

15th Annual Southwest Section 504 Conference

November 14-15, 2011

Monday, November 14, 2011

7:30 Registration. Continental Breakfast Provided

8:30 **General Session: *The Day to Day Work of §504-***
James McKethan, Education Consultant, Fayetteville,
North Carolina.

What is it that Section 504 requires of schools on a day-to-day basis? Long-time educator James McKethan addresses the practical concerns of Section 504 compliance, including the prevention of discrimination, child-find, tiered intervention issues, understanding the evaluation process, and developing and implementing accommodations. This session also addresses district-wide and school-based 504 process management, prompt decision making and responses to questions (before and after Section 504 eligibility) as well as staff training.

9:45 Break / Announcements and Door Prizes

10:20 **General Session: *A Stroll Through CESD's §504 Forms-***—David Richards, RICHARDS LINDSAY & MARTIN

With a new Section 504 Conference comes an update to the popular CESD Section 504 forms. In this session, Dave will highlight recent changes and additions including Section 504 coordinator involvement in disability harassment complaints, a new medical release form. The session will also provide a walk-through of the 504 process utilizing the updated forms as a backdrop.

11:35 Lunch on your own

1:00 Concurrent Sessions (60 minutes, repeated at 2:15)

(A1) *Working with Parents-*—James McKethan

From his perspective as a principal, special education director and 504 coordinator, James McKethan shares insights he's gained from years of interaction with parents. The session will examine sources of "bad" information to which parents have access and strategies for making sure parents have the right 504 information. Tips for getting through difficult conversations with parents who have higher expectations than the school's legal duties and correcting poor decisions made by 504 teams will be provided. How to approach difficult conversations on evaluations, (and refusal to consent), behavior or severe disabilities will also be addressed.

(A2) *Section 504 Eligibility Post-ADAAA Including the Phenomena of the Technically-Eligible Student*—Jose Martín, RICHARDS LINDSAY & MARTIN, LLP

Since 2009, the Congress saw fit to amend the Americans with Disabilities Act (ADA) in a way that also amended Section 504. This change in the law, which Congress effected to reinvent and expand the reach and scope of

both ADA and Section 504, has in turn had significant impact on how public schools implement Section 504 requirements. This session will cast particular focus on how the law has expanded eligibility under Section 504 by increasing the range of major life activities, de-emphasizing the substantial limitation requirement, taking mitigating or alleviating measures out of the evaluation equation, and requiring that episodic conditions or impairments in remission be evaluated as if in their most-severe presentation. In addition, the session will address the emergence and significance of a category of students who technically qualify under the expanded 504 eligibility formulation, but do not need accommodation plans at school.

(A3) *Bullying & Harassment of Students with Disabilities in the Public Schools: Practical Tips on Prevention and Response*—David Richards

The increasing severity of bullying incidents and disability harassment over the past few years has sparked numerous Office for Civil Rights' investigations into school district procedures and has heightened parents' concerns. In this session, Dave will explore the school district's obligations to protect student's from bullying and harassment based on disability as part of and in addition to the school's broader anti-bullying and harassment efforts. Through examples in cases and OCR Letters of Findings, Dave will highlight school practices that prevent or reduce bullying and harassment conduct, identify the types of conduct with which the school should be concerned, and examine the options for an appropriately scaled response.

(A4) *Is General Education Homebound Making You Wish You Were Confined to Your Home or Hospital Bedside?*—Lisa Hardcastle, 504/Dyslexia Coordinator, Clear Creek ISD

Participants will be given practical advice on how to set up and implement a General Education Homebound (GEH) Program. Ideas on how to process referrals to GEH, work with doctors and provide instruction to students ranging from kindergarten to bilingual to seniors in calculus and physics will be discussed. You'll jump out of bed and look forward to going to work after this session!

2:00 Break

2:15 Concurrent Sessions (repeated from 1:00)

3:15 Break

3:30 Q & A Session with Monday speakers

4:00 Adjourn for the day.



