the year.

Least Restrictive Environment

Considerations-Reading Development

Reading Levels

- How are student's reading levels?



Least Restrictive Environment Considerations-Social Emotional Development

Social Emotional Learning



- 180 school days
- How much time is a student not interacting/socializing with peers?
- What school events is the student not participating throughout the year?
- How will student adjust when the student eventually returns to school?
- Will student be going to middle school? How is student preparing for this change?
- Will student be entering STAAR tested grade level this year or next?
- How will student keep up with the STAAR preparation, test strategies?



Least Restrictive Environment

- Close communication with parent regarding status of student
- Close communication with US licensed physician regarding status of student
- Consider all existing instructional options offered by the district to determine the most appropriate plan in the least restrictive environment.



General Education Homebound Doctor's Medical Review

Date: _____

Student's Name: _____

Date of Birth: _____

This form shall be considered formal notification that this patient has been under our care. As part of considering the least restrictive environment (LRE) where federal law requires that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers, a medical review of this patient has been updated.

IT IS RECOMMENDED THAT THIS PATIENT{

____ Return to school with no restrictions.

____ Return to school with restrictions: _____

____ Transition back to school by:

Going back to school _____ days a week. Indicate any restrictions while at school if any: _____

AND

Receiving homebound instruction the remaining difference of the 5 school day week.

____ Be considered for short term remote (virtual) instruction of 20 school days and then return to school after the 20 school days of the short term remote (virtual) instruction are completed, indicate any restrictions upon return to school if any: _____

____ Be considered for remote homebound instruction. I understand that **only the Texas Education Agency (T.E.A.)** can approve this type of instruction as it is only intended for students in ***extremely severe medical circumstances*** when face-to-face instruction is not possible. A DOCTOR'S MEDICAL EVALUATION is included as part of the required documents that will be used for T.E.A. consideration. I understand that it is likely that only a small fraction of students of a local education agency would be eligible.

____ Continue homebound instruction until _____. I understand that a General Education Doctor's Medical Review Form may be requested during the homebound recommended period as part of the school's LRE and progress monitoring compliance of the student.

Comments/Directions: _____

PRINTED NAME OF U.S. LICENSED PHYSICIAN _____

SIGNATURE OF PHYSICIAN _____

ADDRESS OF PHYSICIAN: _____

PHONE NUMBER: _____

Compliance Report



- As part of the progress monitoring of 504 students, review your Compliance Report on a six weeks basis at a minimum to ensure your campus is in compliance with all 504 service requirements.

Available Reports

- Administrative
 - Administrative - Medicaid
 - Programs - Bilingual/ESL
 - Programs - Response to Intervention
 - Programs - Section 504
 - Bulk Behavior Intervention Plan
 - Bulk Section 504 Student Services Plan
 - Bulk Transportation Information
 - Section 504 Compliance**
 - Section 504 Dyslexia Services
 - Section 504 Related Services
 - Section 504 Student Accommodations
 - Section 504 Students With A BIP
 - State Assessments
 - Student Campuses and Grades
 - Student Directory
 - Students by Form
 - Transportation Summary
- Programs - Special Education

Section 504 Compliance

Run Report

Lists students and their 504 Evaluation and Service Plan dates. This report will also indicate which students qualify for dyslexia. The data source is the Program Compliance screen under students which is populated from the last locked Section 504 form (i.e., Evaluation or Service Plan). This report is best displayed in MS Excel. When exported to PDF, the report will overrun to a second page.

FileHomeInsertDesignLayoutReferencesMailingsReviewViewDesignLayout

Clipboard

Font

Paragraph

Clipboard

Font

Paragraph

Document15 - Word

Sign inShare

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

1 Normal

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

T No Spac...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Heading 1

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Heading 2

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Title

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Subtitle

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Subtle Em...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Emphasis

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Intense E...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Strong

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Quote

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Intense Q...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Subtle Ref...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Intense Re...

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

Book Title

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz

T List Para...

Find

Replace

Select

Editing

123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

Date of Plan

Last Full Evaluation

Next Full Evaluation

Last Annual Review

Next Annual Review

Dyslexia Eligible

Impairments

Evaluation Decision

4/8/2021

7/26/2019

7/26/2019

3/2/2021

3/2/2022

No

ADHD, Adjustment Disorder

Changes to 504 Plan

5/5/2021

5/5/2021

5/5/2024

5/5/2021

5/5/2022

No

ADHD

504 Eligible + Plan

3/22/2021

5/22/2019

5/22/2022

3/22/2021

3/22/2022

No

AD/HD Combined, mood disorder, and disruptive behavior.

504 Eligible + Plan

10/27/2021

10/27/2021

10/27/2024

10/27/2021

10/27/2022

Yes

Dyslexia

504 Eligible + Plan

10/18/2021

10/18/2021

10/18/2024

10/18/2021

10/18/2022

Yes

Dyslexia

504 Eligible + Plan + Dyslexia Services

3/5/2021

1/16/2019

1/16/2022

3/5/2021

3/5/2022

No

AD/HD, ODD, Other impulsive disorders and other long term (current) drug therapy

504 Eligible + Plan

3/5/2021

4/4/2019

4/4/2022

3/5/2021

3/5/2022

No

AD/HD, ODD, Other impulsive disorders and other long term (current) drug therapy.

