



**Marble Falls ISD**  
**Section 504**  
**Handbook**

## Contents

|  |    |
|--|----|
| Intent of Handbook.....                                | 4  |
| General Information about Section 504.....             | 4  |
| Free Appropriate Public Education.....                 | 4  |
| Who is Protected Under Section 504?.....               | 5  |
| Compliance and Enforcement.....                        | 6  |
| District Section 504 Coordinator.....                  | 6  |
| Campus Section 504 Coordinators.....                   | 7  |
| Relationship Between IDEA and Section 504.....         | 8  |
| IDEA and 504 Comparison Chart.....                     | 8  |
| Component.....   | 8  |
| IDEA.....  | 8  |
| Section 504.....                                       | 8  |
| Child Find and Referral.....                           | 12 |
| Child Find.....  | 12 |
| Referrals.....   | 12 |
| Consent for Initial Evaluation.....                    | 13 |
| Suspected Need for Special Education Services.....     | 13 |
| Evaluations.....                                       | 13 |
| Health Plans.....                                      | 14 |
| Determination of Eligibility.....                      | 14 |
| Parent Participation in Eligibility Determination..... | 14 |
| Eligibility Under the IDEA vs. Section 504.....        | 14 |
| Medical Diagnosis and Outside Evaluations.....         | 14 |
| Review of Eligibility.....                             | 14 |
| Viruses Such as COVID-19.....                          | 15 |
| Temporary Impairments.....                             | 15 |
| Eligibility.....                                       | 15 |
| Broken Limbs.....                                      | 15 |
| Pregnancy.....   | 16 |
| Episodic Impairments.....                              | 16 |
| Section 504 Committee.....                             | 16 |
| Required Members.....                                  | 16 |
| Parent and Student Participation.....                  | 17 |
| Section 504 Plan.....                                  | 17 |

|   |    |
|---|----|
| Required Elements.....  | 17 |
| Parent Participation and Consent for Services.....                  | 18 |
| Implementation of the Plan.....                                     | 18 |
| Review of and Changes to the Plan.....                              | 19 |
| Behavior Plans.....   | 19 |
| Section 504 Accommodations.....                                     | 19 |
| Implementation of Accommodations.....                               | 19 |
| Changes to Accommodations.....                                      | 19 |
| Examples of Accommodations.....                                     | 20 |
| Accommodations vs. Modifications.....                               | 20 |
| Classroom Assessment Accommodations.....                            | 21 |
| State Assessment Accommodations.....                                | 21 |
| State Assessment Accessibility Features.....                        | 21 |
| State Assessment Locally Approved Designated Supports.....          | 23 |
| State Assessment Accommodations Requiring TEA Approval.....         | 27 |
| TEA State Assessment Accommodation Request Process.....             | 29 |
| Annual Reviews.....   | 29 |
| Reevaluation.....   | 30 |
| Procedures During the Reevaluation.....                             | 30 |
| Considerations During the Reevaluation.....                         | 31 |
| Discipline.....   | 31 |
| Disciplinary Change in Placement.....                               | 31 |
| Manifestation Determination Evaluation Review.....                  | 32 |
| When Behavior Is a Manifestation.....                               | 33 |
| When Behavior Is Not a Manifestation.....                           | 33 |
| When the Behavior Is a Result of Alcohol and Drugs.....             | 34 |
| Weapons and Serious Bodily Injury Offenses.....                     | 34 |
| Where the Student Poses a Threat or Serious Behavioral Concern..... | 34 |
| Notification.....   | 34 |
| Transfers.....  | 35 |
| Dyslexia.....   | 35 |
| Parent Notification.....  | 35 |
| Universal Dyslexia Screening & Identification.....                  | 36 |
| Referral for IDEA Evaluation.....                                   | 37 |
| Dyslexia Services.....  | 38 |

|   |    |
|---|----|
| Providers of Dyslexia Instruction.....                      | 38 |
| Parent Education Program.....                               | 39 |
| Definitions.....  | 39 |
| Section 504 Complaints .....                                | 39 |
| Sample Section 504 Accommodations Based on Disability ..... | 41 |
| Common Section 504 Forms.....                               | 43 |
| MFISD 504 Checklist.....                                    | 53 |
| 504 Meeting Template.....                                   | 56 |

## Intent of Handbook

This Section 504 Handbook is designed to help campus 504 Coordinators, administrators, teachers, staff, parents/guardians, and students understand the purpose of Section 504, how eligibility is determined, and the referral process. 504 forms are generated in Frontline (formerly eSTAR), a computer program that Marble Falls ISD utilizes to assist campus coordinators with documentation of all processes and steps needed to identify and serve a student that qualifies for Section 504 services.

## General Information about Section 504

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (“Section 504”) is a federal law designed to prohibit discrimination against individuals with a disability and requires, among other things, that a student with a disability receive an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability.

### Free Appropriate Public Education

Under Section 504, Free Appropriate Public Education (FAPE) is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met and are based on adherence to procedures governing educational setting, evaluation and placement, and procedural safeguards. 34 CFR §104.33.

Section 504 is primarily a regular education responsibility. Key features of FAPE under Section 504 include:

- Evaluation and placement procedures that guard against misclassification or inappropriate placement of students [34 CFR §104.35];
- Periodic reevaluation of students who have been provided special education or related services and before a significant change in placement [34 CFR §104.35(d)];
- Provision of regular or special education and related aids and services that are designed so that the individual educational needs of students with disabilities are met as adequately as the needs of non-disabled students are met [34 CFR §104.33(b)(1)(i)];

- Education of students with disabilities with non-disabled students to the maximum extent that this arrangement is appropriate for the needs of students with disabilities [34 CFR §104.34(a)];
- A system of procedural safeguards that is designed to inform parents of a school district’s actions or decisions and to provide parents with a process for challenging those actions or decisions that includes notice; an opportunity for parents to review their child’s records; an impartial due process hearing with an opportunity for participation by the student’s parents or guardians and representation by counsel; and a review procedure [34 CFR §104.36].

The District is responsible for providing any reasonable accommodations or related aids or services that a student with a disability under Section 504 needs to ensure that the student has equal access to the services, programs and activities offered by the District. Marble Falls ISD will make a reasonable, timely, and good-faith effort to identify reasonable accommodations, aids, or services to enable those students to have equal access to existing activities.

### Who is Protected Under Section 504?

A student with a physical or mental impairment that substantially limits a major life activity or major bodily function, as defined by law, and who does not otherwise qualify for special education services, may qualify for accommodations under Section 504. The District may not exclude a qualified student with a disability from its programs if the student can, with minor adjustments, be provided an appropriate education within the scope of the program or activity.

Under Section 504, the phrase “qualified person with a disability” means any person who has a **physical or mental impairment** that **substantially limits** one or more **major life activities**, who has **a record of such type of impairment**, or who is **regarded as** having such an impairment.

- Section 504 defines “**physical or mental impairment**” as

(A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Examples of **physical or mental impairments** include, but are not limited to, contagious or noncontagious diseases and conditions, such as the following: orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; attention deficit hyperactivity disorder; human immunodeficiency virus infection (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.

- **Substantially limits** is not specifically defined by Section 504. The Section 504 Committee should consider the nature and severity of the disability as well as how long the disability is expected to last. The condition must restrict the individual in the conditions, manner or duration under which they can

perform the major life activity such that they would be unable or significantly limited in ability to perform the activity compared to most people. The Section 504 Committee should use the following principles to make the determination:

- A disability is present if the student’s physical or mental impairment “substantially limits” the ability of the student to perform a major life activity as compared to the average student in the general population (e.g., if it regularly takes a student with an impairment three hours to finish a type of homework assignment that takes other students only one hour to complete).
  - An impairment may be substantially limiting even if it does not prevent, significantly restrict, or severely restrict the individual from performing the activity.
  - An impairment may be substantially limiting but is considered minor or temporary/transitory if the duration lasts or is expected to last fewer than six months.
- A **“major life activity”** includes, but is not limited to, the following activities: caring for oneself, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, speaking, breathing, learning, concentrating, thinking, communicating, interacting with others, and working. Determining whether the impairment substantially limits a student’s learning is often critical to the Section 504 eligibility decision. However, major life activities include activities other than learning. Therefore, a student may be achieving academically and still have a qualifying disability if it limits another major life activity. For example, a student with asthma may be achieving academically, but still qualifies as eligible under Section 504 due to a substantial limitation in breathing.
  - **Record of or regarded as having an impairment** - Section 504 may also protect students who do not have a handicapping condition but are treated as though they do because they have a history of, or have been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. This is typically seen in students with histories of mental or emotional illness, cancer, etc. While these students may not have a Section 504 plan, such students are still protected from discrimination under Section 504 based on disability insofar as they allege a discriminatory action based on that history or perception.

## Compliance and Enforcement

All employees of Marble Falls ISD must implement Section 504 plans and accommodations as written. No Campus or District Administrator or Personnel may alter or otherwise interpret the plan or deny accommodations granted to the student in the Section 504 plan. Any change to a student’s Section 504 plan must be agreed upon by the student’s Section 504 Committee in a Section 504 meeting.

## District Section 504 Coordinator

Marble Falls ISD’s District Section 504 Coordinator serves as the liaison between campuses and central administration. The District Section 504 Coordinator’s main responsibility is to provide continual training in accordance with federal, state, and local mandates, provide support for all campus Section 504 Coordinators, and ensure federal mandates and regulations are implemented with fidelity. Stan Whittle serves as the District Section 504 Coordinator and can be reached at [swhittle@mfisd.txed.net](mailto:swhittle@mfisd.txed.net).



# Marble Falls ISD

Campus Coordinators are responsible for coordinating and monitoring the school’s compliance with Section 504. Coordinators also oversee efforts to prevent Section 504 and ADA violations from occurring.

| Campus            | 504 Coordinator Name   | Contact Information  |
|-------------------|--|--|
| Marble Falls ES   | Anne Siron   | <a href="mailto:asiron@mfisd.txed.net">asiron@mfisd.txed.net</a>   |
| Colt ES           | Shanna Gatlin  | <a href="mailto:sgatlin@mfisd.txed.net">sgatlin@mfisd.txed.net</a>   |
| Highland Lakes ES | Desiree Guthrie  | <a href="mailto:dguthrie@mfisd.txed.net">dguthrie@mfisd.txed.net</a>   |
| Spicewood ES      | Gina Ko  | <a href="mailto:gko@mfisd.txed.net">gko@mfisd.txed.net</a>   |
| Marble Falls MS   | Brooke Woodul (A-L)<br>Holly Whittle (M-Z)                       | <a href="mailto:awoodul@mfisd.txed.net">awoodul@mfisd.txed.net</a><br><a href="mailto:hwhittle@mfisd.txed.net">hwhittle@mfisd.txed.net</a>   |
| Marble Falls HS   | Molly Heath (A-G)<br>Shay Bolm Beeman (H-P)<br>Duane Teets (Q-Z) | <a href="mailto:mheath@mfisd.txed.net">mheath@mfisd.txed.net</a><br><a href="mailto:sbeeman@mfisd.txed.net">sbeeman@mfisd.txed.net</a><br><a href="mailto:dteets@mfisd.txed.net">dteets@mfisd.txed.net</a> |
| Falls Career HS   | Laura Harris   | <a href="mailto:lharris@mfisd.txed.net">lharris@mfisd.txed.net</a>   |

Additionally, each campus shall have a designated Campus Section 504 Coordinator to be in charge of the Section 504 responsibilities on the campus. The Campus Section 504 Coordinator generally has the following responsibilities:

- Providing notice and consent forms
- Coordinating Section 504 referrals
- Determining who serves on the Section 504 Committee
- Developing Section 504 plans in compliance with the law
- Communicating with Campus Personnel about students’ Section 504 plans and individual needs
- Monitoring the implementation of Section 504 plans on the campus to ensure compliance
- Scheduling annual reviews of Section 504 plans
- Serving as a Section 504 resource, advisor, and liaison for the campus
- Attending Section 504 trainings provided by the District and other agencies/organizations
- Ensuring that all relevant campus personnel are appropriately trained in Section 504 rules
- Maintaining records and documentation for all eligible Section 504 students on the campus in compliance with Section 504

**Relationship Between IDEA and Section 504**

The following IDEA and Section 504 Comparison Chart explains some of the main differences between the IDEA and Section 504:

| <b>IDEA and 504 Comparison Chart</b>    |  |  |
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| <b>Component</b>                        | <b>IDEA</b>  | <b>Section 504</b>   |
| <b>Purpose</b>                          | Is a federal statute whose purpose is to ensure a free appropriate public education (FAPE) for children with disabilities who fall within one of the specific disability categories as defined by the law.   | Is a broad antidiscrimination law that protects the rights of individuals with disabilities in any agency, school, or institution receiving federal funds to provide persons with disabilities, to the greatest extent possible, an opportunity to fully participate with their peers.   |
| <b>Eligibility and Who is Protected</b> | <p>Covers eligible students ages <u>3-21</u> who have been identified as having a <u>particular disability</u> (specific disabilities defined under 34 CFR 300.8) and whose disability <u>adversely affects their educational performance</u> and/or ability to benefit from general education.</p> <p>Specific disabilities include: Autism, Deaf-blindness; Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, Visual Impairment including blindness.</p> <p>Decision of eligibility for IDEA is made by ARD Committee upon the completion of the administration of assessments and other evaluation measures. The ARD Committee is made up of the parent of the student; at least one general education teacher and one special education of the</p> | <p>Broader, or more inclusive than IDEA.</p> <p>Covers all persons with a “disability” from discrimination in educational settings based solely on their disability.</p> <p>“Disability” is defined as an individual with a physical or mental impairment that substantially limits one or more major life activities.</p> <p><u>Examples of Major Life Activities:</u><br/>Seeing, hearing, eating, sleeping, standing, lifting, speaking, breathing, learning, reading, thinking, communicating and concentrating.</p> <p>Decision of eligibility is made by a Section 504 Committee upon the completion of the relevant assessments and other evaluation measures. The 504 Committee is made up of persons knowledgeable about the student, evaluation data, and available educational placement options.</p> |