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7:30 Continental Breakfast Provided
8:30 Concurrent Sessions B (75 minutes, repeated at 10:00)

(B1) Advanced Section 504 Issues & Legal Update — David Richards

This fast-moving session goes beyond the basics to address medication and health plans and their impact on the Section 504 duty to evaluate, determining the existence of the physical or mental impairment (need for medical diagnosis, weight to be given medical data), impact of absences on eligibility and services, accommodations in AP and Honors courses, revocation of IDEA consent, and other breaking issues of interest.

(B2) Taking the Modern 504 Lessons Home: A Proposed Module for In-District Training Sessions—Jose Martín

In the current time of budget shortfalls, schools may not be able to get all necessary staff to conferences to learn the latest on Section 504. This session will provide a module, complete with materials and powerpoints, to form a basis for training sessions at the districts, so that the crucial information gets to all affected staffpersons accurately. The training module will cover the key basics of section 504, the modern eligibility formulation under the ADA, the evaluation process, dealing with private evaluation data, developing smart and effective accommodation plans, the emergence of the "technically-eligible" 504 student, and other key aspects of 504 compliance.

(B3) Choosing Accommodations—Pat Sekel, Ph.D. CALT-QI, Austin.

Need some common sense guidance on how to match accommodations to student need? This session provides the answers with an emphasis on examples and scenarios to assist you in looking to evaluation data to understand the problem, and properly selecting and scaling a Section 504 response.

(B4) The Section 504 Student in College—Sandra White, Director of Cole Learning Center, Lon Morris College

Section 504 rules change dramatically as the high school senior graduates and moves on. This session will examine those differences with an emphasis on how K-12 educators can prepare students for the change. Topics to be addressed include a summary of the key differences between Section 504 in the K-12 schools versus Section 504 in college, skills students need to learn for self-advocacy, what colleges can do to help, how K-12 educators can assist Section 504 kids to pick a college that will provide needed assistance, common concerns and questions from incoming students with disabilities, and other items of interest.

9:45 Break
10:00 Concurrent Sessions (repeated from 8:30)
11:15 Hotel Checkout and Lunch on your own
1:00 Concurrent Sessions C (60 minutes, repeated at 2:15)

(C1) Section 504 & Texas Dyslexia Law—David Richards

The Texas Dyslexia rules require schools to identify students with dyslexia through the Section 504 process. This session will address the interaction between 504 and the state dyslexia law, answering common questions about the process and the CESD Dyslexia/504 evaluation form, new language and analysis from the EEOC on dyslexia and substantial limitation, and other topics of interest.

(C2) Section 504 Scenarios: Working Through Interesting Yet Common 504 Situations—Jose Martín

One thing is to hear about how the law intends for schools to proceed through the 504 process and reach its decisions, another thing altogether is to be faced with real-life situations when you get back to your district. This session will have participants work through developed scenarios that will address common, yet complicated Section 504 situations that may very likely arise in your district. Participants will get basic information with which to follow the 504 evaluation and eligibility process and make the key decisions on students, complete with the sometimes conflicting information, inaccuracies, and miscommunications that are inevitable in our practice.

(C3) Section 504 and Medical Needs: Health Plans, Emergency Plans and Services—Jonita Widmer, Denton ISD Director of Health Services

Concerned about students with medical/health needs? This session provides a practical discussion on how to get the medical information required for services and analyze student needs. Procedures for developing and implementing plans for diabetes, asthma, allergies, migraines, etc., and examples of health plans and emergency plans will also be discussed. NOTE: This session will not address Section 504 eligibility. Eligibility issues are covered in the legal session on eligibility after the ADA. This session will focus on providing appropriate health services to 504-eligible students.

2:00 Break
2:15 Concurrent Sessions (repeated from 1:00)
3:30 Q & A Session and Final Door Prizes
4:00 Conference Adjourns



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Sessions & Speakers. Topics and speakers listed in the brochure are accurate on the date of publication. We have to make changes from time to time due to last-minute demands on busy professionals or to include a timely topic. Speakers and topics are subject to change.

