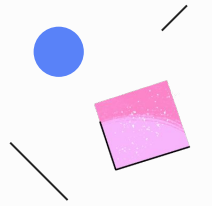
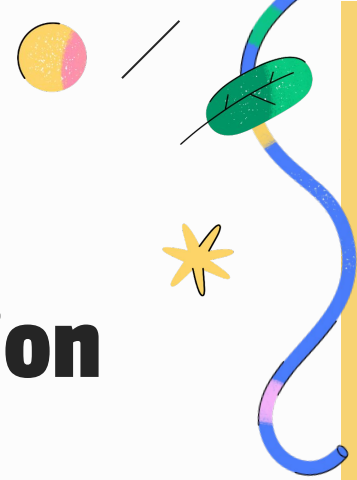




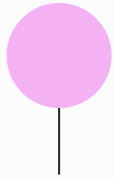
Special Education Section 504 DMTSS

October 2023



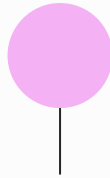


Introductions



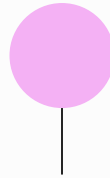
Dr. Lacey Rainey

Assistant
Superintendent
Academic
Programs



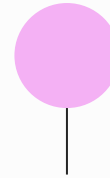
Robin Brownell

Area
Superintendent
Denton Zone



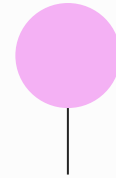
Debbie Roybal

Executive
Director
Special
Education



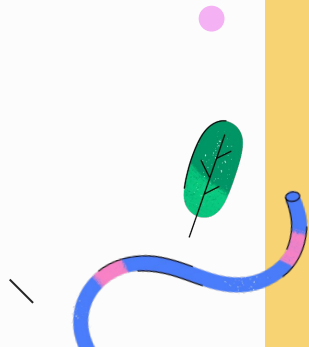
Jenell Kenny

Coordinator
Dyslexia



Michelle Brown

Coordinator
Intervention
Services



Enrollment Data

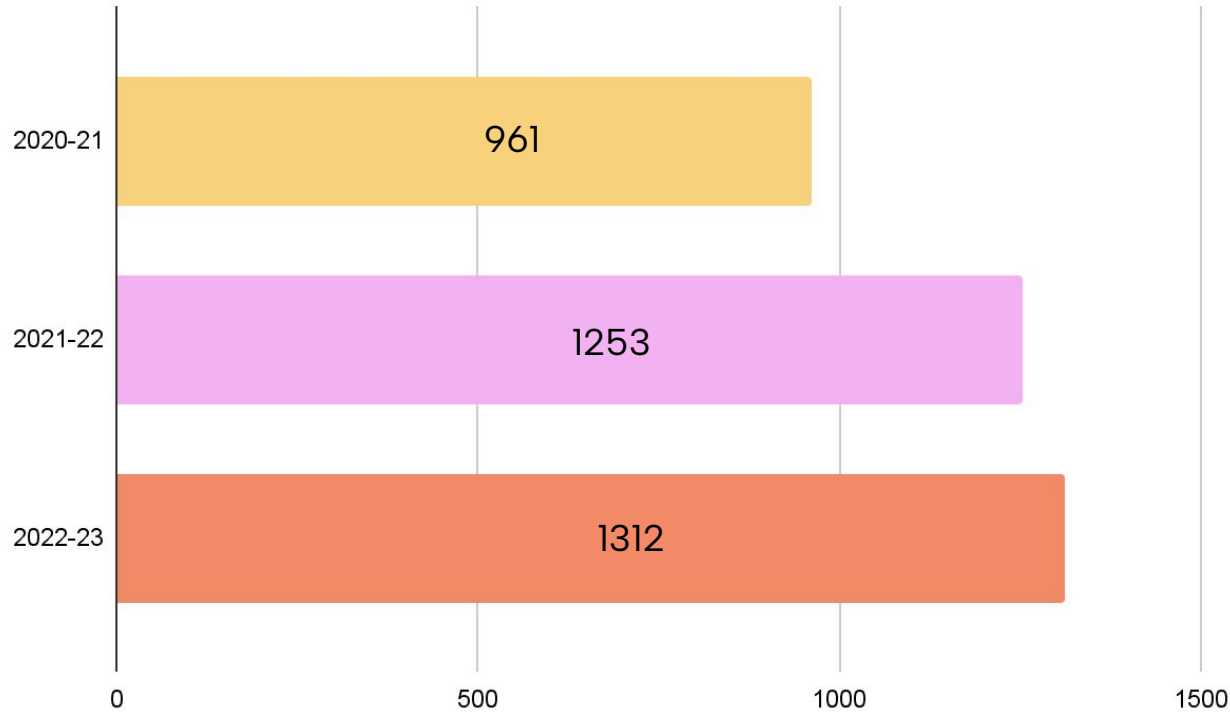
District	32850
Special Education	4758
Section 504	3501
DMTSS	4984