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|   | <p>student; a district representative who is qualified to provide, or supervise, the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of district resources; an individual who can interpret the instructional implications of evaluation results, any other individuals who have knowledge or special expertise regarding the student; and, whenever appropriate, the student.</p>   |  |
| <b>Services</b>                             | <p>FAPE: (1) Provides individual supplemental special education and related services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum. (2) Education and services provided free of charge to the parent. (3) Services must meet the standards of the State Education agency and services are provided (4) in accordance with an individualized education plan (IEP). (5) Services include an appropriate preschool, elementary, or secondary school education.</p>  | <p>Requires schools to eliminate barriers that would prevent the student from participating fully in the programs and services offered in the general curriculum.</p> <p>FAPE: (1) a recipient that operates a public elementary or secondary education program (2) shall provide a free appropriate public education to each qualified person with a disability who is in the district, regardless of the nature of the severity of the person’s disability.</p>  |
| <b>Requirements for Delivering Services</b> | <p>Requires a written Individualized Education Program (IEP) with specific content addressing the disability directly and specifying educational services to be delivered (“special education” and related services) mandating transition planning for students 14 and over in Texas, as well as a Behavior Intervention Plan (BIP) for any child with a disability that has a behavioral issue.</p> <p>According to <i>Andrew F.</i>, a district must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. Only IDEA requires that the services provided meet the standards of the state education agency.</p> | <p>Does <u>not</u> require a written IEP but does require a documented plan. “Appropriate education” means comparable to the one provided to general education students. Requires the school to provide reasonable accommodations, supports, and auxiliary aides to allow the child with a disability to participate in the general curriculum.</p> <p>Services are often provided under a Section 504 plan.</p> <p>The quality of education services provided to students with or without disabilities must be equal.</p> |
| <b>Funding</b>                              | <p>Provides additional funding to states and local school districts to help cover the excess costs of providing special education to eligible students.</p>   | <p>Does not provide any additional funding to states or local school districts. Additionally, IDEA funds may not be used to serve children found eligible under Section 504 only. State funding mechanisms must not result in placements that violate FAPE requirements under Section 504.</p>   |
| <b>Evaluation Procedures</b>                | <p>A full evaluation is required, using a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent that may assist the team in determining whether the child has a disability and the need for special education. Multiple assessment tools must be used</p>  | <p>Evaluation draws on information from a variety of sources in the area of concern.</p>   |

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|                               | <p>to assess the child in all areas of the suspected disability.</p> <p>Written consent is <u>necessary</u> by parent or guardian before an initial evaluation is conducted.</p> <p>The initial evaluation must be conducted within 45 school days of receiving parental consent for the evaluation, as established by Texas law.</p> <p>Requires a reevaluation every 3 years by IEP team to determine if services are still needed to address student disability unless the parent and other members of the IEP team agree through a Review of Existing Evaluation Data (“REED”) it is not necessary.</p> <p><u>Child Find under the IDEA:</u><br/>Obligation to evaluate extends to all children with disabilities who are homeless children, children who are wards of the State, and children with disabilities attending private schools if those children reside in their jurisdiction. Not required to test all children for whom evaluations are requested. If district has no reasonable basis for suspecting that the student has a disability, it may refuse to conduct an evaluation.</p> <p><u>Parentally placed private school students:</u> IDEA requires the district in which the <i>private school is located</i> to evaluate the child. The home district must still evaluate the student’s IDEA eligibility upon the parent’s request, even if the student attends a private school in another school district.</p> | <p>Section 504 has no express requirement for obtaining written consent; OCR has concluded parental consent is necessary for the initial evaluation.</p> <p>No set timelines on how long a district has to conduct an initial evaluation.</p> <p>Requires district to establish procedures for “periodic” reevaluation of eligible students. Reevaluation procedures, consistent with the IDEA, are one means of meeting the requirement.</p> <p><u>Child Find under Section 504:</u><br/>Annually undertake to identify and locate every qualified person with a disability residing in the district’s jurisdiction who is not receiving a public education. In addition, districts must take appropriate steps to notify students with disabilities and their parents or guardians about this child find duty. Obligation to evaluate extends to privately enrolled students and also to those children residing in hospitals and universities. Homeless children within district boundaries are also included. Like the IDEA, district is <u>not</u> required to test all children for whom evaluations are requested.</p> <p><u>Parentally placed private school students:</u> Section 504 regulations state that the <u>district of residence</u> (based on parental residence) is responsible for child find and evaluations.</p> |
| <b>Independent Evaluation</b> | <p>Allows parents to request an Independent Educational Evaluation (IEE) at the school district’s expense if parent/guardian disagrees with the evaluation obtained by the school district. The Independent Evaluator must meet the same criteria as the district requires for their employees and must be approved by all parties.</p>  | <p>Does not expressly allow independent evaluations at the district’s expense or the ability to request an independent educational evaluation. OCR has ordered reimbursement of the costs of an IEE as a remedy for the district’s failure to evaluate.</p>   |
| <b>Procedural Safeguards</b>  | <p>Requires written notice to parent/guardian prior to identification, evaluation, and/or placement of child.</p> <p>Written notice prior (referred to as Prior Written Notice/PWN) to change placement or change in services.</p>   | <p>Requires districts to extend to the parents of a student with a disability in connection with identifying, evaluating, or determining an educational placement of a child the following:</p> <ul style="list-style-type: none"> <li>• Notice</li> <li>• An opportunity for the parents to examine relevant records;</li> <li>• An impartial hearing with an opportunity for participation by the parents and representation by counsel; and a</li> </ul>   |

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|                                      |   | <ul style="list-style-type: none"> <li>• Review procedure.</li> </ul>  |
| <b>Least Restrictive Environment</b> | <p>Must ensure that to the <i>maximum extent</i> appropriate, children with disabilities are educated with their nondisabled peers, and special classes or separate schooling only occurs if the <i>nature or severity of the disability</i> is such that education in regular classes with the use of supplementary aids and services <i>cannot be achieved satisfactorily</i>; requires an express <i>continuum</i> of alternative placements.</p>  | <p>Does not use the term LRE, but does provide that a district shall place a student with a disability in the general education environment unless the district demonstrates the education of the student in the general environment with the use of supplementary aids and services cannot be satisfactorily achieved. Requirement of comparable facilities. No express continuum of alternative placements provision, but same general concepts have been applied under Section 504 through OCR interpretations.</p>   |
| <b>Placement Decisions</b>           | <p>Requires schools to use information from a variety of sources, consider all documented information, and use a team approach to make placement decisions.</p> <p>Team members are specifically identified under IDEA, and must be knowledgeable about the child, evaluation data, and the continuum of placements and services available. Parents are a necessary member of the IEP team.</p> <p>Requires that student receives a <i>free appropriate public education</i> with his/her nondisabled peers in the <i>least restrictive environment (LRE)</i>. IEP meeting is required before any change in placement or services is made.</p> <p>Placement decision is (1) determined at least annually; is (2) based on the child's IEP, and (3) is as close as possible to the child's home.</p> | <p>Requires schools to use information from a variety of sources, consider all documented information, and use a team approach to make eligibility decisions.</p> <p>Team members should be knowledgeable about the child, evaluation data, and the continuum of placements and services available. (Section 504 Committee decision). Unlike the IDEA, Section 504 does not specifically identify individuals who must participate in the decision-making process.</p> <p>The student must receive a <i>free appropriate public education (FAPE)</i> with his/her nondisabled peers.</p> <p>The "placement decision" under Section 504 is the determination of eligibility, the special education programming, related services, and accommodations that a student with a disability must receive in order to receive FAPE and the setting in which he/she will be educated.</p> |
| <b>Due Process</b>                   | <p>Requires districts to provide resolution sessions and due process hearings (impartial hearing) for parents/guardians who disagree with identification, evaluation, and/or implementation of an IEP or student's Least Restrictive Environment (LRE) placement.</p> <p>Parents can also utilize the state educational agency's complaint resolution process.</p>  | <p>Requires districts to provide a grievance procedure (impartial hearing) for parents and students who disagree with identification, evaluation, implementation of plan, or LRE placement. 504 Coordinator identified.</p> <p>Due process hearing not required before Office for Civil Rights (OCR) involvement or court action unless student is also covered by IDEA.</p>   |
| <b>Remedies</b>                      | <p>Circuit Courts consistently have held that the IDEA does not allow parents to recover monetary damages for a denial of FAPE.</p>   | <p>Monetary damages may be available for a denial of FAPE under Section 504.</p>   |
| <b>Discipline/MDR</b>                | <p>The IDEA sets forth the following requirements for conducting a MDR: Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any</p>  | <p>An MDR is conducted in substantially the same way, regardless of whether the student is IDEA-eligible or covered only under Section 504.</p>  |

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|  | <p>teacher observations, and any relevant information provided by the parents to determine:</p> <ol style="list-style-type: none"> <li>1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or</li> <li>2. If the conduct in question was the direct result of the LEA's failure to implement the IEP</li> </ol> <p>Districts must continue to provide educational services for IDEA students who have been suspended for more than 10 school days or expelled.</p> | <p>Unlike the IDEA, Section 504 has no explicit provision stating districts must provide FAPE to students with disabilities who are suspended or expelled.</p> |
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## Child Find and Referral

### Child Find

Section 504 requires the District to make annual efforts to identify and locate every qualified student with a disability residing within the District's jurisdiction (ages 3 through 22) who is not receiving a public education. This extends to students attending private schools, residing in hospitals and universities, and students who are homeless or highly mobile (including migrant students).

Section 504 does not require the district in which the private school is located to locate and evaluate the student but rather places that responsibility on the district of residence. Section 504 does not require correctional facilities to undertake Child Find activities for incarcerated students in the same respect as school districts.

District Personnel will actively look to identify and locate all children with exceptional needs living in the District's jurisdiction by disseminating information to the community, including childcare centers, private schools, homeschools, residential treatment centers, day treatment centers, hospitals, and mental health institutions.

District Personnel will document and maintain records of all efforts to identify, locate, and evaluate students who may need supports or services under Section 504, including the date of each activity and the result of each activity. The District must also take appropriate steps to notify students with disabilities and their parents about their Child Find obligation under Section 504.

Implementation of any intervention program or supports by the campus will not serve to delay or deny a referral for a Section 504 evaluation when students are suspected of having a disability and a need for Section 504 services.

### Referrals

The District's duty to evaluate a student for Section 504 protections is triggered by the suspicion that the student has a disability that substantially limits a major life activity. The District, a private or public agency or institution, or a parent may initiate a referral for a Section 504 evaluation. Campus Personnel must refer any student

believed to have a physical or mental impairment that substantially limits one or more major life activities *and* that the student needs either regular or special education and related services to address the impairment.

Common reasons that referrals are made include: (1) the existence of a chronic medical condition that is not covered by the IDEA; (2) the existence of one of the disabilities covered by the IDEA where the student does not demonstrate a need for specially designed instruction to qualify for special education under the IDEA; (3) the student has a hidden disability; or (4) the family has received an outside evaluation and are requesting Section 504 protections and/or accommodations.

To make a referral, the individual shall contact the Campus Section 504 Coordinator.

### **Consent for Initial Evaluation**

The Office of Civil Rights (OCR) has interpreted Section 504 to require districts to obtain parental permission for initial evaluations. Therefore, should the student support team decide that a Section 504 evaluation is necessary, the Campus Section 504 Coordinator will seek to obtain parental consent and provide the parent *Section 504 Parent Rights* prior to commencing the evaluation. If the parent refuses to consent to the Section 504 evaluation, the evaluation will not occur.

If, upon receipt of a parental request for a Section 504 evaluation, the student support team determines that an evaluation is not required, the Section 504 Coordinator should provide notice to the parent indicating the District's refusal to evaluate and the rationale for the refusal and provide the parent with the *Section 504 Parental Rights*.

### **Suspected Need for Special Education Services**

If the District suspects a need for special education services instead, a special education referral under the IDEA should be initiated. The District may not use a Section 504 evaluation to delay or deny a referral for special education. Otherwise, the District may be found to have violated the IDEA by denying the student the rights afforded to them by federal law.

### **Evaluations**

Evaluation does not necessarily mean "test." In the Section 504 context, "evaluation" refers to a gathering of data or information from a variety of sources so that a Section 504 Committee can make the required determinations. Evaluation data sources may include:

- Medical/Health - hearing and vision; school health records; Individual Health Plan; outside medical evaluations
- Social/Behavioral - behavioral data; disciplinary records; outside psychological evaluations; intervention progress monitoring data; social and developmental history
- Academic - universal screening data, intervention progress monitoring data, curriculum-based assessments, state assessment results, grades, benchmarks, quizzes, unit tests
- Observations – observations and input from student, family, teachers, behavior specialists, counselors, school nurse, interventionist, and/or campus administrators.

## **Health Plans**

A health plan is a document separate and apart from a Section 504 plan. Therefore, the District must not use the existence of a student's individual health plan to deny or unreasonably delay an evaluation for a student where there is reason to believe that the student may be eligible under Section 504.

## **Determination of Eligibility**

### **Parent Participation in Eligibility Determination**

During the evaluation process, the Section 504 Committee will determine whether the student has a disability as defined under Section 504 and is eligible for services under Section 504. While Section 504 does not specifically require that parents be involved in this process, the Campus Section 504 Coordinator should include parents to the greatest extent possible. The District recognizes the importance of maintaining strong relationships with parents and acknowledges that parents are often an excellent source of information regarding the student's disability and needs.

If a parent disagrees with the determination, the parent should contact the Campus Section 504 Coordinator and attempt to resolve the situation. Should the parent still be unsatisfied, the parent shall contact the District 504 Coordinator and may request a Section 504 hearing or file a complaint with the Office of Civil Rights. However, unlike the IDEA, the District is not required to pay for an outside independent evaluation under Section 504 in the event that the parent disagrees with the District's eligibility determination.

### **Eligibility Under the IDEA vs. Section 504**

The standards for eligibility under Section 504 are broader and more inclusive than those of the IDEA. Therefore, if a student is found ineligible for special education and related services under the IDEA, the student may still be eligible under Section 504.

### **Medical Diagnosis and Outside Evaluations**

The District may require a physician's verification of a medical diagnosis so long as it is done at no cost to the parent. A physician's medical diagnosis may be considered among other sources when determining whether the student has an impairment that substantially limits a major life activity. However, a medical diagnosis alone cannot replace an evaluation for the purpose of providing FAPE.