504 Eligible + Plan

3/10/2021

11/20/2019

11/20/2022

3/10/2021

3/10/2022

No

ADHD: Student is coming from McKlen ISD. His initial plan is dated 11-20-2019. Annual should have been held 11-20-2020 (in McKlen) but was not, as per district. Student enrolled at Guzman in January.

Changes to 504 Plan

4/8/2021

4/17/2017

4/17/2020

3/22/2021

3/22/2022

No

Neurocognitive Disorder due to Body Spasms from PMS Clonazepam

Changes to 504 Plan

1/20/2021

3/19/2018

3/19/2021

1/20/2021

1/20/2022

No

ADHD, ODD, Anxiety

No changes to 504 Plan

3/9/2021

8/30/2018

8/30/2021

3/9/2021

3/9/2022

No

Imperforate Anus/Full Incontinence

No changes to 504 Plan

10/28/2021

10/28/2021

10/28/2024

10/28/2021

10/28/2022

Yes

Dyslexia

504 Eligible + Plan

Page 1 of 1

232 words

7:23 PM 11/29/2021

Compliance Report Timelines

Pre-Planning Procedures:

- Ensure your planner/calendar already has ALL 504 annual reviews/next full evaluations accounted for and scheduled for the school year with a 10 day advance meeting arrangement.
- All meetings need to be scheduled 10 school days before the actual deadline to avoid missing timelines.
- Timelines must always be met.
- Colored Coded Dates:
 - Look carefully for any dates in BLUE, GREEN, or YELLOW as these dates are coming up and meetings should already be planned.
 - **OVERDUE Timelines:**
 - Look carefully for any dates in RED as this indicates that action/meeting is overdue.
 - Ensure any overdue actions/meetings (ex. 504 annual reviews, next full evaluations, etc.) are held as soon as possible. Timelines must always be met.
 -



T.E.A. Section 504 (Dyslexia) Cyclical Review

- The TEA Department of Review and Support will conduct Dyslexia Program Evaluations in alignment with the Differentiated Monitoring and Support (DMS) Cyclical Schedule in compliance with federal and state requirements for serving students with dyslexia and related disorders.
- All LEAs in the state of Texas will be, at a minimum, monitored every six years in a scheduled cycle.
- District procedures and policies will be actively reviewed and revised according to need.



T.E.A. Section 504 (Dyslexia) Cyclical Review

Our district will be audited by T.E.A. next school year.

- It is imperative that we are at **100% compliance** with timelines.
- Effective Spring Semester, documentation of any missed timelines will be submitted to campus administrator and district level.



Compliance Report Missing Items

- Complete Information in Compliance Report
- Look carefully for any “blank” information in the compliance report
- All sections need to be filled
- Dyslexia Eligible column

Compliance Report Missing Items



- Video Guide: Adding Missing Dates on Compliance Report

As you confirm and finalize the locking of testing accommodations in SuccessEd for Section 504, students MUST have an Evaluation Decision on Program Compliance in SuccessEd. This field is either populated by the last locked Section 504 Evaluation form or by manually entering the information on Program Compliance.

- Without the Evaluation Decision indicating the student has a service plan, test accommodations will not be included in the TestHound Export. To fix the issue, select the desired evaluation decision in the dropdown and save or hold a Section 504 Evaluation meeting and lock the form.
- Below is a link that explains the steps:

<https://succeeded-net.zoom.us/rec/share/aHDg4-MhMnwtKHCmPLtheTlAskI2pG-JWXs4FucOYODbbZ5mnXnftyWlHK5y2RNB.9yYMyvsDe76mYt5W?startTime=1607103033000>

- The quickest way to determine which students may need an Evaluation Decision is by running the Section 504 Compliance report. The steps in how to run the Section 504 compliance report are included in the video for your reference. The last part of the video explains how to manually enter the information.

Student Support Considerations



- School health service is a service that may be required under Section 504.
- As a health expert on 504 Committees, the school nurse can identify and reduce barriers to learning and uniquely provide expertise and leadership in addressing the health needs of students with chronic conditions and disabilities in school.
- School nurses can determine how health conditions may or may not impact a student's ability to participate in the education program.
- School nurses have the expertise, education, and qualifications to provide recommendations for appropriate care to address student health ne





Student Support Considerations

School Nurse

Your school nurse will be included in meetings and data gathering for any Section 504 student with the following medical conditions:

- students with ADHD
- students considered for homebound services
- students taking medication on campus or at home

If a student has a peanut allergy, does that qualify under 504?



- Yes.

Section 504 requires that the school provide students with peanut and/or peanut allergy related disabilities with a medically safe environment in which they do not face a serious reaction to their environment.

- Under 504, the school must have a plan to meet those students' needs that is based on individualized consideration of their circumstances.



