



North East Independent School District

Dyslexia Program

Guidelines

And

Procedures

Revised Summer 2007

North East Independent School District
8961 Tesoro Drive
San Antonio, TX 78217
Dyslexia Office (210) 407-0283

North East Independent School District

Board of Trustees:

Mrs. Beth Plummer	President
Mrs. Brigitte Perkins	Vice-President
Mrs. Molly Pruitt	Secretary
Mr. Bruce Bennett	Member
Mrs. Sandy Hughey	Member
Ms. Susan Galindo	Member
Mr. Edd White	Member

Administration:

Dr. Richard Middleton	Superintendent of Schools
Dr. Alicia Thomas	Associate Superintendent for Instruction
Dr. Mark Scheffler	Associate Superintendent for Campus Support
Mr. Wess Robinson	Associate Superintendent for Business Services
Mr. Brian Gottardy	Associate Superintendent for Auxiliary Services

Department of Special Education:

Dr. Judith Moening	Executive Director
Janet Tracy	Dyslexia Program Coordinator

In accordance with Title VI-Civil Rights Act of 1964, Title IX-Education Amendment of 1972, Section 504-Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1992, the North East Independent School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

Table of Contents

	Page
Definition and Characteristics of Dyslexia	1
Assessment Procedures and Identification of Dyslexia	4
Assessment Procedures	4
Parental Requests	6
Special Education Students	7
Transfer Students	7
Referral Process	8
Assessment Tests and Measures	9
English Language Learners	9
Identification of Students with Dyslexia	10
Placement After Identification	13
Coordination of Services Between Dyslexia and Special Education	14
Instruction for Students with Dyslexia	15
Program Options	16
Components of Instruction	17
Qualifications of Teachers of Students with Dyslexia	18
Criteria for Dismissal from Intervention	19
Review of Progress	20
Testing Accommodations	21
Appendix A: Forms	
DYS 1	STAT/ARD Recommendation for Dyslexia Assessment
DYS 2-3	Parent Request for Dyslexia Assessment
DYS 4	Parent Notification & Permission for Dyslexia Assessment
DYS 5-6	504 Rights
DYS 7	Parent Response Form
DYS 8	Teacher Checklist
DYS 9	Committee Decision Sheet
DYS 10	Verification of Parental Notification & Reports Routed

DYS 11	Parent Notification – Qualification & Services for the Dyslexia Program
DYS 12	Parent Notification – Student Does Not Qualify for Dyslexia Program
DYS 13	Semi-Annual Review of Dyslexia Placement and Student Progress
DYS 14	Parent Notification of Dyslexia Services
DYS 15	Parent Notification of Dismissal from Dyslexia Intervention Class
DYS 16	Dyslexia Accommodations Checklist
DYS 17	Dyslexia Accommodations Checklist with Subjects
DYS 18	Transition Form – Elementary to Middle School
DYS 19	Transition Form – Middle to High School
DYS 20	Dysgraphia Checklist

Appendix B: NEISD Dyslexia Assessment

Assessment Sequence

Assessment Profile (Elementary)

Tests Used

NORTH EAST ISD **DYSLEXIA PROGRAM**

The North East ISD Dyslexia Program follows the structure as set forth in Texas Education Code (TEC) §38.003 and Chapter 19 of the Texas Administrative Code (TAC) §74.28. In addition, guidelines in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (2007) are followed in establishing district procedures for assessment, identification, and placement of students. Procedures for assessing students for dyslexia, and for identification and placement of these students have been established under §504 guidelines. Section 504 procedures are implemented when it is determined that dyslexia substantially limits learning.

Definition and Characteristics of Dyslexia

As defined in Texas Education Code §38.003:

“*Dyslexia*” means 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.

The current definition from the International Dyslexia Association states:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and related reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and written expression. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

The following are the reading/writing/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation;
- Difficulty accurately decoding nonsense or unfamiliar words;
- Slow, inaccurate, or labored oral reading; (lack of reading fluency)
- Difficulty with learning to spell.

The reading/writing/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory); and/or
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

Common signs of Dyslexia:

The following signs may be associated with dyslexia if they are **unexpected** for the individual's age, educational level, or cognitive abilities.