Furthermore, a medical diagnosis of an illness does not automatically mean a student is eligible to receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or on another major life activity.

An outside independent evaluation should be one of a variety of sources considered during the evaluation process. The Section 504 Committee shall determine the weight of the outside independent evaluation on a case-by-case basis in light of the student's individual circumstances.

### **Review of Eligibility**

The Section 504 Committee may determine that a student is no longer eligible for Section 504 because an injury

or illness has been cured or because the student no longer requires accommodations or services to receive FAPE. The student must be re-evaluated prior to a determination that a student is no longer eligible under Section 504.

### **Viruses Such as COVID-19**

A student diagnosed with a virus, such as COVID-19, typically will not be eligible under Section 504 unless the infection is recognized as a chronic contagious disease. However, the District should make these determinations on a case-by-case basis, considering: (1) the duration or expected duration of the impairment; and (2) the extent to which it actually limits a major life activity of the affected student. It is possible that, depending on the individual situation, the virus may constitute a temporary impairment for which the student is eligible for Section 504 services.

## **Temporary Impairments**

Unlike the IDEA, students with temporary impairments are generally covered under Section 504 if the temporary impairment substantially limits one or more major life activities for an extended period of time. This may be the case even where the condition only lasts for six (6) months or less. Whether a student with a temporary impairment qualifies for services under Section 504 should be determined on a case-by-case basis, considering: (1) the duration or expected duration of the impairment, and (2) the extent to which the temporary impairment actually limits a major life activity of the student. Furthermore, the District must determine what constitutes an “extended period of time” based on a standard of reasonableness on a case-by-case basis.

### **Eligibility**

The Section 504 Committee will draw from a variety of sources when determining if the student is eligible for Section 504 based on a temporary impairment.

When it is suspected that the student’s temporary impairment no longer substantially limits one or more major life activities, the Section 504 Committee shall convene to determine whether the student remains eligible for services under Section 504. Should it be determined that the temporary impairment no longer substantially limits one or more major life activities, thus making the student no longer eligible for services, the Section 504 Committee may eliminate the student’s Section 504 plan. The Campus Section 504 Coordinator will provide the parent notice of the decision to terminate services and a copy of the *Section 504 Parent Rights* at that time.

### **Broken Limbs**

Where a student has a temporary disability due to a broken limb, the Section 504 Committee must determine on a case-by-case basis whether the broken limb constitutes an impairment that significantly limits a major life activity, looking at both the severity and duration of the particular injury.

For example, if a right-handed student breaks his left arm, and the break is expected to heal normally without any complications, the student likely would not be eligible for services under Section 504 as a student with a disability. This is because the student would not be prevented from accessing his education due to this injury. However, if the student breaks both legs and is in and out of the hospital due to complications and surgeries due to the injuries, lasting for multiple months, this student would likely be eligible for services under Section

504 as a student with a disability. This is because access to the student’s education is likely to be significantly disrupted due to the temporary impairment.

## **Pregnancy**

Pregnancy, in and of itself, is not considered a temporary impairment. However, complications arising from pregnancy could be considered a temporary impairment qualifying a student for services under Section 504 where the complications substantially limit one or more major life activities for an extended period of time. For example, if pregnancy impairs a student’s ability to attend class, walk, or learn in the general education setting, it may constitute a temporary impairment. Whether complications arising from pregnancy constitute a temporary impairment should be determined by a student’s Section 504 Committee on a case-by-case basis.

## **Episodic Impairments**

A temporary impairment is different from an impairment that is episodic in nature or in remission. Whereas temporary impairments exist for a limited time span, impairments that are episodic in nature are in remission and are ongoing. If an impairment only occurs periodically or is in remission, it is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with epilepsy is a student with a disability if, during a seizure, the student is substantially limited in a major life activity such as thinking, breathing, or neurological function. Or, a student with bipolar disorder is a person with a disability under Section 504 if, during manic or depressive episodes, the student is substantially limited in a major life activity such as concentrating or brain function.

## **Section 504 Committee**

The Section 504 Committee is responsible for determining eligibility for Section 504 and ensuring that eligible students receive the accommodations and services necessary to receive a FAPE. A student’s Section 504 Committee will convene Section 504 meetings for various reasons, including, but not limited to: determining eligibility; determining accommodations and services to provide the student; conducting annual reviews; reevaluating students; reviewing proposed changes in placement; and conducting manifestation determination reviews and reviewing disciplinary decisions.

## **Required Members**

The Section 504 Committee must include, at a minimum, the following members:

- Individual(s) who can make placement decisions, including, but not limited to, the principal, assistant principal, counselor, or Section 504 Coordinator;
- Individuals who are knowledgeable about the student, including, but not limited to, the student, the parent(s), teachers, counselor, behavior specialist, Section 504 Coordinator, or other related services providers; and
- Individuals who can interpret the meaning of evaluation data, including, but not limited to, the school nurse, diagnostician, licensed specialist in school psychology (“LSSP”), reading interventionist, dyslexia teacher, representative from the student’s Language Proficiency Assessment Committee (“LPAC”), or related service providers.



In addition to these areas, decisions regarding member participation on a Section 504 Committee should be made on a case-by-case basis. While the Section 504 Committee must include, at a minimum, members from these three areas, there is no maximum number of members that may serve on a Section 504 Committee, and one person may serve in dual roles so long as that individual is qualified to do each role.

### **Parent and Student Participation**

The Campus Section 504 Coordinator must invite the student's parent(s) to participate as a member of the student's Section 504 Committee. The Section 504 Committee shall provide the parent ample opportunity to participate in a Section 504 meeting. If a parent is unable to attend, the Section 504 Committee will ensure the parent is able to provide meaningful input. However, should the parent refuse to participate or otherwise be nonresponsive to the District's invitation, the Section 504 Committee may proceed without the parent.

While not a required member of the Section 504 Committee under the law, the Section 504 Committee will also consider inviting the student—where appropriate—to attend the Section 504 meeting to provide input about their disability, their learning, and the supports provided to them. The Section 504 Committee will include students in Section 504 meetings and transition planning once the student turns fourteen (14) years old.

### **Section 504 Plan**

A Section 504 Plan is a written document developed by the Section 504 Committee that is designed to ensure that an eligible student has equal access to learning to the same extent as the student's non-disabled peers. It includes the accommodations and services necessary for the individual student to receive a FAPE.

The District should develop a written Section 504 plan for every student eligible to receive services under Section 504. Thus, once a student has been determined to be eligible for Section 504 protections and services, the Section 504 Committee must convene and develop a Section 504 plan based on the evaluation data supporting the identification of impairment.

However, not every student with a qualifying disability under Section 504 within the District will require a Section 504 plan. Rather, the District must only develop a Section 504 plan for a student requiring accommodations to access their education. The student's Section 504 Committee, therefore, shall only develop a Section 504 plan for a student following the determination that a student (1) is eligible under Section 504 and (2) requires accommodations or services to meet their needs.

### **Required Elements**

A Section 504 plan should be individualized to each student's unique needs and provide the necessary supports and services to ensure the student receives a FAPE. It should be designed to meet the individual needs of the student as adequately as the needs of the student's non-disabled peers.

A Section 504 plan shall include, at a minimum, the following information:

- Documentation of all data sources used to build the Section 504 plan;
- Documentation of any discussion by the Section 504 Committee relating to the provision of FAPE and possible referral for special education and related services;

- Description of the physical or mental impairment;
- List of the major life activities that are substantially limited;
- Necessary accommodations, including classroom, assessment, and behavior accommodations, any necessary services, including related services, the student requires;
- Designated individual(s) responsible for implementing and monitoring the Section 504 plan;
- Signatures of participants at the Section 504 Committee meeting;
- Documentation that the parent received the Section 504 Parent Rights; and
- Any necessary addendums.

To ensure that all required elements are included, the Section 504 Committee must use the forms available in Frontline.

### **Parent Participation and Consent for Services**

The Campus Section 504 Coordinator shall make reasonable attempts to ensure parental participation in the development of the Student's Section 504 plan. To do so, the Campus Section 504 Coordinator must offer to schedule the meeting at a mutually agreed upon time and place and should attempt to contact the parent at least three (3) times via various forms of communication and during different times of the day. However, if the parent fails to respond despite these attempts, the Section 504 Committee may proceed with the meeting to develop the student's Section 504 plan in the parent's absence.

After the creation of the Section 504 Plan, the Section 504 Coordinator shall obtain informed parental consent for the initial provision of Section 504 services. Should the parent refuse consent to the initial provision of Section 504 services, the Section 504 Committee shall indicate this in the student's Section 504 plan. While the District will not provide the accommodations and services under Section 504 without parental consent, the completed Section 504 plan will serve as documentation as to the District's offer of FAPE to the student. The Section 504 Coordinator should continue to reach out to the parent at least once a semester to verify that the parents are still refusing the provision of Section 504 services.

### **Implementation of the Plan**

All Campus Personnel identified in the Section 504 plan as being responsible for implementing services must do so. Typically, designated services and strategies identified in the student's Section 504 plan will be provided by the student's classroom teacher. The Campus Section 504 Coordinator will ensure that the student's Section 504 Plan is delivered to all campus personnel responsible for implementing the plan. Campus personnel may not unilaterally decline or refuse to implement any component of a student's Section 504 plan.

Campus personnel implementing the student's Section 504 plan shall maintain documentation demonstrating compliance with the student's Section 504 plan. This documentation shall be kept in a secure file specifically related to the student and reviewed at least annually by the student's Section 504 Committee.

## **Review of and Changes to the Plan**

Minor changes may be made through an amendment to the Section 504 plan, but the Section 504 Committee should convene annually to review and consider any significant changes through a Section 504 meeting. Any concern related to the student's Section 504 plan should be addressed with the Campus Section 504 Coordinator.

## **Behavior Plans**

Section 504 requires the District to accommodate an eligible student's behavioral difficulties that significantly interfere with the student's ability to benefit from his education by developing a Behavior Intervention Plan ("BIP") to be included in the Section 504 plan. Campus personnel are responsible for implementing interventions contained in the student's BIP. The Campus Section 504 Coordinator will ensure that all campus personnel who interact with the student are provided a copy of the student's plan and are familiar with the interventions provided within it.

## **Section 504 Accommodations**

Accommodations are designed to assist students in accessing learning and the physical environment within the District. Accommodations should address all areas of the student's school environment which are impacted by the disability, including classroom, assessment, and behavior.

During the Section 504 Committee meeting, the Section 504 Committee is responsible for determining what accommodations a student requires to receive FAPE. Accommodations should be unique to the individual student. Should the Section 504 Committee determine that the student requires classroom, assessment, and/or behavior accommodations, the accommodations must be documented in the student's Section 504 plan and written in a way that enables campus personnel to easily understand and implement them.

## **Implementation of Accommodations**

Accommodations provided in a student's Section 504 plan are legally binding, and the failure to implement accommodations required by a student's Section 504 plan may result in the denial of FAPE. Thus, campus personnel and Campus and District Testing Coordinators are responsible for providing accommodations to a student as directed in the student's Section 504 plan. Campus Personnel and Campus and District Testing Coordinators shall proactively provide accommodations as written in the Section 504 plan and may not require a student to request an accommodation, unless this method is specifically documented in the student's plan or required by the specific accommodation.

The Campus Section 504 Coordinator is responsible for disseminating a student's Section 504 plan and ensuring that campus personnel are implementing Section 504 accommodations outlined in a student's Section 504 plan with fidelity.

## **Changes to Accommodations**

No individual or campus personnel may deny accommodations granted to the student in a Section 504 plan. To change accommodations based on a need, or lack thereof, the Section 504 Committee must hold a Section 504

meeting to review the student's progress and determine whether the accommodation(s) listed within the Section 504 plan should be altered or removed. The Campus Section 504 Coordinator will ensure that any discussion relating to decisions involving accommodations is thoroughly documented in the minutes of the Section 504 meeting and, where appropriate, included in the Section 504 plan.

### **Examples of Accommodations**

Common accommodations that are provided to eligible students through Section 504 plans include, but are not limited to, the following:

- simplified instructions,
- extra time,
- use of a dictionary or a glossary,
- small group administration,
- flexible scheduling,
- audio recorded instructions,
- oral administration,
- braille or large-print exam booklets,
- screen reading technology,
- scribes to transfer answers,
- wheelchair-accessible testing stations,
- physical prompts,
- permission to bring and consume snacks and drinks in the classroom or during an assessment, and
- permission to bring or take medications in the classroom or during an assessment.

### **Accommodations vs. Modifications**

Accommodations are designed to “level the playing field” for students with disabilities rather than changing what a student learns or giving a student an unfair advantage over non-disabled peers. Accommodations involve changes in how information is presented to a student, how a student is allowed to respond, or how knowledge is assessed. However, accommodations do not substantially change instructional level or content.

Modifications, on the other hand, involve changes to the curriculum presented and what the student is expected to learn and demonstrate. Modifications may also require specialized instruction. An example of a modification includes changing the number of key concepts a student is required to master within a unit of study. Unlike accommodations, modifications are not typically set forth in a student's Section 504 plan.

## **Classroom Assessment Accommodations**

Under Section 504, assessments provided to students with disabilities must be selected and administered to accurately reflect what a student knows or is able to do, rather than a student’s disability, unless the test is designed to measure disability-related skills. An assessment accommodation is a tool or procedure that enables a student with a disability to participate in assessments. While accommodations are designed to lessen the effects of the student’s disability, they do not alter or lessen learning expectations related to an assessment.

## **State Assessment Accommodations**

TEA has indicated that certain accessibility features and designated supports may be provided to students based on their needs for the State of Texas Assessments of Academic Readiness (“STAAR”), STAAR Spanish, and the Texas English Language Proficiency Assessment System (“TELPAS”). These accommodations or supports are divided into three main categories: (1) accessibility features; (2) locally-approved designated supports; and (3) designated supports requiring TEA approval.

District and Campus Testing Coordinators must ensure that all proctors and substitute proctors are aware of a student’s assessment accommodations and are properly trained to implement the accommodations. While the District cannot force a student to use an assessment accommodation, it may not allow students to voluntarily decline assessment accommodations required by a Section 504 plan. Whether an assessment accommodation is necessary and appropriate for a student must instead be reviewed and decided by the Section 504 Committee in advance.