IHP

- The individualized health care plan is developed by the school nurse in consultation with the health care provider, student, and parent/guardian and is a foundation for addressing the health needs of students.
- How many students in your campus have an IHP?
- What role do you play in the students' IHP?

Student Support Considerations:

Discipline Referral Progress Monitoring

Review of student discipline referrals will be part of the progress monitoring for students with impairments that affect behavior such as the following:

- ADHD
- Oppositional Defiant Disorder
- Intermittent Explosive Disorder
- Bipolar
- Depression
- Anxiety
- Adjustment Disorder
- Phobias
- Other conditions that may likely affect student behavior



Student Support Considerations

Behavior Intervention Plan (BIP)

BIPs will be considered for Section 504 students in need of behavioral/emotional supports such as the following:

- Anxiety
- Depression
- Aggression



Dyslexia

Student Support Considerations

- Students identified with dyslexia will be considered for a dyslexia program and/or other dyslexia reading supports.
- Feedback from the RLA teacher, review of reading levels, and current reading performance, will be considered as part of the data gathering review process.
- Ensure students identified with dyslexia are coded in PEIMS.

Student Support Considerations

Special Education or Other Support Consideration

- Review student progress to ensure program/accommodations/supports are appropriate for student needs.
 - Autism
 - anxiety/depression/phobias with no significant student progress
 - continued academic or other concerns even after supports have been implemented with ample time to measure progress
 - MOUs from outside agencies for student support
 - follow up on any previous requests for special education evaluations
 - consider teacher/parent training on additional supports
 - consider staff training by nurse for medical procedures (seizures, health plans, etc.)

Student Support Considerations



Campus Principal Communication

- Recommendations for supports that may require additional personnel, equipment, etc. first need to be staffed and shared with campus principal to ensure clear communication and steps are conveyed and carried out among all stakeholders **PRIOR** to conducting a 504 meeting.

- Homebound services
- Special equipment
- Special diets
- Other

Once a 504 committee agrees on recommendations, it is the responsibility of the committee to ensure recommendations are immediately provided to the student.



SuccessEd 504 Visual Guide

- A Visual Guide of the SuccessEd form can assist you in determining what forms to use as per type of 504 meeting.
- Please use as a reference as needed.

SuccessEd 504 Form Recommendation Visual Guide

SE 504 Form Recommendations Visual Guide

These are suggestions for use of SE 504 forms. Reference your district policy and contact your district administration for specific processes within your district. Reminder: Student specific Notice of Rights and Procedural Safeguards print with all notices and consents created and saved within the system.

Initial	Re-evaluation Annual Review Review as needed	Manifestation Determination	Other Forms
Notice and Consent for 504 evaluation	Notice of Section 504 Meeting	Notice of Section 504 Meeting	Used per individual situation with district guidance and policy
Referral information: Parent input Teacher input Notice of Release/Consent to remove Confidential information	Parent input Teacher input	Parent input Teacher input	General Education Homebound Supplement
Notice of Section 504 Meeting	Section 504 Evaluation	Section 504 Evaluation	Transportation Information
Section 504 Evaluation	Section 504 Student Services Plan (if needed)	Section 504 Student Services Plan (if needed)	Contract Log
Section 504 Student Services Plan (if needed)	Notice of Section 504 Evaluation Results	Notice of Section 504 Manifestation Determination Results	Notice of Release/Consent to Request Confidential Information (Student Specific and dated above)
Notice of Section 504 Evaluation	Parent Consent for Section 504 Services		Notice of Rights and Procedural Safeguards under Section 504
Parent Consent for Section 504 Services			Parent Consent for Section 504 Services recommended attached with each Notice of Evaluation results





Saving and Locking Reminders

- Once all 504 information is discussed and approved by the 504 Committee and entered and saved in SuccessEd, you must LOCK the information so it can officially be locked in SuccessEd.
- Without locking information, the information will be in DRAFT form and will not be recognized as an official document in SuccessEd nor with TEST HOUND.



Progress Monitoring

- Inform teachers of progress monitoring expectations one week after every 6 weeks reporting period so campus goals are clearly conveyed to all stakeholders.
- It is important that teachers know their population and provide the necessary supports for all students in order to succeed.
 - Accommodations
 - supplemental aides
 - reading supports
- For all LEP (Emergent Bilingual) 504 students, teachers must update the student progressing LAP forms in SuccessEd under the ELLA (Bilingual/ESL) program.