Pre-school:

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words;
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

Kindergarten through third grade:

- Fails to understand that words come apart; for example, that *snowman* can be pulled apart into *snow* and *man* and, later on, that the word *man* can be broken down still further and sounded out as: /m/ /ă/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an adequate vocabulary;
- Has difficulty with spelling; may resort to using less complicated words in writing that are easier to spell.

Common Signs of Dyslexia was compiled from the International Dyslexia Association web site and *Overcoming Dyslexia* by Sally Shaywitz as stated in *the Dyslexia Handbook* (Texas Education Agency, 2007)

ASSESSMENT AND IDENTIFICATION OF STUDENTS WITH DYSLEXIA

Procedures Required By State and Federal Law Prior to Formal Assessment

TEC §28.006 requires school districts and charter schools to administer early reading instruments to all students in kindergarten, grade 1, and grade 2 to assess their reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk of dyslexia or other reading difficulties, the district must implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to "catch up" with their typically performing peers. School districts implement reading programs using scientifically based reading research in accordance with NCLB requirements.

The most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEIA), passed in 2004, is consistent with NCLB in emphasizing the quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria used to determine whether a student has a specific learning disability including dyslexia (The Dyslexia Handbook, Texas Education Agency, 2007).

The definition of dyslexia adopted by the International Dyslexia Association (IDA) indicates that the unexpected difficulties that students demonstrate in the area of reading are seen **despite the provision of effective, scientifically based, classroom instruction.**

For students for which there are concerns with regards to dyslexia, North East School District follows these procedures:

As stated in Texas Education Code 38.003 (a):

"Students enrolling in public school in this state shall be assessed for dyslexia and related disorders at appropriate times." The appropriate time depends on multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction; teachers' input; and input from the parents or guardians. This does not include private school and/or home school students.

Dyslexia Assessment Procedures

1. The teacher uses remedial or intervention strategies with students struggling with reading, spelling and/or writing.

2. If the student continues to struggle and is not making appropriate progress, the teacher begins collecting data and refers the student to Student Teacher Assistance Team (STAT). Information to be considered includes the following:

- ❖ Vision and hearing screening;
- ❖ Teacher reports of classroom concerns;
- ❖ Teacher Checklist (DYS 8);
- ❖ Class and/or district reading assessments;
- ❖ STAT interventions and accommodations tried by teacher(s);
- ❖ Academic progress reports (report cards);
- ❖ Testing for limited English proficiency (Home Language Survey);
- ❖ Speech and language screening or services;
- ❖ TPRI, TAAS, TAKS, SDAA scores;
- ❖ Results of special education evaluation, if applicable;
- ❖ Other standardized testing; and
- ❖ Samples of student's work

3. STAT gathers all relevant information and meets to make suggestions and recommendations according to STAT guidelines. The campus dyslexia contact should be consulted and become a member of STAT at the time a student is being considered for possible dyslexia assessment.

STAT may recommend an older student – 3rd grade and up – for dyslexia assessment immediately, without the six weeks STAT period IF the student has been a student in this district at least nine weeks, other remedial methods and strategies have been tried, and dyslexic characteristics are clearly apparent.

4. If STAT concludes that dyslexia assessment is appropriate, STAT/ARD Recommendation for Dyslexia Assessment (DYS 1) is completed.

5. The following forms must be sent home for completion by parent/guardian:

- Parent Notification & Permission for Assessment (DYS 4)
- Notice of Parent & Student Rights Under Section 504 (DYS 5-6)
- Parent Response Form (DYS 7)

Parent Permission (DYS 4) and Parent Response (DYS 7) must be completed and returned.

6. All information and data gathered is forwarded to the Instructional Intervention Teacher (IIT) at elementary or the dyslexia coordinator at NEEC for secondary.

7. The student is assessed for dyslexia using appropriate tests and assessment measures by a trained professional in accordance with procedures as outlined in *The Dyslexia Handbook* (Texas Education Agency, 2007). Appendix B contains a list of tests and informal measures used in NEISD for dyslexia assessment.

8. After completion of the assessments, a report will be written summarizing all scores, observations, and recommendations of the assessor.
9. Upon receipt of the completed report, STAT, including the parent or guardian, meets to consider all information and determines if the student has dyslexia. STAT also determines placement, interventions, and/or accommodations. The committee completes the Committee Decision Sheet (DYS 9). All decisions regarding identification of a student as dyslexic should adhere to state guidelines and information in "Identification of Students with Dyslexia" (next section, p.10).
10. Following the STAT meeting, parents/guardians must receive a copy of the report and the Decision Sheet (DYS 9), and they will be provided a copy of the committee's decisions and all options available (DYS 11 or 12). Placement, interventions, and/or accommodations should be implemented within 10 school days. The STAT facilitator will be responsible for overseeing implementation.