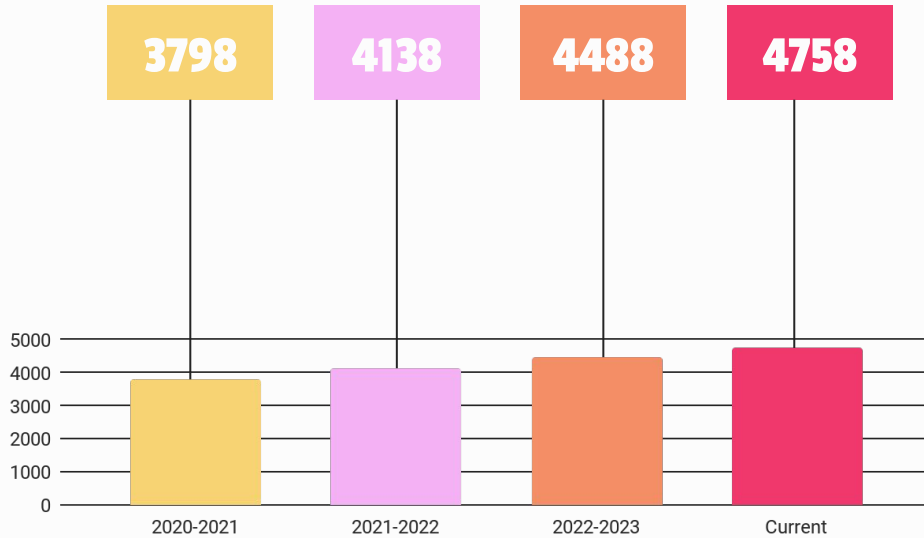
The Differences in SpEd and Section 504

	Special Education	Section 504
Type of Law	IDEA – Individuals with Disabilities Act	Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Requirement for Eligibility	Has a disability that meets criteria under IDEA, significantly impacts educational performance, and required specialized services.	Has disability that impacts a major life activity.
Services	Specialized educational services, accommodations, modifications to the curriculum and related services	Accommodations and related services
Age Limits	IEP offered through 12th grade or until age 22 when required	No age limit
Location	Educationally, until the student completes	School, college, and workforce

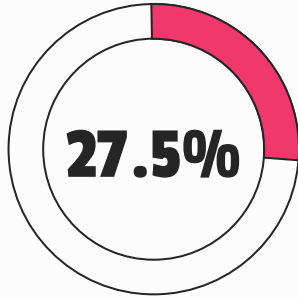
Special Education Initial Assessment Trend



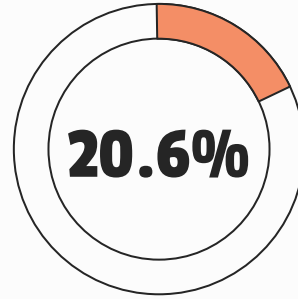
Special Education Enrollment 4 Year Trend