504 Campus Coordinator Student Progress


504 Campus Coordinator Student Progress Checklist - Word

Section 504
Student Progress Checklist

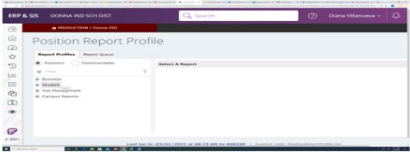
1. Generate Grades for 504 Students using TEAMS/Frontline. *See next page for instructions on how to run a report.*
2. For any student failing a course, review current 504 accommodations by running the student accommodations report in SuccessEd.
OR
Look up student accommodations individually by student by searching the Student Services Plan of the individual student in SuccessEd.
3. Contact the teacher of the failing course to receive feedback from the teacher. The teacher will complete the Teacher Input Form from SuccessEd for every 3 week progress period or 6 weeks period if student is failing. This form will be due one week after a 3 week progress period or one week after a 6 weeks period (whichever time period is being addressed).
4. Ensure accommodations have been distributed to the teacher before the first day of school or by the 2nd day of any new changes in accommodations.
5. Ensure the teacher or other responsible party (nurse, coach, librarian, cafeteria manager, etc.) has been implementing the approved 504 accommodations as per 504 committee.
6. Receive recommendations from the teacher (or other responsible party) to determine what additional steps may be considered (ex. Add/remove accommodations, hold parent/student conference/504 review meeting, request additional information, etc.).
7. Determine if a 504 meeting must be held to address any changes.
8. Set academic goals with the student for the next reporting six weeks period.
9. Determine if lack of internet or poor connectivity are contributing factors to failing grades where alternative assignments may be considered.

1. Generate Grades for 504 Students using TEAMS/Frontline
1. Log on to TEAMS/Frontline.

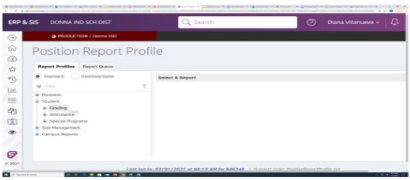
2. Click on **Report Profiles**



3. Click on **Student**



4. Click on **Grading**



Page 1 of 6 581 words

Type here to search

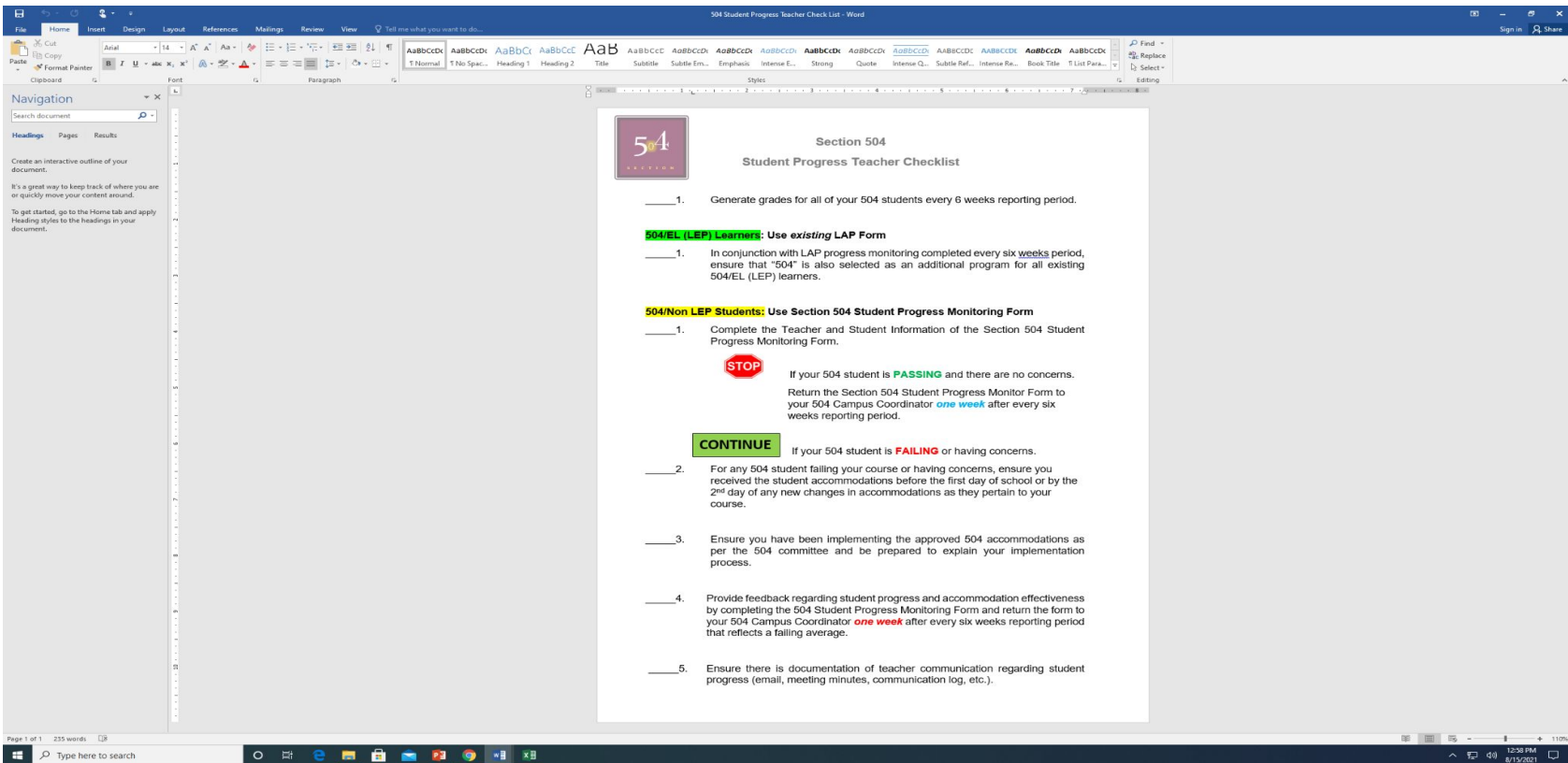
12:40 PM 8/15/2021



Teacher Checklist

- For all Non-LEP 504 students, teachers can refer to the Teacher Checklist Guide as a reference when submitting their progress monitoring forms to the 504 coordinator one week after every six weeks period.