A Note about Parental Involvement: Parents are invited to participate in STAT meetings involving dyslexia testing review (see page 3 of STAT Guidebook). Ongoing communication with parents is highly encouraged and recommended at all stages of the process. Parental consent must be obtained before a student may enter a dyslexia intervention class.

Paperwork to be completed and copies placed in the student's dyslexia file:

- Committee Decision Sheet for Dyslexia Identification (DYS 9)
- Verification of Parental Notification and Reports Routed (DYS 10)
- Copy of Assessment Report
- Signed Parent Notification – Qualification for Services OR DNQ (DYS 11 or 12)
- Copy of STAT/ARD notes documenting decisions and placement
- Dyslexia Accommodations (if appropriate) (DYS 16 or 17)

Parental Requests for Dyslexia Assessment

Parents may request that a student be assessed for dyslexia. When such a request is received by a counselor, the parent(s) will be asked to first fill out the request form (DYS 2-3). STAT will then consider the request and decide whether to continue the process of recommending the student for dyslexia assessment. The campus dyslexia contact person must be a member of the STAT.

Special Education Students

Special Education students may be considered for dyslexia assessment. All recommendations and decisions must be made by the Admission, Review, and Dismissal Committee (ARDC). This includes 'Speech Only' students. The ARDC takes the place of STAT in the process outlined above. It is recommended that the campus dyslexia contact person become a member of the ARDC if dyslexia may be a matter for consideration. A copy of special education evaluations will need to be made available with the "Recommendation for Dyslexia Assessment" from an ARDC along with other pertinent data.

Transfer Students

Information received from other districts about dyslexia when a student transfers to NEISD should be reviewed by the district dyslexia coordinator. Usually a decision from another district will be accepted and the student will continue in the dyslexia program. STAT should convene and follow the process outlined above beginning with step #9 after the transfer is approved.

Dyslexia Referral Process

Core Classroom Instruction for ALL Students

Student exhibits poor performance on TPRI or Tejas LEE.
OR
Student fails to respond to scientifically based reading instruction. Classroom teacher intensifies reading instruction and provides accommodations in class. Teacher monitors reading progress. If student does not make adequate progress, then move to TIER II.

Tier I

Parents may request dyslexia testing at any time. (DYS 2-3) STAT reviews requests to determine whether testing is needed and responds to parent.

Student is provided more intensive intervention in addition to the core instruction. (ex: RAP) Teacher monitors reading progress. If student makes adequate progress, TIER II is discontinued. If student does not make adequate progress AND exhibits characteristics of dyslexia, refer to STAT. Move to TIER III

Tier II

Data collected. STAT recommends dyslexia assessment. Testing completed. STAT meets with parent to review results. §504 considered.

Tier III

- Teacher checklist (DYS 8) completed
- Parents are notified and permission obtained (DYS 4)
- Parent Response form (DYS 7) completed
- STAT completes recommendation (DYS 1)
- Parent rights and Procedural Safeguards under § 504 given (DYS 5-6)
- Assessments administered & report written.
- STAT meets to review assessment results.
- STAT completes Committee Decision Sheet (DYS 9) and Parent Notification (DYS 11/12)
- Where appropriate, §504 plan is developed, including TAKS accommodations for students with dyslexia.

Assessment Tests and Measures

The student is assessed for dyslexia using appropriate tests and assessment measures by a trained professional as outlined in *The Dyslexia Handbook* (Texas Education Agency, 2007). A list of tests and informal assessments used in NEISD is in Appendix B. After completion of the assessments, a report will be written summarizing all scores, observations, and recommendations of the assessor.

The following areas related to reading should be assessed:

- Reading real and nonsense words in isolation (decoding);
- Phonological awareness;
- Letter knowledge (name and associated sound);
- Rapid naming;
- Reading Fluency (rate and accuracy);
- Reading comprehension;
- Spelling.