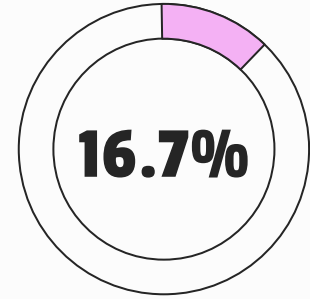
Primary Disability Eligibility



**Specific Learning
Disability**



Speech Impairment



**Other Health
Impairment**

Primary Disability Eligibility

Autism	13.81%
Emotional Disturbance	9.69%
Intellectual Disability	7.2%
Auditory Impairment	2.14%
Noncategorical Early Childhood	1.16%
Visual Impairment	.49%
Orthopedic Impairment	.33%
Deaf Blind	.18%
Traumatic brain injury	.09%

Autism is the fastest growing category by percentage, but this trend will likely not continue due to dyslexia rule changes

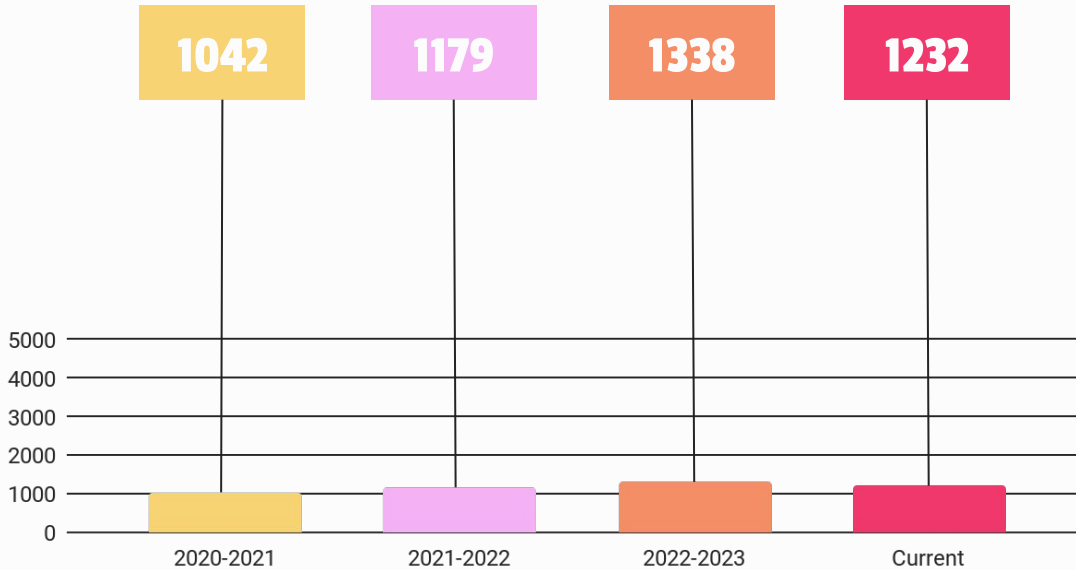
Programming

We offer a continuum of services to best meet the individual needs of each child served through Special Education. Our programming includes:

- Inclusion
- Resource
- Academic & Functional Skills (AFS)
- Academic & Vocational Life Skills (AVLS)
- Functional Life Skills (FLS)
- Positive Academic Behavior Support (PABS)
- Communications (COMM)

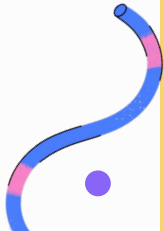


Students Receiving Dyslexia Therapy and/or Dysgraphia 4 Year Trend



Dyslexia and/or Dysgraphia

- Once students are identified as a student with dyslexia or dysgraphia, they remain eligible for Section 504 throughout their life
- Students are served through dyslexia therapy when they qualify as a student with dyslexia through the time they finish the district adopted dyslexia therapy program
- Students can receive therapy at anytime during their K-12 career
- Programming is offered in English and Spanish
- The Texas Dyslexia Handbook will be updated June 2025

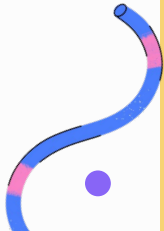


Implementation of HB 3928

575 students currently receiving dyslexia therapy will need to transition from Section 504 to Special Education by end of 2024–2025 (if therapy is not completed):

- Potential increase in number of evaluations, increased number IEP meetings, and increase in caseloads for Special Education teachers

Campuses are currently prioritizing students who will need to be evaluated through Special Education and students who will complete dyslexia therapy in 2023–2024 & 2024–2025.