Student Progress Teacher Checklist



504 Student Progress Teacher Check List - Word

Section 504
Student Progress Teacher Checklist

1. Generate grades for all of your 504 students every 6 weeks reporting period.

504/EL (LEP) Learners: Use existing LAP Form

1. In conjunction with LAP progress monitoring completed every six weeks period, ensure that "504" is also selected as an additional program for all existing 504/EL (LEP) learners.

504/Non LEP Students: Use Section 504 Student Progress Monitoring Form

1. Complete the Teacher and Student Information of the Section 504 Student Progress Monitoring Form.

STOP

If your 504 student is **PASSING** and there are no concerns.
Return the Section 504 Student Progress Monitor Form to your 504 Campus Coordinator one week after every six weeks reporting period.

CONTINUE

If your 504 student is **FAILING** or having concerns.

2. For any 504 student failing your course or having concerns, ensure you received the student accommodations before the first day of school or by the 2nd day of any new changes in accommodations as they pertain to your course.

3. Ensure you have been implementing the approved 504 accommodations as per the 504 committee and be prepared to explain your implementation process.

4. Provide feedback regarding student progress and accommodation effectiveness by completing the 504 Student Progress Monitoring Form and return the form to your 504 Campus Coordinator one week after every six weeks reporting period that reflects a failing average.

5. Ensure there is documentation of teacher communication regarding student progress (email, meeting minutes, communication log, etc.).

Page 1 of 1 235 words

[illegible]



Student Progress Monitoring Form

Teachers must progress monitor student performance paying close attention to concerns in behavior or academics.

- Progress monitoring forms are due to the 504 coordinator one week after every six weeks reporting period.
- As part of the progress monitoring of 504 students, 504 Campus Coordinators must review the six weeks grades of all 504 students to determine if any students are failing.

Progress Monitoring Forms History Tab Submission:

- All progress monitoring forms will be submitted in the History tab in SuccessEd and reviewed during the student's annual 504 meeting.

List of Students Currently Failing: Campus Plan of Action

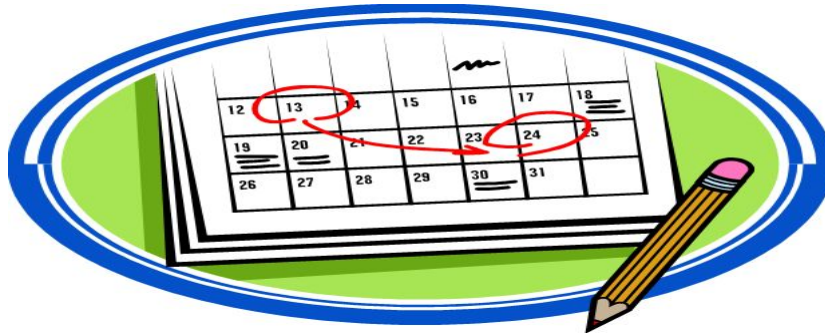


If students are failing:

1. Review current accommodations by running the student accommodations report in SuccessEd.
2. Contact teacher of failing subject to receive feedback from teacher.
3. Ensure accommodations have been distributed to the teacher.
4. Ensure teacher or other responsible party has been implementing accommodations
5. Receive recommendations from teacher (or other responsible party) to determine what additional steps may be considered (ex. Add/remove accommodations, hold parent conference, request additional information, etc.) by completing the Progress Monitoring Form.
6. Determine if a 504 meeting must be held to address any changes.
7. Set academic goals with student for the next reporting six weeks period.

Testing Calendar & Accommodations Reminder

- Keep the district and campus testing calendar in mind as testing accommodations may need to be updated and reviewed through a Section 504 annual meeting to ensure testing accommodations are provided with ample time for the student/teacher to use/implement on routinely, effectively and independently prior to the administration of any state assessment (STAAR, EOC, TELPAS, etc.).





Accommodations Distribution

All accommodations must be provided to teachers and any other individual responsible for implementing 504 services (ex. nurse, counselor, coach, etc.) on a timely basis.

All accommodations must be passed out before the first day of school and any new accommodations must be distributed no later than 2 days after a 504 meeting.

Keep documentation of accommodation distribution.

Make sure all teachers sign a receipt for their students' 504 Plans at the beginning of each year or when a student is added to or removed from Section 504 during the school year.



