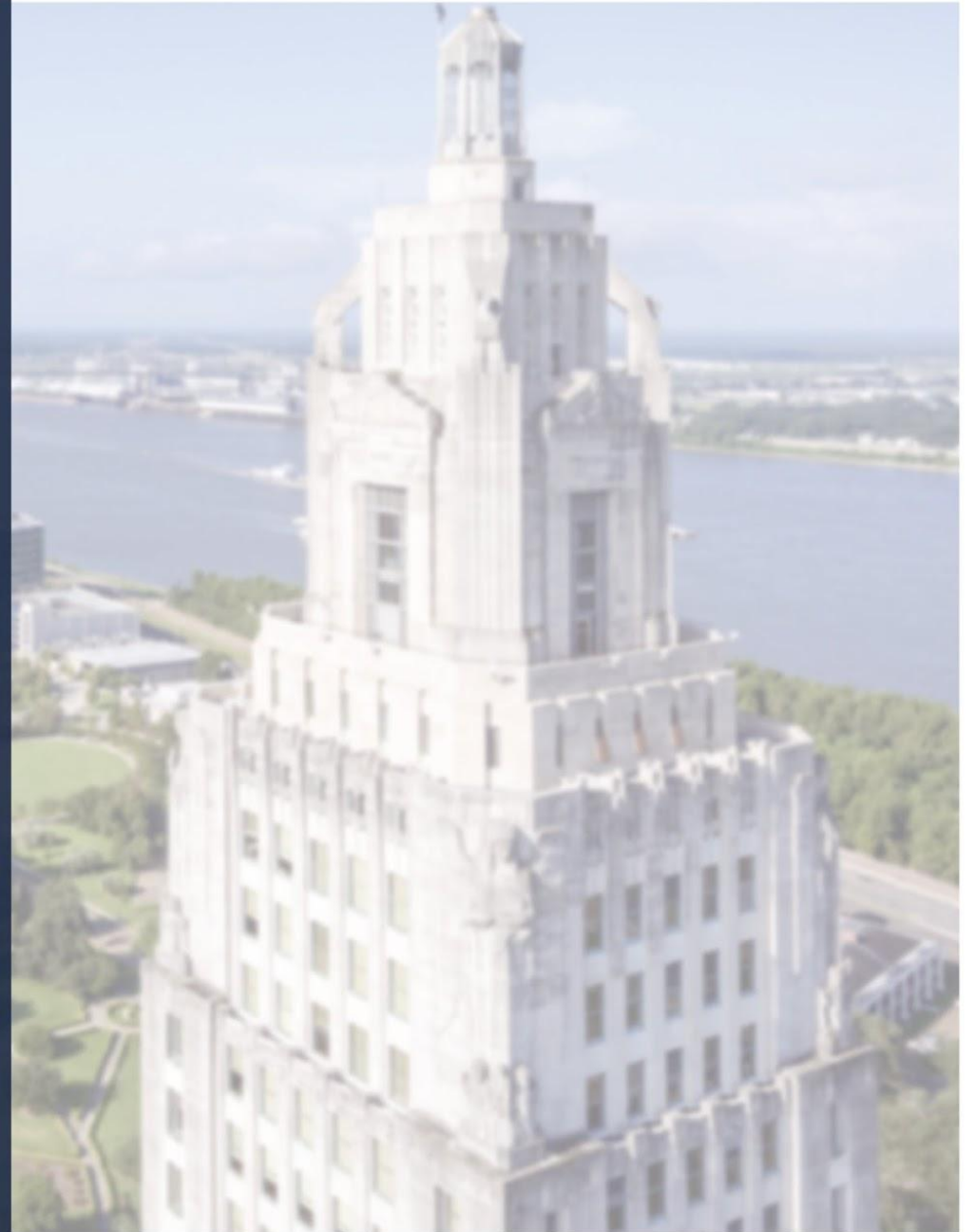




SEAC : 504 Indicators and Supports

Presented by: Ashlyn R. Harrison
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What is a Section 504?

WHAT IS THE SECTION 504 OF THE REHABILITATION ACT OF 1973?

Section 504 of the Rehabilitation Act of 1973, as amended, is a civil rights law that prohibits discrimination solely on the basis of disability. This law applies to public elementary and secondary schools, among other entities.