Section 504

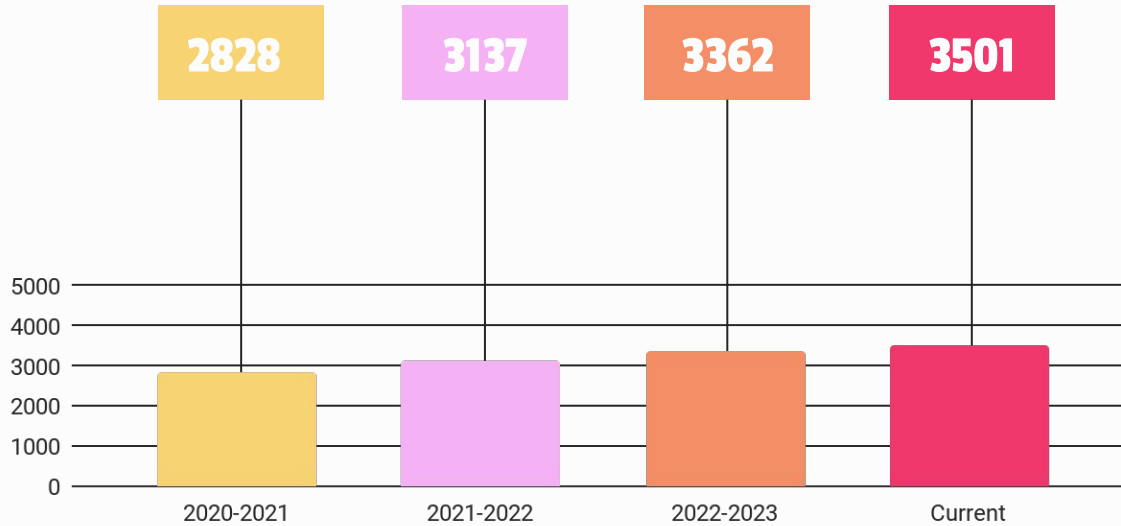
To be protected under Section 504, a student must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities;
2. Have a record of such an impairment; or,
3. Be regarded as having such an impairment.

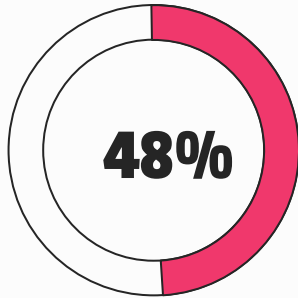
Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.