- Train teachers and all responsible parties on the student's service plan/accommodations.

Ensure all parties understand their role.



SuccessEd Testing Accommodation Status

- Ensure all 504 students have their testing accommodations saved and locked in SuccessEd BEFORE taking their assessments.

STAAR

EOC

TELPAS

- Students and teachers must have ample time to use the testing accommodations independently, routinely and effectively.



SuccessEd and Test Hound

- Only testing accommodations entered in the Student Services Plan form that are LOCKED will be recognized by TEST HOUND.
- Ensure all testing accommodations for this school year have been reviewed, recommended by 504 committee and locked in SuccessEd before the administration of any state assessment.
- Testing accommodations need to be provided routinely, independently, and effectively.
- Ample time needs to be given to the teacher and student to measure the effectiveness and appropriateness of recommended accommodations.



Test Accommodations

What are the Categories of Accessibility?



Accessibility Features



Designated Supports



Designated Supports
Requiring TEA Approval

Testing Accommodations by

Authority for Decisions At-A-Glance

	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)*	Section 504	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille /Refreshable Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X		X	X
Spelling Assistance		X	X	X
Supplemental Aids	X		X	X



Accommodation Compliance

- The accommodations are designed to be needed and used.
- If they are not used, then the District may be found by OCR or a Section 504 hearing officer to not be implementing the plan properly or providing FAPE.



If Student Refuses Accommodations...

1. Consider if the accommodation is necessary.
2. If so, why is the student refusing?
 - a. Embarrassed
 - b. Is there an alternative?

NOTE:

In order to remove an accommodation, a 504 meeting must be held.



Accommodation Effectiveness

- If in practice the accommodations are not conducive or effective, work with the teacher, student, and parent to revise and arrive at reasonable and necessary accommodations that can be implemented.
- Do not simply include accommodations to appease the parent/student.



Helping to Ensure FAPE

- Keep good records of implementation.
- Be able to demonstrate how the accommodation is implemented and the frequency of its implementation.
- Be extremely careful with ambiguous words, e.g. “as needed.”
- Identify the difference between a need and a want.
- Identify a case manager through whom the bulk of communication will occur.
- Have a good communication log or email trail reflecting receipt of concerns and timely responses to the parent.
- A good communication log or emails may have to be printed from time to time to ensure the availability of these documents in the event of an OCR investigation.



Virtual Accommodations

This is a compilation of online tools that can be utilized to provide a variety of accommodations to students for online learning.

<http://www.livebinders.com/media/get/MiAvNiQ2Nic>

Whole New World... with Endless Possibilities
Recommendations for Virtual Implementation of Accommodations

Accommodation	Recommendation for Virtual Implementation
Print Disability	Text-to-Speech Google/Chrome, Microsoft/Edge, PC/Laptop, Chromebook, Android, Accessible online Library
Oral Presentation	Screening Tools Google/Chrome, Microsoft, Screenrify, Microsoft PowerToys, Elgar, Google Meet, PowerPoint, Youtube
Visual Supports	Graphic Organizers Google/Chrome, Microsoft, Google/Kenya, XMN, Google Charts, Microsoft Forms, Google Docs, Microsoft
Visual Tracking	Interactive Reader Live Binder, Google Extensions, Google Extensions, Google Extensions
Magnification	Accessibility Features in device student is using PC/Laptop, Chromebook, Mobile Device, Zoom for Google Chrome, Microsoft Edge, Google Extensions, Zoom, Zoom
Clarifying Directions	Developing Videos with Quality Examples Screenrify, Microsoft Forms, Elgar

Accommodation	Recommendation for Virtual Implementation
Preview Vocabulary & Key Points	Quizlet, SMN, Quizlet, Screenrify, Kahoot, Create Informational Video, Screenrify, Kahoot, Elgar
Peer NoteTaker	Utilize same person, if possible, Google Docs, Microsoft, iPhone, Microsoft Translator, Google Docs
Additional Entry Time	Check for any timing settings, Review Scheduling Demands, Strive for Mastery
Manipulatives	Digital Manipulatives The North Carolina Center, National Library of Virtual Manipulatives
Calculator	Online Digital Calculator, PC/Laptop, iPhone, Android



Helping to Ensure FAPE

Do not forget...

- 1.Extracurricular activities
- 2.Field trips
- 3.Transportation
- 4.School-sponsored after school or daycare programs
- 5.Health plans
- 6.Follow appropriate federal, state and local discipline policies affecting students with disabilities.
- 7.Call a timely meeting to address parental concerns when appropriate.



Reminder

Practice STUDENT CONFIDENTIALITY at ALL times.





504 Child Find

School districts are mandated to identify, locate, and evaluate all children with disabilities, regardless of severity, to determine if they qualify for special education services including related services of school nursing or health services.