English Language Learners *(This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.)*

Additional Data Gathering

- Language Proficiency Assessment Committee (LPAC) documentation (TEC §89.1220 (g, h, i) that includes the following:
 - Home Language Survey;
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests);
 - TAKS documentation when available;
 - Texas English Language Proficiency (TELPAS) information (Reading Proficiency Test in English [RPTE] and Texas Observation Protocol [TOP];
 - Type of language programming provided and language of instruction;
 - Linguistic environment and second-language acquisition development;
 - Previous schooling in and outside of the United States

For students who struggle to read in their native language, similar measures in the student's

native language would be used as appropriate. This may require that dyslexia personnel work with the bilingual staff to administer the measure and determine if student performance is lower than would be expected for the student's age/grade.

Additional Assessment:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible.
- If the student has received academic instruction in his/her native language as well as English, then assessments are to be completed in both languages to the appropriate extent.

Identification of Students with Dyslexia

A team or committee of knowledgeable persons determines if the student has dyslexia. In NEISD, the committee of knowledgeable persons functioning in this position may be STAT, 504, or ARDC (hereafter referred to as "Committee").

The Committee must be knowledgeable about:

- The student being assessed;
- The reading process;
- Dyslexia and related disorders;
- Dyslexia instruction;
- District, state, and federal guidelines for assessment;
- The assessments used; and
- The meaning of the collected data.

The Committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district or school staff, and/or parent;
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student);
- Data-based documentation of student progress during instruction/intervention;
- The results of administered assessments;
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable;
- All other accumulated data regarding the development of the student's learning and his/her educational needs.

The student's difficulties in the area of reading will reflected one or more of the primary characteristics of dyslexia with unexpectedly low performance for the student's age, cognitive abilities, and educational level in the following areas:

- Reading real words in isolation;
- Decoding nonsense words;
- Reading Fluency (both rate and accuracy);
- Written Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

This unexpectedly low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological Awareness;
- Rapid Naming;
- Phonological Memory.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The Committee must also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction;
- The student's unexpected lack of appropriate academic progress (in reading and spelling)
- The student's exhibiting characteristics associated with dyslexia;
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas);
- The student exhibits characteristics associated with dyslexia;
- The student's lack of progress not being due to sociocultural factors such as language differences, irregular attendance, and lack of experiential background.

Based on the above information and guidelines, the Committee determines whether the student has dyslexia. If the student has dyslexia, STAT also determines whether the student should be recommended to the §504 committee for consideration. (Not all students with dyslexia are necessarily eligible for §504. A student is considered to have a disability under §504 if the condition substantially limits the student's learning.) Eligibility for §504 may be reviewed or considered at the student's semi-annual progress review, or at any time there is concern about

the student's progress. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

Documentation of the following items is essential for compliance with procedures as outlined in *The Dyslexia Handbook* (February 2001):

- Documentation that notice of evaluation - Parent Notification & Permission for Dyslexia Assessment (DYS 4) and Notice of Parent & Student Rights Under §504 (DYS 5-6) has been given to parents and permission for assessment granted;
- Documentation of the evaluation data (assessment report);
- Documentation of the decisions made by the committee of knowledgeable persons concerning the dyslexia [Committee Decision Sheet (DYS 9)];
- Documentation of the discussion of placement options and placement decisions (STAT/504/ARDC notes or deliberations); and
- Documentation of parental receipt of a copy of evaluation report and notification of decisions and placement (DYS 10 and DYS 11 or 12).

Parents must receive copies of all of the above except DYS 10. A copy of the documentation of each of these should be kept in the student's STAT folder and a copy kept in the student's dyslexia file (with the IIT on elementary campuses and in the district dyslexia office for secondary students).

Documentation ensures that the school meets the needs of the student and protects the rights of the student and parents.

Placement After Identification

After a student has been identified as dyslexic, the Committee determines the appropriate placement to meet the student's individual needs. The student may be placed into the following categories of service:

- I. **INTERVENTION CLASS** – This is a pull out class during which the student receives instruction from a teacher trained in dyslexia. The instruction must meet the descriptors as outlined in *The Dyslexia Handbook*, Chapter V. Students needing instruction in an intervention class will usually need accommodations for success in the regular classroom.
- II. **ACCOMMODATIONS ONLY** – This student may be mildly dyslexic or may have already completed intervention, but needs some accommodations to be successful in the regular classroom.
- III. **MONITOR STATUS** – When an identified student no longer needs intervention or accommodations, s/he may be placed on a monitor only status. STAT will continue to meet and check the progress of the student for two years to assure continued success without support.
- IV. **EXIT FROM PROGRAM** – After a period of two years of academic success without intervention, accommodations, or any type of extra support for the dyslexia, the student may be recommended for dismissal from the dyslexia program.