Should a student with a Section 504 plan require accommodations on national assessments—such as Advanced Placement exams, the SAT, and the PSAT—the Campus Testing Coordinator and the Campus Section 504 Coordinator shall work together to assist the student with obtaining the necessary assessment accommodations for those assessments.

## **State Assessment Accessibility Features**

Accessibility features are procedures and materials available to any student who regularly benefits from their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online test administrations. District and Campus Testing Coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test.

The following list is an overview of the accessibility features available to any student who regularly benefits from their use during instruction. Such features do not necessarily have to be documented in a student’s Section 504 plan; however, for clarity, it is best practice to do so.

- signing test administration directions using American Sign Language (ASL) for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner (EL)

- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the text aloud to facilitate comprehension (includes the use of a PVC pipe or recording device)
- reading aloud or signing the writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- providing assistive tools, which include:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the line reader tool for online tests
  - magnifying devices and the zoom feature for online tests
  - enlarged mouse pointer options for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- allowing students to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student’s headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
  - The number of students in a small group is determined based on individual student needs at the local level.
  - The number of students in a group should mirror, to the extent possible, classroom testing situations.

- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - state-supplied mathematics graph paper
  - state-supplied reference materials for grade 8 mathematics, science, and Algebra I

### **State Assessment Locally Approved Designated Supports**

The following locally approved designated supports must be documented as part of a Section 504 student's Section 504 plan by the student's Section 504 Committee, but does not require prior approval from TEA. However, such supports can only be provided if the student meets the eligibility criteria for the support and such supports must be recorded in the Accommodation field on the STAAR answer document.

- Basic Transcribing
  - This designated support allows a test administrator to transfer student responses onto an answer document or into the Test Delivery System (TDS) when a student is unable to accomplish this task independently.
  - Eligibility criteria - if the student routinely and effectively uses it during classroom instruction and classroom testing
- Braille/Refreshable Braille
  - This designated support provides Brailled test materials or screen reader support for refreshable Braille displays to a student with a visual impairment who is unable to access printed test materials.
  - Eligibility criteria – if the student routinely uses Braille materials during classroom instruction and classroom testing.
- Calculation Aids
  - This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.
  - Eligibility criteria - A student may use this designated support if he or she receives Section 504 services, routinely, independently, and effectively uses it during classroom instruction and classroom testing, and meets at least one of the following requirements for the applicable grade:
    - Grades 3 and 4: the student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper) and/or

the student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

- Grades 5 through 7: the student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper); the student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier); and/or the student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

- Content and Language Supports

- Content and language supports allow for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.
- Eligibility criteria – A student may use this designated support if instructional and assessment decisions are made by the student's Section 504 Committee and that student routinely, independently, and effectively uses the designated support during classroom instruction and classroom testing.

- Extra Time (Same Day)

- This designated support allows the student to have extra time to complete a state assessment, giving them until the end of the regularly scheduled school day to finish.
- Eligibility criteria - A student may use this designated support if that student routinely and effectively uses it during classroom instruction and classroom testing; cannot effectively use any accessibility features or other designated supports to address their needs; and meets at least one of the following criteria (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures):
  - The student is a current English learner (EL) and takes a STAAR test in English.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment).
  - The student is identified with dyslexia or a related disorder per Texas Education Code, §38.003.
  - The student has documented evidence of reading difficulties.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student has a disabling behavioral or emotional



condition that affects attention or focus.

- The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because that student has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
  - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of that student's typical structure and routine as possible.
- Individualized Structured Reminders
    - This designated support allows a test administrator to provide a student with individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures (e.g. paperclips or adhesive notes used to divide the test into sections; more/less frequent reminders of time left to test; personal timer or clock set to remind student to move on to the next question, page or section or remind a student to stop at pre-established times during the test; index cards that have handwritten or color coded reminders to continue working).
    - Eligibility criteria – the student routinely and effectively receives individualized structured reminders during classroom instruction and classroom testing.
- Large-Print
    - This designated support provides students with enlarged test materials when they cannot effectively access test materials in standard print size.
    - Eligibility criteria - A student may use this designated support if that student routinely and effectively uses large-print materials, including textbooks, worksheets, etc., during classroom instruction and classroom testing; and meets at least one of the following criteria:
      - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment).
      - The student cannot accurately track letter to letter, word to word, or line to line.
      - The student has a physical disability which necessitates the use of large-print materials.
- Manipulating Test Materials Per Student Directions
    - This designated support allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently (e.g. turning test booklet pages, positioning the ruler, operating technology, highlighting and/or positioning mathematics manipulatives per student directions).
    - Eligibility criteria - the student routinely and effectively uses it during classroom instruction and classroom testing

- Mathematics Manipulatives
  - The mathematical manipulatives are concrete objects or pictures of concrete objects that a student can touch and move in order to visualize abstract concepts.
  - Eligibility criteria - the student routinely and effectively uses it during classroom instruction and classroom testing
- Oral/Signed Administration
  - The oral/signed administration designated support allows certain portions of test materials (designated by TEA) to be read aloud or signed to a student. An online oral/signed administration is administered via text-to-speech or American Sign Language videos.
  - Eligibility criteria - A student may use this designated support if that student routinely and effectively uses the designated support during classroom instruction and classroom testing, and meets at least one of the following criteria:
    - The student is a current English learner (EL) and takes a STAAR test in English.
    - The student is identified with dyslexia or a related disorder per Texas Education Code, §38.003.
    - The student has documented evidence of reading difficulties.
- Spelling Assistance
  - This designated support provides indicated spelling assistance for a student with a disability (only visual sound cards; frequently misspelled word list; spellcheck function on a word processor or as an online embedded support on STAAR; pocket spellchecker; word prediction software; text-to-speech (TTS) software or devices; and speech-to-text (STT) software, applications, or devices, including the use of the speech-to-text online embedded support in the Test Delivery System (TDS)).
  - Eligibility Criteria - A student may use this designated support if that student receives Section 504 services; routinely, independently, and effectively uses it during classroom instruction and classroom testing; and organizes and develops ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that the student cannot apply basic spelling rules or word patterns (e.g., prefixes, suffixes) to written responses.
- Supplemental Aids
  - This designated support allows a student to use the paper-based supplemental aids listed on the TEA website at the following link to assist in recalling information: <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2547990180/Supplemental+Aids>
  - Eligibility criteria - the student routinely, independently and effectively uses it during classroom

### **State Assessment Accommodations Requiring TEA Approval**

Unlike the accessibility features and locally-designated accommodations listed above, certain designated supports require the prior approval of TEA. Specifically, the following designated supports require the submission and approval of TEA using the below Accommodation Request Process:

- **Complex Transcribing**
  - This designated support allows a test administrator to record a student’s dictated or signed response to the writing prompts onto an answer document or into the online testing platform when a student with a disability is unable to accomplish this task independently. It is used on the STAAR English I or English II written composition ONLY.
  - Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use Basic Transcribing to address this need; and meets at least one of the following:
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of Braille or large-print test materials.
    - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Test Delivery System (TDS).
- **Mathematics Scribe**
  - This designated support allows a test administrator to record a student’s dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently. It may be used on the STAAR grades 3-8 mathematics and Algebra I, STAAR grades 5 and 8 science and Biology, STAAR Spanish grades 3-5 mathematics, and STAAR Spanish grade 5 science.
  - Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally-approved designated supports (e.g., calculation aid) to address this need; and meets at least one of the following criteria:
    - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of Braille or large-print test materials.
    - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

- The student has a developmental disability that is included on the autism spectrum.
- Extra Day
  - This designated support allows a student with a disability an extra day to complete a state assessment.
  - Eligibility criteria – The student routinely and effectively uses this designated support during classroom instruction and classroom testing; is unable to effectively use any of the accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally- approved designated supports (e.g., Extra time, Individualized Structured Reminders) to address this need; and meets at least one of the following:
    - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
    - The student has a hearing impairment.
    - The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina.
    - The student has a severe behaviorally or emotionally disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
    - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions (i.e. perseveration, physical harm to self or others, a breakdown of self-control from over-stimulation or too much input) that cannot be appropriately managed without an additional day of testing.
- Other
  - Designated supports that fall into the Other category are for students with unique needs not addressed explicitly with any accessibility features or designated supports located on TEA’s Accommodation Resources webpage (<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>). These designated supports are not intended to provide additional supplemental aids not listed as allowed or for students who fail to meet established eligibility criteria for designated supports.
  - Eligibility criteria – The student routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and is unable to effectively use any accessibility features or designated supports to address this need.

## **TEA State Assessment Accommodation Request Process**

Should the Section 504 Committee determine that a student needs the above designated supports that require TEA approval and meet the specific eligibility criteria, the Section 504 Committee shall document that the student will receive the specific accommodation(s) “pending TEA approval” in the student’s Section 504 plan.

The Campus Section 504 Coordinator will then complete the Accommodation Request Form located on TEA’s website. The Campus Section 504 Coordinator must ensure that the form is completed in accordance with the following guidelines:

- Do not include confidential student information, such as the student’s first or last name, Social Security number, pages from the Section 504 plan, or medical documents;
- Complete a separate request form for each student needing a designated support; and
- Include the rationale for the accommodation in the form, along with the required information for each accommodation, as indicated by the TEA.

Upon completion of the Accommodation Request Form, the Campus Section 504 Coordinator shall print the completed confirmation page with the request ID number to include in the student’s file. The request will be automatically forwarded to the District Section 504 Coordinator for review, who will then sign the Accommodation Request Form indicating that the request is necessary and appropriate and approving TEA to review the request.

Accommodation Request Forms must be submitted to the TEA in a timely manner to ensure sufficient time to process and review the requests. The Campus Section 504 Coordinator must submit requests no later than one (1) week prior to the individual student’s test administration window. Should a circumstance arise that prevents the request from being submitted within this timeframe, the District Section 504 Coordinator or District Testing Coordinator shall contact TEA’s Accommodation Task Force directly.

TEA will notify the Campus Section 504 Coordinator and District Section 504 Coordinator of its decision to approve or deny the requested accommodation(s). Both the Campus Section 504 Coordinator and District Section 504 Coordinator are responsible for reviewing the TEA decision email and acknowledging any special guidelines that accompany an approved accommodation request. The Campus Section 504 Coordinator and District Section 504 Coordinator shall also consider whether the testing administrator will need any additional training to administer the assessment with the approved accommodation.

All approved accommodation requests will expire after the last summer test administration. A new Accommodation Request Form must be submitted annually if the student continues to need that support.

## **Annual Reviews**

In addition to required reevaluations, the Section 504 Committee shall meet annually to review a student’s Section 504 plan. Doing so allows the Section 504 Committee to review student progress and determine whether changes to the plan are necessary.

During the annual review meeting, the Section 504 Committee should consider all relevant data and information relating to the student, including, but not limited to:

- input from teachers, service providers, the parent, and the student;

- data collected by Campus Personnel and other service providers, including outside service providers;
- medical documentation;
- report cards and progress reports;
- standardized testing reports;
- benchmark data;
- attendance data;
- student records;
- behavior and discipline data;
- work samples; and
- any additional information the parent and/or teacher may provide.

The Section 504 Committee shall determine whether, based on the review of information and student’s present level of functioning, the Section 504 plan needs to be revised. Input from campus personnel—particularly the student’s general education teacher(s)—is critical during the annual review process. At a minimum, the Section 504 Committee shall ask the following questions during the annual review:

- Does the student continue to qualify under Section 504—i.e., does the student continue to have an impairment that substantially limits a major life activity?
- Did the student successfully utilize the services provided in the Section 504 plan?
- Were the services provided an effective method of providing FAPE to the student?
- Does the student’s current plan require any changes?
- Are there any additional factors impacting the student’s ability to be successful in this setting?

The Section 504 Committee should document all changes in the student’s impairments or disability-related needs since the last full evaluation or reevaluation. All individuals participating in the annual review meeting should sign the Section 504 plan, indicating their participation in the review process.

Upon conclusion of the annual review meeting, the Campus Section 504 Coordinator must provide all campus personnel who directly interact with the student an updated copy of the student’s Section 504 plan and document receipt of the updated Section 504 plan.

## **Reevaluation**

The Section 504 Committee must conduct periodic reevaluations not more than once per year—unless agreed upon by the parents and the District—and at least one time per every (3) years.

### **Procedures During the Reevaluation**

The District’s reevaluation procedures mirror District procedures for initial evaluations. The Campus Section 504 Coordinator must provide the parent with written notice consistent with the notice requirements for the initial evaluation prior to conducting the reevaluation, as well as a copy of the *Section 504 Parent Rights*. The Campus Section 504 Coordinator will document all efforts to provide notice to the parent regarding the Section 504 reevaluation, including phone calls, emails, and other written communications.

## Considerations During the Reevaluation

Reevaluation under Section 504 does not require a comprehensive evaluation or formal testing (unless needed to determine continued eligibility). During the reevaluation process, the Section 504 Committee should consider all relevant data and information relating to the student, including, but not limited to: input from teachers, service providers, the parent, and the student; data collected by campus personnel and other service providers, including outside service providers; medical documentation; report cards and progress reports; standardized testing reports; benchmark data; attendance data; student records; behavior and discipline data; work samples; and any additional information the parent may provide.

## Discipline

Students protected under Section 504 are generally entitled to the same procedural safeguards and substantive protections related to discipline as those granted to students protected under the IDEA. Under Section 504, the District may not punish or discipline students with disabilities for behavior that is caused by or is a manifestation of their disabilities. Additionally, the District may not subject students with disabilities to discriminatorily different treatment in discipline or discipline students with disabilities more harshly or frequently than their non-disabled peers for the same infractions.

### Disciplinary Change in Placement

A placement is not a physical location. Rather, placement is the instructional arrangement/setting that has been decided by the Section 504 Committee based on the individual needs of the student. A change of placement happens if there is a substantial change in the student's educational program, arrangement, or setting.