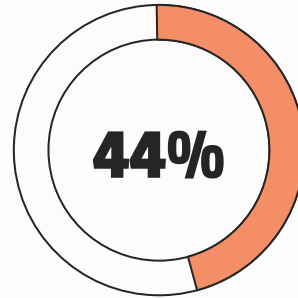
Section 504 Enrollment 4 Year Trend



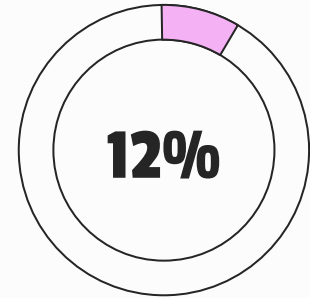
504 Primary Disability Eligibility



ADHD



Dyslexia



Anxiety

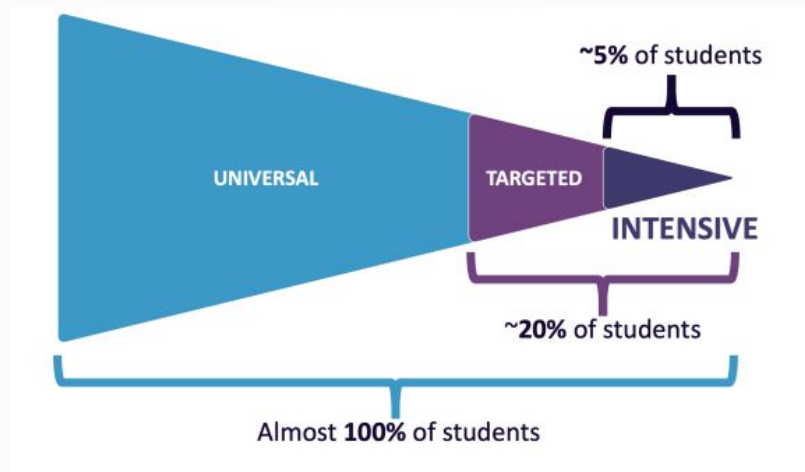
34% of our 504 students with Dyslexia, also have ADHD.

DMTSS - Denton Multi-Tiered System of Supports

The MTSS framework encompasses academic, behavioral, and other necessary supports for all students. Students in general education and those receiving special education and related services participate in MTSS.

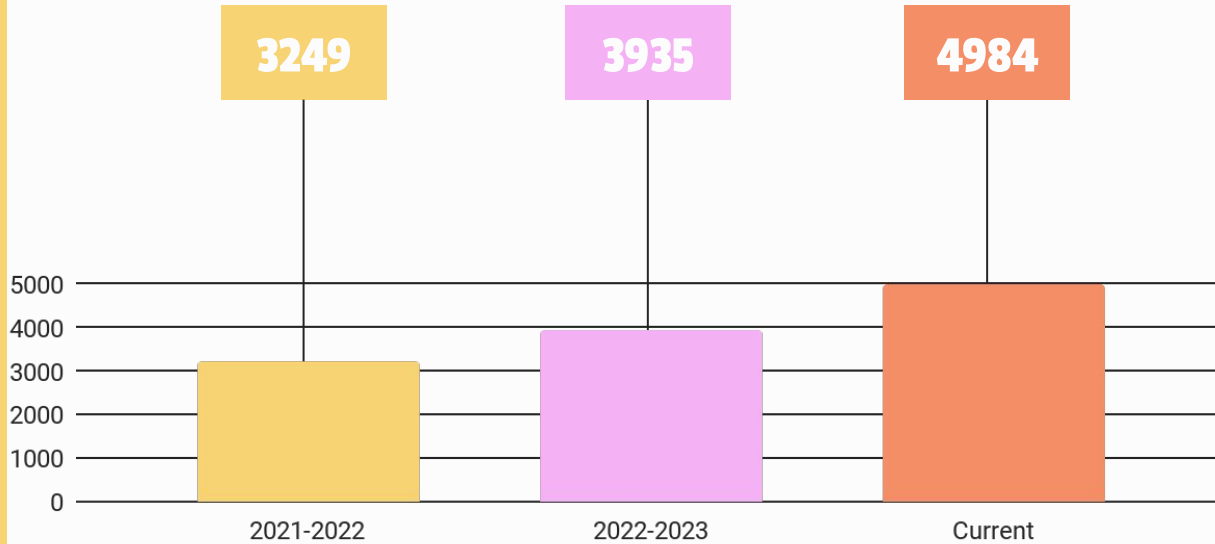
A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for students. Through MTSS, the campus identifies students in need of additional support to reduce academic and behavioral gaps.





- **Universal intervention** – Tier 1, supports all students schoolwide
- **Targeted intervention** – Tier 2, designed to support students experiencing difficulty; students also receive Tier 1 supports
- **Intensive intervention** – Tier 3, designed for students who demonstrate inadequate response to universal and targeted interventions

DMTSS Enrollment 3 Year Trend



DMTSS: Where are we now...

Areas of Strength	Areas of Focus
Yearly Professional Development of MTSS	System in secondary campuses
Elementary systems	Behavioral interventions
Zone Huddles	
CORE Team	



Thank you!