DETERMINING ELIGIBILITY

- ❖ All students are protected from discrimination under Section 504 who:
 - have a physical or mental impairment which limits substantially one or more major life activities,
 - have a record of such impairment, or
 - are regarded as having such an impairment



SBLC Request

- Any knowledgeable individual of the student can refer a student for SBLC including but not limited to:
 - Teacher
 - CWA Officer
 - **Parent/Guardian**
 - Court Officer
 - Other
- Data Driven Decision making

Review and obtain the following data for the meeting:

- JCampus
- Medical records
- Hearing/vision results
- Dyslexia screening information
- Discipline records
- Beginning of the Year Baseline Data
 - Reading
 - Math

School Building Level Committee (SBLC) SBLC-A/C Request Form/Parent Notification

Student: _____ DOB: _____ ID#: _____

Grade: _____ School: _____

- Referring Person's Name: (Type or Print) _____
- Referring Person's Signature: _____ Signature Date: _____
- Relationship to Student:
 - ____ Teacher
 - ____ CW&A Officer
 - ____ Result of Child Search
 - ____ Parent/Guardian/Surrogate Parent
 - ____ Court Officer
 - ____ Other: _____
- SBLC Chairperson's Name: (Type or Print) _____
- SBLC Chairperson's Signature: _____ Date: _____

Dear Parent/Guardian,

Your child has been recommended to the School Building Level Committee to review concerns discussed at your Parent-Teacher Conference held on _____.
This SBLC meeting has been scheduled for ___/___/20___ at ___:___ am/pm. Please plan to attend this meeting at your child's school.

- ____ Due Process Rights attached by SBLC Chairperson
- SBLC Chairperson's Initials _____

Reason(s) for Meeting

<input type="checkbox"/> Communication Difficulties	<input type="checkbox"/> Mathematic Difficulties	<input type="checkbox"/> Health Problems
<input type="checkbox"/> Motor Difficulties	<input type="checkbox"/> Social Behavior Problems	<input type="checkbox"/> Gifted
<input type="checkbox"/> Other Academic Difficulties	<input type="checkbox"/> Hearing Difficulties	<input type="checkbox"/> Talented
<input type="checkbox"/> Reading Difficulties	<input type="checkbox"/> Visual Difficulties	<input type="checkbox"/> Other: _____

FORWARD THIS FORM TO THE SBLC CHAIRPERSON FOR SCHEDULING

_____ Date Form Given to Teacher
Please return within two (2) business days



Revised 8/20/2013

Copy Parent/Guardian

File Copy in CUM Folder

504 Eligibility Determination

- The Section 504 team must meet to review the **evaluation** results to make an eligibility determination.
- Evaluations require data relevant for eligibility determination.
- Utilize a variety of sources so that the possibility of error is minimized.
- Documentation of the information collected and all significant factors related to the student’s learning process.
- Persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.



SECTION 504 ELIGIBILITY CONFERENCE SUMMARY

Student: _____

Date: _____ Grade: _____

Purpose of Conference: Initial Re-evaluation Temporary

To consider possible eligibility for and/or provision of services and/or accommodations under Section 504 of the Rehabilitation Act of 1973.

1. Sources of Data:

- | | |
|--------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Medical reports/health information (within 12 months) | <input type="checkbox"/> Teacher/psychologist observation |
| <input type="checkbox"/> Adaptive behavior scales/behavior scales | <input type="checkbox"/> Discipline/attendance records |
| <input type="checkbox"/> Achievement tests | <input type="checkbox"/> Student progress reports/grades |
| <input type="checkbox"/> Cognitive assessments | <input type="checkbox"/> FBA/BSP |
| <input type="checkbox"/> Language surveys/assessments | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Parent input questionnaire | |
| <input type="checkbox"/> Motor assessments | |

A. Is there documented evidence of a physical and/or mental impairment?

Yes No (if no, a 504 plan is not required)

B. Is a major life activity substantially limited by the physical or mental impairment?

Yes No (if no, a 504 plan is not required)

If yes, please check the major life activity(s) that is/are substantially limited.

- | | | |
|-------------------------------------------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> caring for one’s self | <input type="checkbox"/> hearing | <input type="checkbox"/> learning |
| <input type="checkbox"/> walking | <input type="checkbox"/> breathing | <input type="checkbox"/> seeing |
| <input type="checkbox"/> performing manual tasks | <input type="checkbox"/> working | <input type="checkbox"/> standing |
| <input type="checkbox"/> eating | <input type="checkbox"/> sleeping | <input type="checkbox"/> lifting |
| <input type="checkbox"/> communicating | <input type="checkbox"/> bending | <input type="checkbox"/> thinking |
| <input type="checkbox"/> concentrating | <input type="checkbox"/> speaking | <input type="checkbox"/> reading |
| <input type="checkbox"/> the operation of a major bodily function | | |



Evaluation Process

- An evaluation under Section 504 is not a full and individual evaluation as required under IDEA.
- Data used for the evaluation and determination of a disability and required accommodations can be broad and may include, but is not limited to, medical records, school records, standardized test results, classroom observations, and anecdotal records.
- Section 504 evaluations may encompass record and work sample reviews; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of more formal assessment measures.