Enrollment Caps. We try to keep our conferences as personal as possible and provide opportunities for participants to ask questions of our presenters. To maintain this benefit and to keep folks as comfortable as possible, each of our events will have limited enrollment. When the enrollment cap is reached, no additional registrations will be accepted, and those attempting to enroll will be notified that the conference is full. We regret the need to cap attendance, but feel that this is the only mechanism available to maintain the character and interaction of our events. Register early to avoid missing out or call for availability.

Special Accommodations. Disabled persons with special communication or other needs should advise CESD of those needs at the earliest available date in order to address those needs. CESD will seek to provide reasonable accommodations where needed.

Continuing Education Credit. Both conferences are approved for 10.0 clock hours Texas Educator's CPE by CESD, Registered Approved CPE Provider ID #500155; Meets the C.E. standards for 10.0 hours for both the Texas State Board of Examiners of Psychologists (§461.11) and LPC's by CESD, Texas LPC Pre-approved Provider #193. In addition to these credits, for the Dyslexia Conference only, application filed for 10.0 clock hours CEU by the Academic Language Therapy Association (ALTA).

Cancellation Rules. Cancel at least five days before the event to receive a full refund on a prepaid registration, cancellation of a purchase order, or to transfer your registration to another CESD Conference. If a timely cancellation is not made, no refund, cancellation of a P.O. or transfer to another conference will be made. Written materials will be sent to prepaid no-shows or upon full payment of a P.O. No notice is necessary to substitute another person for a registrant at an event. The substitute need only report to the registration table and give the name of the pre-registered person for whom he or she is substituting.

Conference Location. Both Conferences will be held at the Austin Doubletree Hotel, 6505 N. I-35, Austin, Texas. A limited number of guest rooms have been reserved for this conference on a first-come, first-served basis until all rooms have been reserved or until October 1, 2011 (Dyslexia); or October 22, 2011 (Section 504), whichever is earlier. Please call the hotel directly at (512) 454-3737 to make reservations and identify yourself as a CESD Conference participant to receive the Conference Rate. For on-line reservations, reference group code "CDY" for the Dyslexia Conference or group code "CSD" for the Section 504 Conference. If eligible, please provide evidence of sales tax exemption upon check-in. Self-parking is available in the hotel garage for all participants at no cost. Conference Hotel rates are \$115 single; \$125 Double; \$135 Triple; \$145 Quad. Please note: Our room block typically sells out prior to the cut-off date.



CESD Conference Registration Form for 2011

10th Annual Texas Dyslexia Conference

15th Annual Southwest Fall §504 Conference

Both Conferences will be held at the Doubletree Hotel 6505 I-35 North in Austin

Tell us a little about yourself...

Name:

Title:

District/Organization:

Address:

City/State/Zip:

Phone:

Fax:

*Email:

Which event(s) will you be attending?

10th Annual Texas Dyslexia Conference, October 24-25, 2011

Register by October 10, 2011 to ensure a notebook on your arrival.

Dyslexia

\$240

15th Annual Southwest §504 Conference, November 14-15, 2011

Register by October 31, 2011 to ensure a notebook on your arrival.

§504

\$240

Total for all of my registrations for 2011

Check enclosed Purchase Order Number: _____

TOTAL

\$

Payment information: Checks should be made payable to "CESD" and mailed to **13091 Pond Springs Road, Suite 300, Austin, Texas, 78729**. You may fax your registration AND Purchase Order (P.O.) Number to (512) 918-3013. Please note: your registration cannot be accepted or your place held in a conference without a valid purchase order number or a check. CESD does not accept payment by credit card. **For more information/questions call (512) 219-5043**. On-site registration is \$265 per event.

*An email confirmation will be sent if a valid email address is provided above. By providing an email address, you agree to receive email announcements and news from CESD.

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