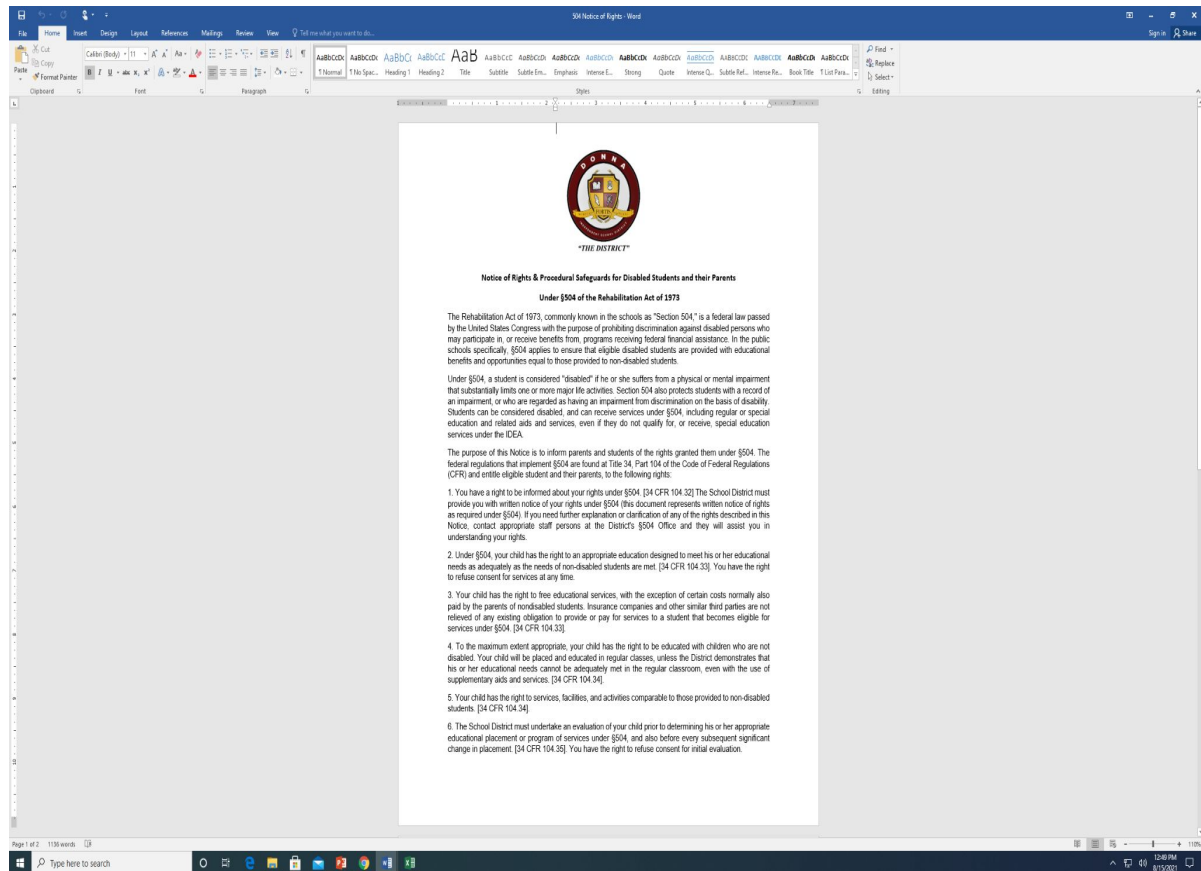
This is referred as Child Find and includes all children from birth to age 21.