A disciplinary change of placement occurs when a student with a disability is removed from the student's current educational placement because of a violation of the Student Code of Conduct if:

- Such removal is for more than ten (10) consecutive school days; or
- The student has been subjected to a series of removals that constitute a pattern:
  - Because the series of removals totals more than ten (10) school days in a school year;
  - Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
  - Because of additional factors, such as length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Removals of a student for less than 10 days, when considered with prior removals of the student during the same school year, may create a pattern of removals. If the student's behavior is substantially similar to the behaviors that resulted in the series of previous removals, this would be considered a pattern. The Section 504 Committee must determine whether such a pattern exists on a case-by-case basis, considering the following additional factors:

- Length of each removal;
- Total amount of time the student is removed;
- Proximity of the removals to one another; and

- Similarities or differences in the types of infractions involved.

If the removal from the student's current placement is for ten (10) or less school days in the current school year, the removal does not constitute a disciplinary change of placement, and the District is not required to provide procedural safeguards. However, if the removal is for more than ten (10) consecutive school days or if the removal creates a pattern, the removal constitutes a disciplinary change of placement, requiring the Section 504 Committee to conduct an evaluation or manifestation determination review to consider whether the behavior is a manifestation of a disability.

### **Manifestation Determination Evaluation Review**

Within ten (10) school days of any decision to make a disciplinary change of placement of a student with a disability due to a violation of the student code of conduct, the Section 504 Committee must conduct an evaluation review to consider whether the behavior is a manifestation of the student's disability. The Section 504 Committee conducting the review must consist of a group of individuals who can make placement decisions, are knowledgeable about the student, and can interpret the meaning of the evaluation data and placement options.

The Campus Section 504 Coordinator must provide the parent with written notice of the Section 504 discipline meeting within a reasonable amount of time before the meeting, indicating the purpose, time, and location of the meeting, as well as a copy of the *Section 504 Parent Rights*. The Campus Section 504 Coordinator will document all efforts to provide notice to the parent regarding the Section 504 discipline meeting, including phone calls, emails, other written communications, and visits to the parent at the parent's home or place of employment. If the parent fails to respond or refuses to attend the Section 504 meeting, the Section 504 Committee may convene the meeting without the parent, so long as the Campus Section 504 Coordinator has properly documented the communication attempts and provides the parent notice of the meeting.

During the Section 504 discipline meeting, the Section 504 Committee must review all relevant information in the student's file, including the student's Section 504 plan, any teacher observations, and any relevant information provided by the parent. The Section 504 Committee will determine whether or not the student's conduct is a manifestation of the student's disability. The Section 504 Committee must find that the conduct is a manifestation of the student's disability if:

- The Section 504 Committee determines that the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or
- The conduct in question was the direct result of the District's failure to implement the student's Section 504 plan.

If the Section 504 Committee determines that either of these conditions are met, the behavior must be determined to be a manifestation of the student's disability.

At a minimum, the Section 504 Committee will make the following considerations as part of the analysis:

- Does the student have a history of misconduct that violates school policies or procedures? Specifically, is this an isolated instance of misconduct or a recurring pattern?
- Is there reason to believe that the student's disability or disabling condition may have changed since the most recent evaluation?



- Is the student’s conduct a known feature of the disability? And has the student exhibited behavior(s) tied to features of the disability in the past?
- Would similarly situated students without a disability react similarly?
- Is the student able to control the behavior? Was the behavior premeditated or impulsive?
- Does the student have an impaired ability to understand consequences due to the disability?

During this analysis, the Section 504 Committee will review all relevant information in the student’s file, including but not limited to the student’s Section 504 plan, assessments and evaluations, medical information, teacher observations, previous discipline reports, and relevant information provided by the parent. The Section 504 Committee should pay attention to any patterns relating to attendance, discipline, and grades, as well as other behavioral data, to determine if there was a developing pattern of conduct that should have been detected and addressed.

Because this is a case-by-case analysis, the Section 504 Committee will also consider the circumstances surrounding the incident. This includes looking at whether there were any antecedents, the individuals involved in the incident, any history surrounding specifics with the incident, and the environment the student was in when the incident occurred.

### **When Behavior Is a Manifestation**

If the Section 504 Committee determines that the conduct was a manifestation of the student’s disability, the student cannot be removed from the current placement. The Section 504 Committee should consider whether the student’s behavior inhibits the student’s ability to learn, or that of others, and whether the student requires an evaluation for special education and related services under the IDEA. The Section 504 Committee must also consider requesting additional evaluations and additional interventions and supports. Finally, the Section 504 Committee shall consider implementing a Behavior Intervention Plan (“BIP”) to identify target behaviors and provide strategies for addressing the behaviors. If the student has an existing BIP, the Section 504 Committee may need to modify it to address the student’s conduct.

Should the behavior be deemed a manifestation of the student’s disability, the Campus Section 504 Coordinator must ensure that the parent receives a copy of the *Section 504 Parent Rights*, outlining the parent’s rights to challenge the decision by requesting a Section 504 hearing.

### **When Behavior Is Not a Manifestation**

If the Section 504 Committee determines that the conduct was not a manifestation of the student’s disability, the student may be disciplined according to the student code of conduct in the same manner and for the same duration as the student’s non-disabled peers. However, students with disabilities may not be disciplined more harshly than peers without disabilities.

Unlike under the IDEA, the District does not need to continue providing Section 504 accommodations and services during the period of removal. However, the District must continue to provide educational services to a student with a disability if it does so for nondisabled students for similar offenses.

The Section 504 Committee shall meet within a reasonable time following the removal to review and update the Section 504 plan to prevent future incidents of misconduct. The Campus Section 504 Coordinator must

ensure that the parent receives a copy of the *Section 504 Parent Rights*, outlining the parent’s rights to challenge the decision by requesting a Section 504 hearing.

### **When the Behavior Is a Result of Alcohol and Drugs**

The illegal use of drugs is not included in the definition of a student with a disability under Section 504; therefore, current illegal drug users are excluded from Section 504 disciplinary protections. A student with alcoholism (which is defined as a student addicted to the use of alcohol) may meet the definition of a student with a disability under Section 504 and be eligible for protections and services. Nevertheless, that protection does not provide immunity for use of alcohol in violation of the District’s Student Code of Conduct. Therefore, students with disabilities are subject to State and District disciplinary procedures regarding alcohol and drugs to the same extent as their non-disabled peers, regardless of whether the behavior is a manifestation of the disability. Thus, the District may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent it would take disciplinary action against nondisabled students. The District is not required to conduct a manifestation determination review prior to taking such action.

### **Weapons and Serious Bodily Injury Offenses**

School Personnel are authorized to take disciplinary action if the student carries or possesses a weapon or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. A Section 504 student who carries or possesses a weapon or inflicts serious bodily injury can be removed immediately for up to 45 school days without regard to whether the behavior is a manifestation of the student’s disability, but the manifestation determination review process must still take place, as indicated above. If it is determined that the behavior is not a direct result of the disability, the student is subject to the same consequences as would be applied to a student without a disability and removal can exceed 45 school days as long as the term is consistent with that applied to a nondisabled student committing the same infraction.

### **Where the Student Poses a Threat or Serious Behavioral Concern**

If the student poses a significant threat or serious behavioral concern where safety is an issue, the Campus Section 504 Coordinator or other Campus Administrator should contact the District Section 504 Coordinator regarding the incident immediately. The District Section 504 Coordinator will work in conjunction with the Campus Section 504 Coordinator and/or other Campus Administrator to conduct a threat assessment and schedule a Section 504 meeting where appropriate. The Campus Section 504 Coordinator may need to develop an interim plan for the student to return to campus safely until the Section 504 meeting can be conducted.

### **Notification**

On the day of a decision to make a disciplinary removal that constitutes a change of placement, the Campus Section 504 Coordinator must notify the parents of that decision and provide the parent with the *Section 504 Parent Rights*.

If a change of placement is supported by the Section 504 Committee in accordance with the discipline review process, the Campus Section 504 Coordinator shall also provide the parent with notice regarding its decision to change the student’s placement. This notice, at a minimum, will describe the proposed change of placement, explain why the District is seeking the change of placement, and describe the information the District considered in making the decision to propose the change of placement.

## Transfers

The District must ensure that students with disabilities transferring to and from another LEA (public school district, public charter school, or other public school system) located within Texas or outside of Texas continue to receive FAPE at all times.

When a student with a Section 504 plan from a previous LEA transfers into the District, the student's Section 504 Committee shall convene to review the student's Section 504 plan from the previous LEA and supporting documentation. If, after reviewing the Section 504 plan, the Section 504 Committee determines that the plan is appropriate to provide the student FAPE, the District shall implement the plan.

However, if the Section 504 Committee determines that an additional evaluation is necessary or that the Section 504 plan is not sufficient to provide the student FAPE, the District shall reevaluate the student and determine the appropriate educational program for the student. The District must conduct the reevaluation without unreasonable delay, even if the District has not yet received a copy of the student's Section 504 plan from the previous LEA. Campus personnel should continue to implement the current Section 504 plan received from the previous LEA to the greatest extent possible in the interim.

## Dyslexia

The District's Board of Trustees is responsible for ensuring that campuses are implementing procedures for identifying and providing appropriate, evidence-based instructional services to all students with dyslexia or related disorders. The District's procedures must be implemented according to the approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related services as described in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Services* ("The Dyslexia Handbook"), updated September 3, 2021. The District must report through PEIMS the number of students enrolled in the District who are identified as having dyslexia.

### Parent Notification

Parents of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models, as well as the option for an evaluation and services under the IDEA.

Campus or District Personnel must provide written notification to the student's parent at least five (5) days before any evaluation or identification procedure is used with a specific student suspected of having dyslexia or a related disorder. This notice must be in English or in the parent or guardian's native language and include the following:

- A reasonable description of the evaluation procedure to be used with the student;
- Information regarding instructional interventions or strategies provided to the student prior to the evaluation;
- An estimated time frame for completion of the evaluation; and

- Contact information for the Campus Dyslexia Personnel that the parent can contact regarding dyslexia services, relevant parent training and information projects, and any other appropriate parent resources.

### **Universal Dyslexia Screening & Identification**

The District must screen or test all students for dyslexia and related disorders at appropriate times in accordance with The Dyslexia Handbook and state law. Specifically, the law requires that all kindergarten and first grade students be screened for dyslexia and related services. In addition, the law requires the District to administer to students in kindergarten, first grade, and second grade a reading instrument to assess student reading development and comprehension. This law also requires the District to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading STAAR.

Campus Personnel are responsible for ensuring that all students in kindergarten and first grade are screened for dyslexia in an appropriate and timely manner. Before screening may take place, District or Campus Administration will select a screening instrument from the Commissioner's List of Reading Instruments list for campus personnel to use that address the following skills:

- Kindergarten – letter sound knowledge or letter naming fluency and phonological awareness.
- First Grade – word reading accuracy or fluency and phonological awareness.

Screenings for all kindergarten students should take place at the end of the school year. Considerations for scheduling the kindergarten screener may include the following factors: (1) has adequate time for instruction been provided during the school year; (2) has adequate time been provided to compile data prior to the end of the school year; (3) how will the timing of the screener fit in with the timing of other required assessments; (4) has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties; (5) has adequate time been provided for educators to offer appropriate interventions to the student and (6) has sufficient time been provided for decision making regarding next steps in the screening process.

Screenings for all first-grade students should take place no later than the middle of the school year and must conclude by January 31st of each year.

Only District or Campus personnel who are trained in valid, evidence-based assessments and can appropriately evaluate students for dyslexia and related disorders should conduct the screenings. This includes an individual who is certified/licensed in dyslexia or a classroom teacher who holds a valid certification and who is trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods, as well as a variety of writing and spelling components. All campus personnel conducting screenings must understand and be able to identify primary characteristics of dyslexia, including challenges with reading words in isolation, decoding, reading orally, and spelling. In addition, the individuals who administer the screening instrument must also document student behaviors observed during the administration of the instrument, including lack of automaticity, difficulty sounding out words left to right, guessing, self-correcting, inability to focus on reading, and avoidance behavior.

Campus Administration will verify that all campus personnel conducting screenings have undergone the required trainings and are properly certified to fill this role. Specifically, an individual who administers and interprets the screening instrument must, at a minimum, be an individual who is certified/licensed in dyslexia or a classroom teacher who holds a valid certification for kindergarten and Grade 1. Where possible, the

student's current classroom teacher will administer the screening instrument for dyslexia and reading difficulties. Then, the teacher (or other campus personnel) conducting screenings will report the results of dyslexia and related disorder screenings required for each student in kindergarten and first grade through PEIMS. The results must also be provided to the parent of the student with an explanation of the scores.

Campus personnel will continue to monitor students for common risk factors for dyslexia in second grade and beyond. The District is required to consider prior screenings and testing before rescreening or retesting a student determined to have dyslexia during a prior screening or testing.

Based on the universal screener for reading and dyslexia, if a student is at low risk for reading difficulties, the campus will continue evidence-based core reading instruction and continue to monitor the student for reading difficulties in the future.

If the student is at risk for reading difficulties, campus personnel will gather both quantitative and qualitative information about the student. Quantitative information may include current dyslexia screening instruments, previous dyslexia screening instruments, formal and informal classroom reading assessments and/or other skill assessments, vision and hearing screening, state assessment reports, curriculum-based assessments, and attendance records. Qualitative information may include observations of student during screening, other observations of student progress, teacher observations and reports, parent/guardian input (e.g., family history, early language skills), current student work samples, academic progress reports, work samples from earlier grades, and/or accommodations and intervention history and data.

Both quantitative and qualitative information will be reviewed by a Student Support Team (MTSS) which should include individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the results, and recognize characteristics of dyslexia. The Student Support Team (MTSS) may consist of the student's classroom teacher, the counselor, the campus or district dyslexia specialist, the individual who administered the screener, a representative of LPAC, assessment personnel, the parent, and/or an administrator. The Student Support Team (MTSS) shall analyze the data and decide as to whether the student's reading difficulties are or are not consistent with characteristics of dyslexia and related disorders.

### **Referral for IDEA Evaluation**

If the Student Support Team (MTSS) determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder or other disability, the Student Support Team (MTSS) may decide to provide the student with additional supports in the classroom or through the Response to Intervention process or other Campus-based intervention system. However, the student is not referred for an evaluation at this time.