Common 504 Conditions

- Dyslexia
- Other Academic/Learning Disability:
 - Math
 - Reading
- Chronic health conditions
- Diabetes
- Severe food allergies
- ADD, ADHD
- Oppositional Defiant Disorder
- Psychological conditions
- Traumatic brain injury
- Autism

These are not all disabilities students can have to qualify for 504 Plans.





**DUE PROCESS RIGHTS
FOR PARENTS AND STUDENTS UNDER SECTION 504,
THE REHABILITATION ACT OF 1973**

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. A Parent’s Rights Handbook prepared by the Louisiana Education Agency is available through the school district’s Special Education Department and sets out the rights assured by the IDEA. The purpose of this notice is to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA.

The following is a description of the rights granted by federal law to students with handicaps: The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling conditions.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to nondisabled students.
6. Have evaluation, educational, and placement decisions made on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the school district places a person with a disability in or refers to such a person to a program nor operated by the district). Such transportation will be at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
9. Examine relevant records relating to decisions regarding your child’s identification, evaluation, and placement.
10. Request mediation or an impartial hearing related to decisions or actions regarding your child’s identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel.) Hearing requests must be made by filing a written notice of Appeal with East Baton Rouge Parish’s Coordinator for Dyslexia & 504 within thirty-five (35) days (but not less than thirty days) from the time you receive written notice of the 504 Team/SBLC Committee’s action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
11. Disagree with the decision of the impartial hearing office, and a right to a review of that decision by a court of Competent jurisdiction.
12. File a written grievance on Section 504 matters, other than your child’s identification, evaluation, and placement by following East Baton Rouge Parish’s Section 504 grievance procedures available from the site administrator or the East Baton Rouge Parish Coordinator for Dyslexia & 504.
13. File a complaint with the Office for Civil Rights (OCR) of the U.S. Department of Education. The address of the OCR Regional Office that covers this school district is Director, Office for Civil Rights, Region VI ~ 1999 Bryan Street ~ Suite 1620 ~ Dallas, TX ~ 75201-6810 ~ (214) 661-9600.

The person in the East Baton Rouge Parish School System responsible for assuring that the district complies with Section 504 is Ms. Danielle Staten, 12000 Goodwood Boulevard, Baton Rouge, LA 70815. P (225) 326-5668.

https://staff.ebrschools.org/wp-content/uploads/2022/07/2022-2023-Student-Rights-and-Responsibilities-and-Discipline-Handbook_Adopted-July-2022.pdf





Accommodations and Services

- Based on student's NEED--not parental (or teacher/staff) preference
- Based on identified and assessed NEEDS--not disability or diagnosis
- 504 School Coordinators will ensure all staff are on same page regarding implementation
- Ensure implementation is consistent with terms of 504 plan
- Ensure that all staff are aware of their individual responsibilities regarding implementation of the 504 plan
- Ensure implementation is documented





Accommodations and Modifications

- **Accommodations:**

Changes how a student learns the material

- **Modifications:**

Changes what a student is taught or expected to do or learn

- Common Accommodations:

- Adjust student seating
- Use study guides and organizing tools
- Provide a peer tutor/helper
- Provide recorded books
- Provide school counseling
- Provide behavioral reinforcement
- Provide extended time
- Have the student use an organizer
- Use small group instruction
- Provide oral testing
- Spellchecker
- Calculator
- Modify recess/PE/transportation