Notice of Rights & Procedural Safeguards for Disabled Students and their Parents

504 Child Find Notice should be visible

Campus 504 Coordinator's Office

Common areas in the school building



504 Child Find

504 Child Find Notice should be visible

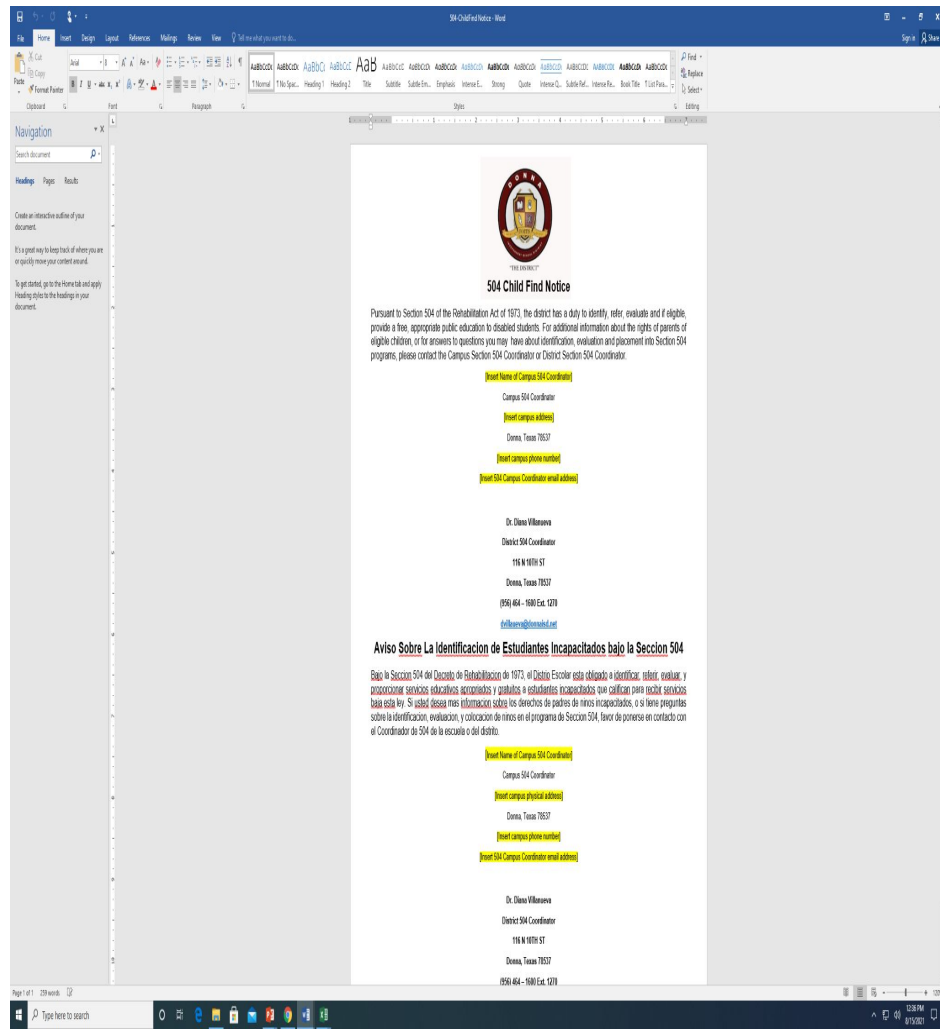
Campus 504 Coordinator's Office

Common areas in the school building

Campus website/social media

504 ChildFind Meetings will be held

A minimum of every 6 weeks to review student needs.



504 Child Find Notice

Pursuant to Section 504 of the Rehabilitation Act of 1973, the district has a duty to identify, evaluate and, if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to questions you may have about identification, evaluation and placement into Section 504 programs, please contact the Campus Section 504 Coordinator or District Section 504 Coordinator.

Insert Name of Campus 504 Coordinator
Campus 504 Coordinator
Insert campus address
Denton, Texas 76237
Insert campus phone number
Insert 504 Campus Coordinator email address

Dr. Diana Villanueva
District 504 Coordinator
116 N. WORTH ST
Denton, Texas 76237
(940) 464-1600 Ext. 1270
dvillanueva@dentonisd.net

Aviso Sobre La Identificación de Estudiantes Incapacitados bajo la Sección 504

Bajo la Sección 504 del Decreto de Rehabilitación de 1973, el Distrito Escolar está obligado a identificar, referir, evaluar, y proporcionar servicios educativos apropiados y gratuitos a estudiantes incapacitados que califican para recibir servicios bajo esta ley. Si usted desea más información sobre los derechos de padres de niños incapacitados, o si tiene preguntas sobre la identificación, evaluación, y colocación de niños en el programa de Sección 504, favor de ponerse en contacto con el Coordinador de 504 de la escuela o del distrito.

Insert Name of Campus 504 Coordinator
Campus 504 Coordinator
Insert campus physical address
Denton, Texas 76237
Insert campus phone number
Insert 504 Campus Coordinator email address

Dr. Diana Villanueva
District 504 Coordinator
116 N. WORTH ST
Denton, Texas 76237
(940) 464-1600 Ext. 1270

Child Find Campus Procedures



Medical

Social Emotional/Mental Health

Discipline

Academic

- As part of Child Find, campuses are responsible to identify, locate and evaluate all students suspected of having a disability and who are in need of special education and related services.
- It is important that campuses establish procedures to implement Child Find and conduct meetings every six weeks period.
- In addition from any parent requesting formal evaluation for Special Education or 504, the campus will create a Child Find Committee to ensure students in need of assistance not currently identified in Section 504 or Special Education are appropriately addressed.

-

o

Child Find Committee Members



»Campus Child Find Committee Members:

Medical: School Nurse

Conduct a meeting at least once every six weeks with the school nurse to determine if there are any students who are frequently in need of medical services and are currently not in the 504 program or Special Education Program and may be considered for a program with parent consent.

Social Emotional/Mental Health: Counselor/social worker/LPC

Conduct a meeting at least once a six weeks with the school counselor and social worker to determine if there are any students who are frequently in need of counseling or social work services and are currently not in the 504 program or Special Education Program and may be considered for a program with parent consent.

Discipline: Campus Behavior Coordinator (CBC)/Principal/Campus Administrator/Other

Conduct a meeting at least once a six weeks with the Campus Behavior Coordinator (CBC)/Principal/Campus Administrator to determine if there are any students who are frequently receiving discipline referrals, getting suspended, and or showing signs of violence or aggression and are currently not in the 504 program or Special Education Program and may be considered for a program with parent consent.

Academic/Other: Teachers/Other Personnel



Child Find Committee Meetings

- Child Find Committee Meetings:
 - o Document Child Find Committee Meetings
 - o Minutes
 - o Signatures