While the use of tiered interventions may be part of the identification and data collection process for dyslexia, campus personnel may not use early intervention strategies, such as Response to Intervention systems or other multi-tiered systems of support, to delay or deny the special education evaluation of a student suspected to have a specific learning disability, including dyslexia or a related disorder. **Progression through the intervention process is not required in order to begin the identification of dyslexia.**

**If the Student Support Team (MTSS) or other campus personnel suspects that a student has dyslexia or a related disorder and may need dyslexia intervention services, the Student Support Team (MTSS) or other campus personnel should refer the student for a Full Initial Individual Evaluation ("FIIE") under the IDEA.**

According to the Dyslexia Handbook, evaluation for dyslexia and dysgraphia in Texas has moved to a single pathway for identification under the IDEA and should no longer be conducted through a Section 504 evaluation. If after an FIIE under the IDEA is conducted and if the student does not qualify under the IDEA, the student may

then be referred for a Section 504 evaluation, if needed. Furthermore, if a parent refuses to provide consent for an FIIE under the IDEA, the District shall then seek to evaluate the student under Section 504.

## **Dyslexia Services**

If a student is evaluated and the results of the evaluation show that the student has dyslexia or a related disorder, the student may be eligible for dyslexia services. The District must provide a reading program for any student with dyslexia or a related disorder that is in accordance with the descriptors and implementation requirements found in The Dyslexia Handbook. The dyslexia services provided must address the following critical, evidence-based components:

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading comprehension
- Reading fluency

In addition to the above content, it is also critical that the way the content is delivered is consistent with research-based principles. Campus Administration and the Dyslexia Service Provider will ensure that all of the following principles of effective intervention for students with dyslexia are utilized:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

District Administration will decide whether to purchase a reading program or develop its own evidence-based reading program for students with dyslexia and related disorders. If the District decides to develop its own reading program, District Administration must ensure that the program is aligned with the procedures in The Dyslexia Handbook, including the required components and principles above.

The District must provide each student identified as having dyslexia access to the District's dyslexia services with a provider trained in dyslexia and related disorders at the student's campus. Additional services can be offered at a centralized location if the parent or guardian agrees to the services, but centralized services must not prevent the student from receiving services at the student's campus.

## **Providers of Dyslexia Instruction**

In order to provide effective interventions for students with dyslexia, the District will employ highly trained individuals to deliver dyslexia instruction. All Dyslexia Providers will be trained in the instructional strategies that use individualized, multisensory, phonetic methods and a variety of writing and spelling components as described in The Dyslexia Handbook. However, teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for

students are not required to hold a specific dyslexia license or certification. Additionally, a provider of dyslexia instruction does not need to be certified as a special educator when serving a student who also receives special education and related services if the provider is the most appropriate person to offer the dyslexia instruction. However, these educators must at a minimum have additional documented dyslexia training aligned to the requirements of The Dyslexia Handbook and must deliver the instruction with fidelity. In addition, educators who teach students with dyslexia should be trained in new research and practices related to dyslexia as part of their continuing profession education (CPE) hours.

### **Parent Education Program**

Campus personnel must provide parents or guardians of students suspected of having dyslexia or a related disorder a copy or a link to the electronic version of The Dyslexia Handbook as soon as the suspicion arises.

The District and/or Campus Personnel must also offer a parent education program for parents or guardians of students with dyslexia and related disorders. This program must include:

- Awareness and characteristics of dyslexia and related disorders;
- Information on testing and diagnosis of dyslexia and related disorders;
- Information on effective strategies for teaching students with dyslexia and related disorders;
- Information on qualifications of those delivering services to students with dyslexia and related disorders;
- Awareness of information on accommodations and modifications, including those for statewide assessments;
- Information on eligibility, evaluation requests, and services available to the student under the IDEA, and information regarding intervention processes, such as Response to Intervention; and
- Contact information for the relevant regional and/or District specialists for dyslexia and related disorders.

### **Definitions**

“Dyslexia” is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

“Universal screening” is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

### **Section 504 Complaints**

Marble Falls ISD welcomes and encourages students and parents/guardians to discuss their concerns with the appropriate teacher, principal, or another campus administrator who has the authority to address the concerns.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Informal resolutions are encouraged between the campus and family. Neither the Board of Trustees nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint. For formal grievances, see Board Policy FNG (Local).

Additional questions regarding Section 504 can be made to the District 504 Coordinator, Suzie Neuenschwander, [sneuenschwander@mfisd.txed.net](mailto:sneuenschwander@mfisd.txed.net).





# Marble Falls Independent School District

## Love and Inspire

### SAMPLE SECTION 504 ACCOMMODATIONS BASED ON DISABILITY

*Note: These are common accommodations per common disabilities/impairments seen with 504 students. These accommodations are not exhaustive and are not meant to be utilized as a menu in which to pick accommodations. Student accommodations are created for students based on their individual needs and should address providing equitable access. All Section 504 plans should be data-driven and incorporate teacher expertise and available resources.*

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|--|--|
| <p style="text-align: center;"><b><u>Allergies</u></b></p> <ul style="list-style-type: none"> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Avoid exposure to allergy-causing substances: soap, weeds, pollen, food</li> <li>○ Allow time for shots/clinic visits</li> <li>○ Adapt physical education curriculum during high pollen time</li> </ul>   | <p style="text-align: center;"><b><u>Anxiety</u></b></p> <ul style="list-style-type: none"> <li>○ Preferential seating next to peer or teacher with whom they feel comfortable or where there are minimal distractions</li> <li>○ Provide calming items during instructional periods</li> <li>○ Provide warnings or notifications before transitions or changes</li> <li>○ All the student to leave class several minutes before the bell to give extra time during transitions and to miss the crowds</li> <li>○ Schedule times for the student to be able to get up and walk around or have a specific task for the student to complete</li> </ul> |
| <p style="text-align: center;"><b><u>Arthritis</u></b></p> <ul style="list-style-type: none"> <li>○ Incorporate accommodations for writing tasks (copy of notes or outlines, use of computer for note-taking)</li> <li>○ Incorporate assistive devices for writing (e.g. pencil grips, non-skid surface, computer, etc.)</li> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Incorporate movement plan to avoid stiffness</li> </ul> | <p style="text-align: center;"><b><u>Asthma</u></b></p> <ul style="list-style-type: none"> <li>○ All student to have unlimited access to water and use of the restroom (due to medication use)</li> <li>○ All student to stay indoors during cold weather and/or poor air quality days</li> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Adapt activity level for recess, physical education, etc.</li> </ul>  |
| <p style="text-align: center;"><b><u>ADD/ADHD</u></b></p> <ul style="list-style-type: none"> <li>○ Seat away from distractions and in close proximity to the teacher/instruction</li> <li>○ Provide breaks periodically</li> <li>○ Use of timer to assist student to focus on given task or number of problems in time allotted</li> <li>○ Provide cool down area</li> </ul>   | <p style="text-align: center;"><b><u>Bipolar Disorder</u></b></p> <ul style="list-style-type: none"> <li>○ Break down assignments into manageable parts with simple directions</li> <li>○ Monitor clarity of understanding and alertness (triggers, warning signals)</li> <li>○ Allow student to see counselor when needed</li> <li>○ Provide extended time on assignments and tests</li> </ul>  |
| <p style="text-align: center;"><b><u>Cancer/Leukemia</u></b></p> <ul style="list-style-type: none"> <li>○ Extended time on tests, classwork, homework</li> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Consider possible 504 Homebound depending on need</li> <li>○ Provide rest breaks and breaks periodically</li> </ul>  | <p style="text-align: center;"><b><u>Cerebral Palsy</u></b></p> <ul style="list-style-type: none"> <li>○ Access to copy of class notes</li> <li>○ Preferential seating near the front of the classroom or where learning is best</li> <li>○ Provide appropriate assistive technology</li> <li>○ Alternative test taking methods (i.e. oral, computer based, etc.)</li> </ul>   |
| <p style="text-align: center;"><b><u>Cystic Fibrosis</u></b></p> <ul style="list-style-type: none"> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Provide trash can near student to discard of tissues coughed into</li> <li>○ Apply universal precautions such as the correct disposal of fluids</li> <li>○ All student privacy in which to cough as needed</li> </ul>   | <p style="text-align: center;"><b><u>Diabetes</u></b></p> <ul style="list-style-type: none"> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Allows breaks and access to supplies to check blood glucose levels</li> <li>○ Extended time to complete assignments</li> <li>○ All bathroom and fast passes to the school nurse</li> </ul>   |
| <p style="text-align: center;"><b><u>Depression</u></b></p> <ul style="list-style-type: none"> <li>○ Preferential seating next to peer or teacher with whom they feel comfortable or where there are minimal distractions</li> <li>○ Provide calming items during instructional periods</li> <li>○ Incorporating scheduled breaks throughout the day</li> <li>○ Providing a permanent hall pass to use as needed for visits with the</li> </ul>  | <p style="text-align: center;"><b><u>Encopresis/Enuresis</u></b></p> <ul style="list-style-type: none"> <li>○ All student to utilize a bathroom pass/secret signal when urgent bathroom needs arise</li> <li>○ All student to have a change of clothes available at school in the clinic</li> <li>○ Preferential seating- close to the door for quick exit access</li> </ul>   |

|  |  |
|--|--|
| <p>school counselor, social worker, or other administrators</p>  | <ul style="list-style-type: none"> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> </ul>  |
| <p style="text-align: center;"><b><u>Epilepsy</u></b></p> <ul style="list-style-type: none"> <li>○ Allow for academic make-up work, extended time on tests/classwork, or shortened assignments following seizure</li> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> <li>○ Observe for consistent triggers (e.g. smells, bright light, perfume, hair spray)</li> <li>○ Warn student (auditory and/or visual warnings) student before displaying potentially sensitive or triggering visuals</li> </ul> | <p style="text-align: center;"><b><u>Hearing Impairments</u></b></p> <ul style="list-style-type: none"> <li>○ Provide captioning for videos used for instruction</li> <li>○ Provide assistive technology; acquire assistive equipment for school use (i.e.: FM system)</li> <li>○ Preferential seating where learning is best</li> <li>○ Checks for understanding- repeating of instruction as needed</li> </ul>   |
| <p style="text-align: center;"><b><u>Hemophilia</u></b></p> <ul style="list-style-type: none"> <li>○ Provide student with an extra set of books to keep at home</li> <li>○ Provide student with a seating arrangement that allows them to easily access the classroom and the exits</li> <li>○ Provide extra time to make transitions</li> <li>○ Provide student with additional supervision during recess</li> </ul>  | <p style="text-align: center;"><b><u>Learning Disabilities</u></b></p> <ul style="list-style-type: none"> <li>○ Provide extended time on tests and assignments</li> <li>○ Allow access to spell checkers and/or word processing</li> <li>○ Permit student to take tests in a small group setting</li> <li>○ Provide student with a copy of class notes</li> <li>○ Oral administration of tests</li> </ul>  |
| <p style="text-align: center;"><b><u>Orthopedically Impaired</u></b></p> <ul style="list-style-type: none"> <li>○ Provide extra time to get to class</li> <li>○ Ensure accessibility to all school facilities – sinks and water fountains</li> <li>○ Provide copy of class notes</li> <li>○ Develop a health care and emergency plan</li> </ul>  | <p style="text-align: center;"><b><u>Tourette’s Syndrome</u></b></p> <ul style="list-style-type: none"> <li>○ Provide supervision for transition activities, during periods of “acting out”</li> <li>○ Provide alternative/larger work-space or appropriate space for the student to act out if indicated</li> <li>○ Provide student with a printed copy of instructions in addition to the ones given verbally</li> <li>○ Give the students directions in small chunks and check for understanding of the directions given</li> </ul> |
| <p style="text-align: center;"><b><u>Traumatic Brain Injury</u></b></p> <ul style="list-style-type: none"> <li>○ Monitor for seizure activity and fatigue/mental exhaustion</li> <li>○ Provide frequent short breaks during periods of intense concentration</li> <li>○ Provide alternative testing environment or structure</li> <li>○ Health care plan for management of condition in the school setting and in emergencies</li> </ul>   | <p style="text-align: center;"><b><u>Visual Impairments</u></b></p> <ul style="list-style-type: none"> <li>○ Preferential seating – seat where vision is best</li> <li>○ Provide copies of text/reading materials for adaptation (i.e.: larger print)</li> <li>○ Enlarged print materials, textbooks, workbooks, worksheets</li> <li>○ Extended time to complete assignments due to visual fatigue</li> </ul>  |



**MARBLE FALLS ISD HAS AN UNYIELDING COMMITMENT TO LOVE EVERY CHILD AND INSPIRE THEM TO ACHIEVE THEIR FULLEST POTENTIAL.**

# COMMON SECTION 504 FORMS

## Generic Meeting Notice Form



**Marble Falls ISD**  
1800 Colt Circle  
Marble Falls, TX 78654

### SECTION 504 MEETING NOTICE

**To the Parent/Guardian of:**

Captain America

Date of 504 Notice: 07/13/2022

Dear ,

This notice is to inform you that the Section 504 Committee is planning on meeting to discuss your child's educational needs. We have scheduled a meeting at 8:00am, on 07/26/2022 in HS Conference Room.

**Meeting Purpose:** Conduct an Annual Review

**Please return this form to:** WHITTLE, STAN, 504 Coordinator  
Marble Falls High School  
2101 Mustang Drive  
Marble Falls, TX 78654

Please check the appropriate statement below:

- I will attend the meeting on 07/26/2022 at 8:00am
- I would like to attend the meeting, but cannot do so at the time suggested; please contact me at \_\_\_\_\_ to reschedule.
- I will not attend the meeting. Please have it without me. I want to be notified of the results of the meeting.
- I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at \_\_\_\_\_ at the scheduled meeting time.
- I will not be able to attend the meeting in person, but would like to participate virtually. Please email me at swhittle@mfisd.txed.net with the meeting information.

\_\_\_\_\_  
Name of Parent, Guardian, Surrogate Parent,  
or Adult Student

\_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent,  
or Adult Student

\_\_\_\_\_  
Date

Please feel free to contact me if you have any questions or concerns regarding this process or if you wish to examine any of your child's education records.

