

## 2009-2010 Start of School BLAST OFF!

### 504 Coordinator/Dyslexia Contact Persons/Instructional Support Teachers

#### 1<sup>st</sup> Six/Nine Weeks

- Review procedures. If there is complaint of discrimination under Section 504, OCR makes its decision based on whether or not proper procedures were followed
- Run Campus Dyslexia Report
- Check to see if all student records are on campus (If not, request them.)
- Check to determine who needs an annual review/progress monitoring
- Check for pending cases (initial/re-evaluation or transfer)
- Teach teachers how to complete forms correctly (be objective about what they see not subjective)
- Collaborate to schedule students for services required for 2009-10 (Dyslexia Intervention Program, accommodations, testing, etc.)

#### Student Records and Confidentiality

- We are required by Section 504, IDEA 2004, ADA, FERPA and HIPPA laws to maintain confidentiality of records
- Secure 504 folders/records in a locked file cabinet to ensure confidentiality

#### Train Front Office Staff on how to handle cases

- Transfer students

#### Identify who will be responsible for entering campus Dyslexia Program data in Chancery and the *Chancery Dyslexia Program Data Entry Form* with them

#### Handling Case Disagreements and Conflicts

- For Conflicts within School/District regarding cases
  - Host a MDT meeting on campus
  - Host a conference/pre-504 Meeting for consideration and resolution of issues

#### 504 Meetings – Parents are our Partners

- Collaboration
  - Build and maintain a collaborative relationship between the school/district and parents
  - Establish, build and/or maintain trust
  - Parents want what's best for their child and to understand what you are doing with their child – keep this in mind
  - Use the Record of Communication form to document communication with the parents
  - Have a script for your 504 meetings
- Progress Notes to Parents
  - Progress notes should sent to parent regard their child in the campus Dyslexia Program as often as other non-identified students

#### Communication

- Share information with parents BEFORE meeting (if all possible)
- Say/be as diplomatic as possible
- Takes time for parent to digest information, especially if an initial evaluation
- Be sensitive to parents' and student's emotional well-being
- Who to invite to meetings? Ask: What information is this person going to share

*and* will it have impact on programming for this student?

Brush up on District procedures, state and federal laws

Section 504/IDEA/state dyslexia law/state dyslexia handbook/guidelines

District Referral Procedures

District Assessment to 504 Meeting Procedures

Identify Resource Persons for 504 Dyslexia Cases

Campus (504 Coordinator, Dyslexia Contact Person, Dyslexia Instructional Support Teacher, Referral Chairperson)

Regional (504 Liaison, Special Populations Manager, Dyslexia Evaluation Specialist, Campus-Assigned Evaluation Specialist)

Central Office (Dyslexia Program Support Services, Special Education Dept., Dyslexia Contact Person, 504 Coordinator, Reading Dept., etc.)

Manifestation Determination Procedures –

Know procedures, 10-Day Rule and what is a significant change in placement

Suspensions (In school suspensions count toward 10 days if student do not receive services)

Expulsions