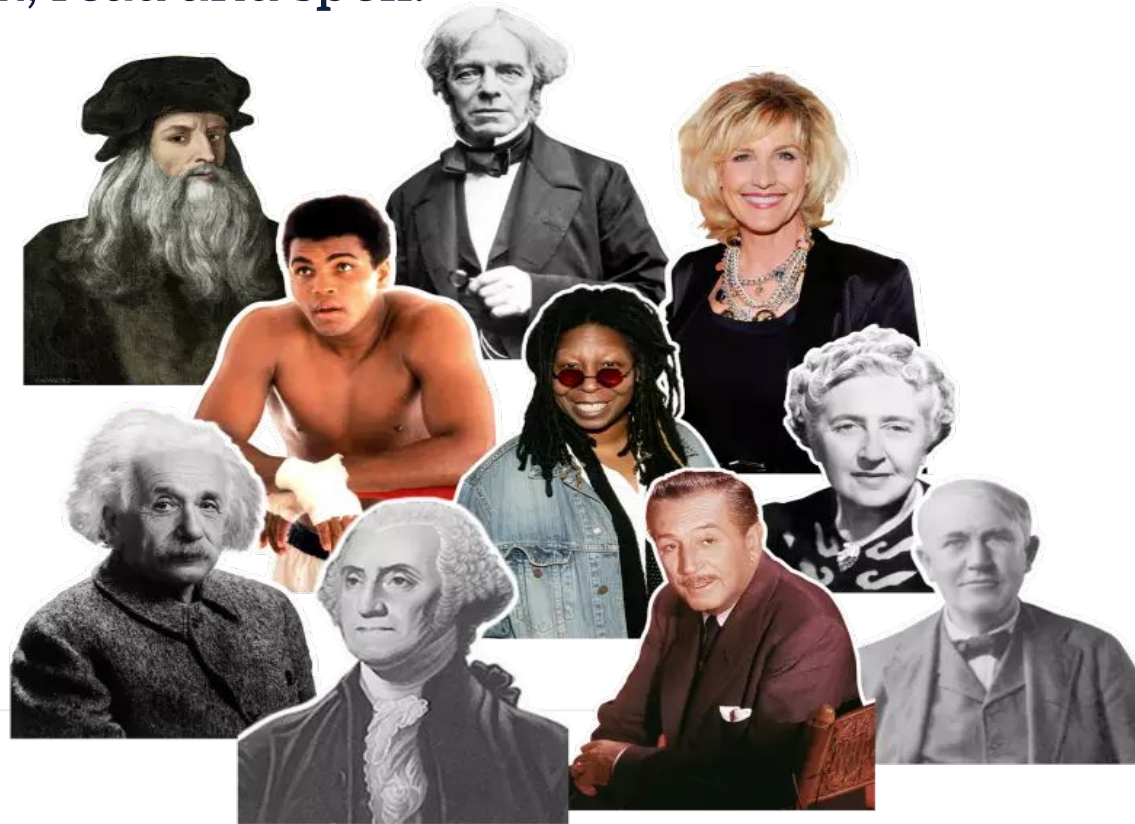
- These are not all accommodations and student can receive.



What is Dyslexia?

Dyslexia is defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader.

Most commonly caused by a difficulty in the phonological processing which is the appreciation of the individual sounds of spoken language, which affects the ability of an individual to speak, read and spell.



How common is dyslexia?

Dyslexia affects 20 percent of the population and represents 80–90% of all those with learning disabilities. It is the most common of all neurocognitive disorders.

Can dyslexia be cured?

Dyslexia can't be “cured” it is lifelong. But with early screening, early diagnosis, early evidence-based reading intervention and appropriate accommodations, dyslexic individuals can become highly successful students and adults.

Frequently Asked Questions

Can smart students be dyslexic?

Some of the brightest children struggle to read. Dyslexia occurs at all levels of intelligence—average, above average and highly gifted. Many gifted people at the top of their fields are dyslexic. While people with dyslexia are slow readers, they often are very fast and creative thinkers.

Do children with dyslexia see and write letters and words backwards?

This is unfortunately a myth that is the most common misconception. Many young children reverse letters when learning to write, regardless of whether or not they have dyslexia. In fact, most children with dyslexia do not reverse letters.

Signs of Dyslexia

The PreSchool Years

- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Difficulty learning (and remembering) the names of letters in the alphabet
- Seems unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”
- Doesn’t recognize rhyming patterns like *cat*, *bat*, *rat*
- A family history of reading and/or spelling difficulties (dyslexia often runs in families)



Sally Shaywitz, *Overcoming Dyslexia*, p. 122

ONE TEAM. *One Mission.*

Signs of Dyslexia

Kindergarten and First Grade

Difficulties

- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog
- Does not understand that words come apart
- Complains about how hard reading is; “disappears” when it is time to read
- A history of reading problems in parents or siblings
- Cannot sound out even simple words like *cat*, *map*, *nap*
- Does not associate letters with sounds, such as the letter b with the “b” sound

Signs of Dyslexia

Second Grade Through High school

Reading

- Very slow in acquiring reading skills. Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

School and Life

- Trouble remembering dates, names, telephone numbers, random lists
- Struggles to finish tests on time
- Extreme difficulty learning a foreign language
- Poor spelling
- Messy handwriting
- Low self-esteem that may not be immediately visible

Signs of Dyslexia

Second Grade Through High school

Speaking

- Searches for a specific word and ends up using vague language, such as “stuff” or “thing,” without naming the object
- Pauses, hesitates, and/or uses lots of “um’s” when speaking
- Confuses words that sound alike, such as saying “tornado” for “volcano,” substituting “lotion” for “ocean”
- Mispronunciation of long, unfamiliar or complicated words
- Seems to need extra time to respond to questions

Dyslexia Screening Dates

Grade	Date to Begin Screenings	Final Date to End Screenings
Kindergarten	February 1, 2023	March 24, 2023
First Grade	February 1, 2023	March 24, 2023
Second Grade	December 5, 2022	January 27, 2023
Third Grade	December 5, 2022	January 27, 2023

*Fourth-12th students can be screened at any time per teacher or parent request(if applicable).



QUESTIONS

Please reach out to the 504 Department:

aharrison6@ebrschools.org