WHITTLE, STAN, 504 Coordinator

Phone: (830) 693-4357

**Generic Consent Form**



**Marble Falls ISD**  
1800 Colt Circle  
Marble Falls, TX 78654 -

|                        |                |           |                                 |               |
|------------------------|----------------|-----------|---------------------------------|---------------|
| <u>Captain America</u> | <u>bearhug</u> | <u>09</u> | <u>Marble Falls High School</u> |               |
| NAME OF STUDENT        | ID#            | GRADE     | CAMPUS                          | DATE OF BIRTH |

**504 NOTICE AND CONSENT FOR 504 EVALUATION**

**To the Parent/Guardian of:**

Captain America

,

Date of Notice: \_

Dear ,

The MTSS Committee has determined that there is evidence to indicate that your child may have a disability, which is or could be substantially limiting and may have an effect on school success. A referral to the Campus 504 Committee has been made so that an appropriate service plan may be developed for your child, if needed.

**Additional information is necessary to determine your child's educational needs and whether he/she might be eligible for assistance in the regular classroom under Section 504.**

Captain America has been referred to the 504 Committee because:

The student is suspected of having a physical or mental impairment which may substantially limit one or more of the following:

- walking
- bending
- working
- other: Back Surgery

An evaluation under Section 504 requires that the school district draw from a variety of sources. The evaluation, conducted by the Section 504 Committee, will include a review of existing sources of data from school records and parents. The Section 504 Committee includes persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. The district proposes to conduct the following additional assessment(s):

- Other: Teacher input, grades, attendance, discipline

A copy of the Notice of Parent and Student rights under Section 504 is attached. If you CONSENT to the evaluation, please check YES in the Statement below, sign and return one copy of this letter. If you REFUSE consent, please check NO in the statement below, sign and return one copy of this letter. Keep the other copy of this letter and the Notice of Parent Rights for future reference.



**Marble Falls ISD**  
 1800 Colt Circle  
 Marble Falls, TX 78654 -

|                 |         |       |                          |               |
|-----------------|---------|-------|--------------------------|---------------|
| Captain America | bearhug | 09    | Marble Falls High School |               |
| NAME OF STUDENT | ID#     | GRADE | CAMPUS                   | DATE OF BIRTH |

Please feel free to contact me if you have any questions or concerns regarding this process or if you wish to examine any of your child's education records.

|                               |                |
|-------------------------------|----------------|
| WHITTLE, STAN/504 Coordinator | (830) 693-4357 |
| Name/Position                 | Phone          |

As the parent/legal guardian of the above referenced student, I have received notice of my Section 504 parent rights, and I understand that this is not an offer of a Special Education evaluation.

Yes  No I hereby CONSENT to an evaluation under Section 504

|   |  |      |
|---|--|------|
|   |  |      |
| Name of Parent, Guardian, Surrogate Parent or Adult Student | Signature of Parent, Guardian, Surrogate Parent or Adult Student | Date |



## Procedural Rights



**Marble Falls ISD**  
1800 Colt Circle  
Marble Falls, TX 78654 -

### **NOTICE OF PARENT AND STUDENT RIGHTS 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 nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, reading, concentrating, thinking, communicating, caring for oneself, walking, standing, bending, lifting, seeing, hearing, eating, sleeping, speaking, breathing, working, performing manual tasks or the operation of a major bodily function. The District must provide appropriate services to identified students. The District may not discriminate against students with disabilities.

**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. An Explanation of Rights and Procedural Safeguards (SPE 216E) prepared by the Texas Education Agency is available through the school district's Special Education Program and sets out the rights assured by the IDEA. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA. Please keep in mind that Section 504 is not a program. It is an anti-discrimination law.

The enabling regulations for Section 504 as set out in 34 Code of Federal Regulations (CFR) Part 104 provide parents and / or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this Notice is to advise you of those rights.) 34 CFR 104.32
2. Your child has the right to an appropriate education designed to meet his / her individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34
6. Your child has a right to an evaluation prior to an initial Section 504 accommodation plan and any subsequent significant change in plan. 34 CFR 104.35
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and State Assessment scores. 34 CFR 104.35
8. Decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about; your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35
9. If eligible under Section 504, your child has a right to periodic reevaluation, generally every three years. 34 CFR 104.35
10. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or accommodation plan of your child. 34 CFR 104.36



**Marble Falls ISD**  
1800 Colt Circle  
Marble Falls, TX 78654 -

**NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION  
504: THE REHABILITATION ACT OF 1973**

11. You have the right to examine relevant records. 34 CFR 104.36
12. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney, if desired.
13. If you have questions or concerns or wish to file a complaint regarding your child's identification, evaluation, or educational services, you may call the District's Section 504 Coordinator at .  
If you nevertheless, wish to challenge the actions of the District's Section 504 Committee in regard to your child's identification, evaluation, or educational services, you should file a written Notice of Appeal with the District's 504 Coordinator (Dr. Shana Bunch-Fancher, 1800 Colt Circle Marble Falls, ) within 30 calendar days from the time you received written notice of the Section 504 Committee's action(s). If you request an appeal hearing, 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.
14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36
15. You also have a right to file a complaint with the Office for Civil Rights. The address of the Regional Office which covers Texas is:

Dallas Office  
Office for Civil Rights  
U.S. Department of Education  
1999 Bryan Street, Suite 1620  
Dallas, Texas 75201-6810  
  
Telephone: 214-661-9600  
FAX: 214-661-9587; TDD: 877-521-2172  
Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)





Have any family members had learning problems?  
Please explain:

Have there been any important changes within the family during the last three years? (For example, job changes, moves, births, deaths, illnesses, separations, divorce.)

What is your child's reaction to discipline?

When were you first aware of a problem?

Has your child mentioned problems with school? How does he/she feel about the problem?

**HEALTH HISTORY**

Yes  No Were there any problems before, during, or immediately after birth? If YES, please explain:

Briefly describe any serious illnesses, accidents, or hospitalizations. Please give your child's age at the time of the illness, accident, or hospitalization.

Yes  No Is your child now taking any medicines? If YES, please explain:

Yes  No Has your child ever taken medicine for a long period of time? If YES, please explain:

Yes  No Does your child use any special equipment or technology to improve functioning? If YES, please explain:

Yes  No Would you like to talk to the person coordinating your child's assessment before the assessment begins? If YES, phone number where you can be reached:

Yes  No Is your child receiving Medicaid services? If Yes, Medicaid #

Primary language spoken at home?

What time does your child go to bed at night?

Does your child eat breakfast?  Yes  No

What methods of discipline are used with your child at home? (For example, spanking, extra chores, early bedtime, rewards for good behavior.)

Do you feel that your child is experiencing problems in school? What kinds of problems?

What do you think is causing the problem?

Briefly discuss any other important information about your child:

Compared to other children in the family, this child's development has been:  
 SLOWER  ABOUT THE SAME  FASTER

Yes  No Is your child under the care of a physician for a medical problem? If YES, please explain:

Yes  No Does your child appear to have any other physical health problems, including allergies? If YES, please explain:

Yes  No Do you know of any side effects the medicine might have? If YES, please explain:

Yes  No Are there any family health concerns you would like us to be aware of?

Yes  No Is your child receiving services from another agency? If YES, please explain:

\_\_\_\_\_  
Name of Parent, Guardian, Surrogate Parent or Adult Student

\_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent or Adult Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Person Completing this Section (if information was obtained by parent interview)

\_\_\_\_\_  
Position

\_\_\_\_\_  
Signature of Person Completing this Section (if information was obtained by parent interview)

\_\_\_\_\_  
Date

Teacher Input Form



**Marble Falls ISD**  
1800 Colt Circle  
Marble Falls, TX 78654 -

|                 |         |       |                          |               |
|-----------------|---------|-------|--------------------------|---------------|
| Captain America | bearhug | 09    | Marble Falls High School |               |
| NAME OF STUDENT | ID#     | GRADE | CAMPUS                   | DATE OF BIRTH |

Date: \_\_\_\_\_

**EDUCATIONAL SCREENING/EXISTING EVALUATION DATA  
OBSERVATION DATA**

The observation should be completed, in an academic area.

Observer: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Pupil / Teacher Ratio during Observation Period:**

Students:     Less than 10     10 - 15     16 - 20     21 or more

**Classroom Arrangement:**

Rows of desks     Grouped desks     Tables     Centers     Other: \_

|  | # Times | Yes | No | Not Observed |
|--|---------|-----|----|--------------|
| Attends to task  |         |     |    |              |
| Follows oral directions  |         |     |    |              |
| Follows written directions   |         |     |    |              |
| Participates in class discussions  |         |     |    |              |
| Interacts with peers when appropriate                                    |         |     |    |              |
| Out of seat without permission How many times during observation period? |         |     |    |              |
| Speaks out without permission How many times during observation period?  |         |     |    |              |
| Written task completed in allotted time                                  |         |     |    |              |

**Information from Classroom Teacher**

Attach samples of student's work

**What instructional concerns do you have about this student?**

- |   |  |
|---|--|
| <input type="checkbox"/> Poor progress acquiring basic reading skills | <input type="checkbox"/> Difficulty producing written work             |
| <input type="checkbox"/> Poor progress acquiring basic math skills    | <input type="checkbox"/> Few appropriate cognitive learning strategies |
| <input type="checkbox"/> Difficulty in spelling                       | <input type="checkbox"/> Other: _                                      |
|   | <input type="checkbox"/> None  |

**What behavioral concerns do you have about this student?**

- |  |  |
|--|--|
| <input type="checkbox"/> Poor attention and concentration      | <input type="checkbox"/> Extreme mood swings           |
| <input type="checkbox"/> Noncompliance with teacher directives | <input type="checkbox"/> Difficulty working with peers |
| <input type="checkbox"/> Excessively high/low activity level   | <input type="checkbox"/> Difficulty staying on task    |
| <input type="checkbox"/> Difficulty following directions       | <input type="checkbox"/> Other: _                      |
| <input type="checkbox"/> Easily frustrated                     | <input type="checkbox"/> None                          |

**RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:**

Circle one: 1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR N=NOT OBSERVED  
For Sections A, B, C, and D: Rate student's behavior in relation to other student's of the same AGE.

English                  Other: \_

**A. Receptive Language Skills**

|                                     |             |             |
|-------------------------------------|-------------|-------------|
| 1. Comprehends word meanings        | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 2. Follows oral instructions        | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 3. Comprehends classroom discussion | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 4. Remembers information just heard | 1 2 3 4 5 N | 1 2 3 4 5 N |

**B. Expressive Language Skills**

|  |             |             |
|--|-------------|-------------|
| 1. Displays adequate vocabulary                            | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 2. Uses adequate grammar for general understanding         | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 3. Expresses self fluently when called upon to speak       | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 4. Relates a sequence of events in order (telling a story) | 1 2 3 4 5 N | 1 2 3 4 5 N |
| 5. Organizes and relates ideas and factual information     | 1 2 3 4 5 N | 1 2 3 4 5 N |

**C. Emotional/Behavioral/Social**

|  |             |
|--|-------------|
| 1. Generally cooperates or complies with teacher requests          | 1 2 3 4 5 N |
| 2. Adapts to new situations without getting upset                  | 1 2 3 4 5 N |
| 3. Accepts responsibility for own actions                          | 1 2 3 4 5 N |
| 4. Makes and keeps friends at school                               | 1 2 3 4 5 N |
| 5. Works cooperatively with others                                 | 1 2 3 4 5 N |
| 6. Has an even, usually happy disposition                          | 1 2 3 4 5 N |
| 7. Is pleased with good work                                       | 1 2 3 4 5 N |
| 8. Initiates activities independently                              | 1 2 3 4 5 N |
| 9. Responds appropriately to praise and correction                 | 1 2 3 4 5 N |
| 10. Resists becoming discouraged by difficulties or minor setbacks | 1 2 3 4 5 N |

**D. Motor Coordination**

|  |             |
|--|-------------|
| 1. Exhibits adequate gross motor coordination (walking, running, etc.)                           | 1 2 3 4 5 N |
| 2. Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.) | 1 2 3 4 5 N |

**E. Academic Characteristics--Compared to students on the same GRADE LEVEL. English/Other: \_**

|   |             |
|---|-------------|
| 1. Reads material aloud (estimated grade level: )                               | 1 2 3 4 5 N |
| 2. Comprehends material read (estimated grade level: )                          | 1 2 3 4 5 N |
| 3. Performs math computations at expected proficiency (estimated grade level: ) | 1 2 3 4 5 N |
| 4. Spells material adequately (estimated grade level: )                         | 1 2 3 4 5 N |
| 5. Writes legibly (estimated grade level: )                                     | 1 2 3 4 5 N |
| 6. Retains instruction from week to week  | 1 2 3 4 5 N |
| 7. Exhibits organization in accomplishing tasks                                 | 1 2 3 4 5 N |
| 8. Completes tasks on time  | 1 2 3 4 5 N |

Circle one: 1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR N=NOT OBSERVED  
For Sections A, B, C, and D: Rate student's behavior in relation to other student's of the same AGE.

**FOR INITIAL EVALUATION ONLY**

Student services and special programs provided or considered in response to student's problem(s):

Counseling

| How Long? | Currently? | Results |
|-----------|------------|---------|
|           |            |         |

|  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> School health services  |  |  |  |
| <input type="checkbox"/> Title 1/Part A (Must be provided or considered for students before referral.) |  |  |  |
| <input type="checkbox"/> Bilingual program   |  |  |  |
| <input type="checkbox"/> English as a second language strategies                                       |  |  |  |
| <input type="checkbox"/> Local remedial program (specify)  |  |  |  |
| <input type="checkbox"/> Other:  |  |  |  |

Instructional Accommodations attempted in response to student's problem(s) include:

|  | How Long? | Currently? | Results |
|--|-----------|------------|---------|
| <input type="checkbox"/> Individual tutoring                     |           |            |         |
| <input type="checkbox"/> Alternate materials                     |           |            |         |
| <input type="checkbox"/> Ability grouping                        |           |            |         |
| <input type="checkbox"/> Changed seat                            |           |            |         |
| <input type="checkbox"/> Changed class                           |           |            |         |
| <input type="checkbox"/> Behavior management                     |           |            |         |
| <input type="checkbox"/> Grading on basis of individual growth   |           |            |         |
| <input type="checkbox"/> Oral tests                              |           |            |         |
| <input type="checkbox"/> Peer tutoring                           |           |            |         |
| <input type="checkbox"/> Shortened assignments                   |           |            |         |
| <input type="checkbox"/> Extra time for completion of work       |           |            |         |
| <input type="checkbox"/> Taping written materials                |           |            |         |
| <input type="checkbox"/> Spell checkers                          |           |            |         |
| <input type="checkbox"/> Calculators                             |           |            |         |
| <input type="checkbox"/> Taped textbooks                         |           |            |         |
| <input type="checkbox"/> Other:                                  |           |            |         |
| <input type="checkbox"/> English as a second language strategies |           |            |         |
| <input type="checkbox"/> Hands on activities                     |           |            |         |

Yes     No    Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If YES, cite specific observations:

Yes     No    Does this student exhibit any signs of a health or medical problem in the classroom? If YES, cite specific observations:

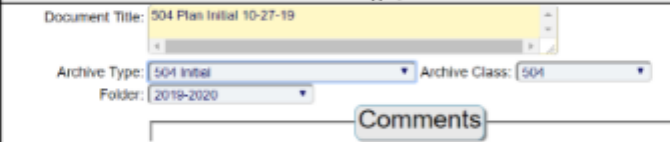
\_\_\_\_\_  
SIGNATURE OF PERSON COMPLETING THIS SECTION    DATE

\_\_\_\_\_  
NAME OF PERSON COMPLETING THIS SECTION    POSITION



# MFISD 504 Checklist

## MFISD 504 CHECKLIST

|  |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|--|-------------------------------|--|--------------|-------------------------|--|------------------------|---|-------------------------|--|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|---------------------|-------------------|--------------------------------|-------|--------------------------------|-------|-------------|-------|---------------------------|-------|--------------|-------|-------------------|-------|
| DATE COMPLETED   | DONE                          | Student Name:  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| <b>BEGINNING OF NEW YEAR:</b>                              |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | PEER SHARE the last active 504 Plan through Frontline Doc Share Portal and check that the archive contains all needed documentation: Consent, Rights, & documents specific for that student such as medical documentation, IHP, Dyslexia Reports, etc....  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| <b>PLAN THE MEETING:</b>                                   |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | Plan the Meeting - check Re-Evaluation due date to determine if Annual or Re-Evaluation is needed. *Re-Evaluation should occur at least every three years or prior to any significant change of placement or whenever necessary to ensure the continued provision of FAPE.   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 1                             |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 2                             | Schedule the Meeting, book the room/location and send out calendar invites   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 3                             | Send Meeting Notice to Parent <i>Written notice, while not required, is preferred.</i>   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| <b>COLLECT DATA:</b>                                       |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <p><b>EVALUATION DATA:</b> Review and consider data gathered from a variety of sources. Please check each type of data reviewed by the committee.</p> <table border="1"> <tr> <td>Parent Input</td> <td>Early Intervention data</td> </tr> <tr> <td>Teacher Input: Send Email to Teachers from 504 Google Docs</td> <td>Student work portfolio</td> </tr> <tr> <td>School Health information completed by School Nurse</td> <td>Early intervention data</td> </tr> <tr> <td>Medical evaluations/diagnoses/physical condition</td> <td>Student work portfolio</td> </tr> <tr> <td>Grade Report/Class Schedule</td> <td>Social or cultural background</td> </tr> <tr> <td>Attendance Report</td> <td>Mitigating measures</td> </tr> <tr> <td>Administrator Input</td> <td>Adaptive behavior</td> </tr> <tr> <td>Disciplinary records/referrals</td> <td>other</td> </tr> <tr> <td>Aptitude and Achievement Tests</td> <td>other</td> </tr> <tr> <td>Other Tests</td> <td>other</td> </tr> <tr> <td>Special Education Records</td> <td>other</td> </tr> <tr> <td>LPAC Records</td> <td>other</td> </tr> <tr> <td>Prior 504 Records</td> <td>other</td> </tr> </table> <p><i>*If information from a conversation or other data in unwritten form was considered, please document in meeting deliberations.</i></p> | Parent Input | Early Intervention data | Teacher Input: Send Email to Teachers from 504 Google Docs | Student work portfolio | School Health information completed by School Nurse | Early intervention data | Medical evaluations/diagnoses/physical condition | Student work portfolio | Grade Report/Class Schedule | Social or cultural background | Attendance Report | Mitigating measures | Administrator Input | Adaptive behavior | Disciplinary records/referrals | other | Aptitude and Achievement Tests | other | Other Tests | other | Special Education Records | other | LPAC Records | other | Prior 504 Records | other |
| Parent Input   | Early Intervention data       |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Teacher Input: Send Email to Teachers from 504 Google Docs | Student work portfolio        |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| School Health information completed by School Nurse        | Early intervention data       |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Medical evaluations/diagnoses/physical condition           | Student work portfolio        |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Grade Report/Class Schedule                                | Social or cultural background |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Attendance Report  | Mitigating measures           |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Administrator Input  | Adaptive behavior             |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Disciplinary records/referrals                             | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Aptitude and Achievement Tests                             | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Other Tests  | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Special Education Records                                  | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| LPAC Records   | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| Prior 504 Records  | other                         |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| <b>PREP THE MEETING IN FRONTLINE 504</b>                   |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 1                             | ***If an INITIAL REFERRAL or TRANSFER, start by completing screen: Section 504 Review Committee Referral***  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 2                             | Decide how you will obtain CONSENT and deliver RIGHTS  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  | 3                             | <b>ON BOTTOM OF PLAN PAGE 1 – ARE BOXES CHECKED FOR WHAT YOU WANT TO PRINT OUT AS A PART OF THE PLAN?</b>  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | Dyslexia?  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | Homebound?   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | Assessment Results?  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | Instructional Accommodations will automatically print  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | STAAR Accommodations?  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | BIP?   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | MDR?   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
| <b>DELIBERATIONS:</b>                                      |                               |  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <b>STUDENT:</b> (Name & grade)   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <b>DATE MEETING HELD</b> (make sure it matches date of the Plan)   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <b>MEETING PURPOSE:</b> Annual review, <b>RE-EVALUATION</b> , Transfer, Combo?<br>(make sure it matches meeting type on top of the Plan)   |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <b>PEOPLE INVITED, HOW THEY KNOW STUDENT &amp; HOW THEY ATTENDED THE MEETING:</b><br><i>Who, Position Title, How they attended (held in person, by zoom, by phone, etc...)</i><br><i>Signature page should match this section exactly</i>  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |
|  |                               | <b>Notice of Parent and Student Rights:</b> Required for every meeting<br><i>How were parents provided with a copy?</i><br><i>How was Receipt of Rights signature obtained? (Signed in system, Signed in person, Signed in Zoom Meeting, DocShared and signed for, Email sent and parent acknowledged receipt, Mailed home, signed and sent back, etc...)</i><br><b>Must be confirmed by something in writing that can be archived.</b>  |              |                         |  |                        |   |                         |  |                        |                             |                               |                   |                     |                     |                   |                                |       |                                |       |             |       |                           |       |              |       |                   |       |

|                           |          |   |
|---------------------------|----------|---|
|                           |          | <p>Consent for Evaluation (mandatory on Initials, Transfers &amp; Re-Evals)<br/> <i>How was Consent signature obtained? (Signed in system, Signed in person, Signed in Zoom Meeting, Emailed or Mailed home, signed and sent back)</i><br/> <b>Must be confirmed by something in writing that can be archived. YES OR NO must be answered</b></p>   |
|                           |          | <p><b>REVIEW OF ELIGIBILITY:</b><br/> <i>What type of evaluation data was shared/considered at the meeting? Any documentation needed?<br/> The following was discussed: diagnosis or FIE indicates....., the student needs assistance to..., The student's strengths are...interests are.... enjoyments are....</i></p>   |
|                           |          | <b>PARENTAL CONCERNS:</b>   |
|                           |          | <p><b>CURRENT STUDENT INFORMATION SUMMARY:</b><br/> GRADES:<br/> ATTENDANCE:<br/> DISCIPLINE:<br/> <i>The following was discussed.... grades show ..., attendance has ....., progress monitoring shows...., Rti strengths are.....</i></p>  |
|                           |          | <b>HEALTH/CURRENT MEDICATION:</b>   |
|                           |          | <b>INSTRUCTIONAL ACCOMMODATIONS:</b> <i>Discussed and will <b>add or delete</b> the following:</i>  |
|                           |          | <b>STAAR TESTING:</b> <i>What tests will they be taking this year? Next?</i>  |
|                           |          | <b>STAAR ACCOMMODATIONS:</b> <i>Discussed and will <b>add or delete</b> the following:</i>  |
|                           |          | <b>TEACHER INPUT:</b>   |
|                           |          | <b>REVIEW BIP (if applicable):</b>  |
|                           |          | <b>REVIEW COUNSELING (if applicable):</b>   |
| <b>AFTER THE MEETING:</b> |          |   |
|                           | <b>1</b> | <p><b>ARCHIVE -Make sure each file has an archive type, archive class = 504 and is in the current year folder.</b></p>   |
|                           | <b>a</b> | <p><b>USE THE PRINT/ARCHIVE OPTIONS TO ARCHIVE:</b> Title: 504 Plan (type) with the Meeting Date<br/> (Archive type: 504 Annual, 504 Initial or 504 Re-Eval)<br/> <i>If you use the print bundles, Consent and Receipt of Rights are already included with the meeting.<br/> If print bundle is not used, archive both Consent &amp; Receipt of Rights (Archive type = 504 Consent/Receipt of Rights)</i></p> |
|                           | <b>b</b> | <p><b>Archive 1 file of all hard copy documents used in meeting</b> (Archive type = 504 Input Docs)</p>   |
|                           | <b>c</b> | <p><b>Archive Dyslexia information, IHP's, Medical Reports, etc...</b> (Archive type = type of document)<br/> individually since they may be used multiple years and need to be easy to find in the archive.</p>  |
|                           | <b>2</b> | <p>Enter info on 504 COMMUNICATION SPREADSHEET 2021-2022 and SEND ALL ORIGINALS to Central Office Special Services Department</p>   |
|                           | <b>3</b> | <p><b>PARENT SHARE:</b> Frontline Doc Share Portal the plan to the parent If parent has not signed meeting doc, <b>Put a comment that says signing the document means they agree with content. (MUST BE MARKED Click Signature Required for VERIFICATION PROOF)</b><br/> Or you can email or mail if needed but get documentation that they received.</p>   |
|                           | <b>4</b> | <p><b>PEER SHARE</b> Frontline Doc Share Portal the plan to TEACHERS, PARA'S, INSTRUCTIONAL OR RTI INTERVENTIONISTS, ETC... (or create peer share bundle if feedback form is desired back from teachers) <b>(MUST BE MARKED Click Signature Required for VERIFICATION PROOF)</b></p>  |



|  |   |  |
|--|---|--|
|  | 5 | <p>Enter student 504 info in Skyward 504 Screen using the dates from screen 1.</p>   |
|  | 6 | <p><b>MFHS only:</b></p>   |
|  |   | Send SSD Forms to parent through ESPED Portal (Click Signature Required)   |
|  |   | SSD form completed by parent   |
|  |   | SSD form entered into College Board system   |
|  |   | <b>NOTES:</b>  |
|  |   |  |
|  |   |  |
|  |   |  |

# 504 Meeting Template

## **504 MEETING DELIBERATIONS:**

**MEETING PURPOSE:** Annual review, **RE-EVALUATION**, Transfer, Combo?  
*(make sure it matches meeting type on top of the Plan)*

### **PEOPLE INVITED, HOW THEY KNOW STUDENT & HOW THEY ATTENDED THE MEETING:**

*Who, Position Title, How they attended (held in person, by zoom, by phone, etc....)  
Signature page should match this section exactly*

#### **1. Notice of Parent and Student Rights – required for every meeting:**

- *How were parents provided with a copy?*
- *How was the Receipt of Rights signature obtained? (Signed in system, Signed in person, Signed in Zoom Meeting, DocShared and signed for, Email sent and parent acknowledged receipt, Mailed home, signed and sent back, etc...)*
- *Must be confirmed by something in writing that can be archived.*

#### **2. Consent for Evaluation (Mandatory on Initials, Transfers and Re-Evals)**

- *How was Consent signature obtained? (Signed in system, Signed in person, Signed in Zoom Meeting, Emailed or Mailed home, signed and sent back)*
- *Must be confirmed by something in writing that can be archived. YES OR NO must be answered*

### **REVIEW OF ELIGIBILITY:**

*What type of evaluation data was shared/considered at the meeting? Any documentation needed?  
The following was discussed: diagnosis or FIE indicates....., the student needs assistance to..., The student's strengths are...interests are... enjoyments are....*

### **PARENTAL CONCERNS:**

#### **CURRENT STUDENT INFORMATION SUMMARY:**

- **GRADES:**
- **ATTENDANCE:**
- **DISCIPLINE:**

*The following was discussed.... grades show ..., attendance has ..., progress monitoring shows...., Rti strengths are....*

### **HEALTH/CURRENT MEDICATION:**

**INSTRUCTIONAL ACCOMMODATIONS:** *Discussed and will **add or delete** the following:*

**STAAR TESTING:** *What tests will they be taking this year? Next?*

**STAAR ACCOMMODATIONS:** *Discussed and will **add or delete** the following:*

### **TEACHER INPUT:**

**REVIEW BIP** *(if applicable):*

**REVIEW COUNSELING** *(if applicable):*

**WHAT DID THE COMMITTEE DO?** *The Plan.... was created to address... reviewed, revised by changing..., updated to assist..., dismissed because..., tabled until....*

### **DETERMINE STUDENT'S PLACEMENT OPTIONS and MARK THE APPROPRIATE BOX IN SYSTEM:**

**IS COMMITTEE IN CONSENSUS:** *The 504 Committee agreed and is in consensus with all decisions.*

**MEETING SIGNATURES WERE OBTAINED BY:** *In person, digitally in system, signed digitally in zoom meeting, verbal in zoom confirmed with docshare signature, sent by Email and written approval sent back by email or sent by Mail and signature page was signed and returned,*

### **MEETING ADJOURNED**