If a student in category II, or III begins to experience difficulty or cannot be academically successful, s/he can be returned to Accommodations or Intervention status to receive further instruction and/or support. The request for more instruction or support may come from the student, teachers, or parents/guardians. STAT will meet to determine appropriate services.

COORDINATION OF SERVICES BETWEEN DYSLEXIA AND SPECIAL EDUCATION

Services to Identified Special Education Students

1. Identified special education students may receive dyslexia program services if they meet all of the following criteria:
 - A. IQ within or above the average range (at least 85)
 - B. Have a need for remediation in reading decoding skills
 - C. At elementary level there is no more than a two grade level deficit in reading skills. At middle and high school the campus dyslexia designee has been consulted and concurs that dyslexia services are appropriate for the student. **OR**
 - D. ARD committee has determined through consultation with campus dyslexia staff that dyslexia services are the best option for meeting the student's needs.
2. Identified special education students are not candidates for dyslexia program services if they fit one of the criteria below:
 - A. IQ is below the average range (less than 85)
 - B. Student has significant problems in decoding as well as poor reading comprehension and written expression
 - C. Student's skill deficit is greater than can be appropriately served through the dyslexia program. See item C in number 1 above.
3. Evaluation of identified special education students for dyslexia services will be addressed as follows:
 - A. Special education testing which establishes and IQ using testing which has been completed within the last three years or which was completed after student turned eight years of age.
 - B. Achievement testing completed within the past year by either a special education appraisal person using a standardized measure or a teacher using a criterion referenced measure.
 - C. If A and B are in place, then additional testing by dyslexia staff may not be needed other than to establish a baseline of skill levels.
 - D. If IQ testing is not current (i.e., within 3 years or completed after student turned 8 years old), then IQ testing will be completed by SPED staff.
4. Special education students receiving dyslexia services will have this service coded on the services page of the IEP as a regular education service with grades to be determined by regular education.

INSTRUCTION FOR STUDENTS WITH DYSLEXIA

Appropriate instruction will be provided by a teacher trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components at his/her campus, as specified in *The Dyslexia Handbook* (Texas Education Agency, 2007).

At the elementary level in NEISD, dyslexic students will be taught and monitored by the Instructional Intervention Teacher (IIT). The IIT is also responsible for administering assessments to students recommended by STAT. The IIT will serve as trainer and consultant in the area of dyslexia and related disorders to all campus personnel.

Time allotted for dyslexia intervention classes is usually 30-45 minutes at least 4 days per week. Lessons are designed for a 45-minute class period. This is the optimum amount of time needed for quality intervention. Individual needs must be taken into consideration when planning intervention methods and the time required to deliver needed instruction. Intervention at the secondary level is provided through a supplemental reading class, targeting specific reading skill deficits.

Students should not be removed from core subject instructional time for their intervention class. Dyslexia intervention primarily focuses on building decoding and word structure analysis skills. Dyslexic students continue to need instruction in the regular classroom to build all other reading skills. Intervention should be scheduled so that the student does not miss reading instruction time. A suggested time in elementary could be during the Silent Sustained Reading (SSR) of Four Blocks time.

In secondary, the dyslexia intervention class should not replace the reading class. The intervention class can replace an elective.

At the middle level, students with dyslexia will be taught and/or monitored by the SSI (Reading Workshop) teacher. The level of services provided depends on the needs of the individual students. The SSI teacher will act as dyslexia contact for the campus, and will be responsible for conducting annual review meetings for identified students and distributing accommodation plans to campus teachers.

At the high school level, a reading teacher will be designated as the dyslexia contact. This teacher will monitor students and ensure that the accommodations have been distributed to the

teachers on campus. Students requiring direct instruction will be enrolled in a supplemental reading class for explicit instruction in all aspects of reading.

Dyslexia Program Options

All intervention must meet descriptors as outlined in Chapter IV of *The Dyslexia Handbook* (Texas Education Agency, 2007). All intervention should be carefully documented in detail in STAT notes and in the student's dyslexia file.

Elementary Students

Grades K-2

Students at risk for dyslexia should be involved in the campus' accelerated reading program (RAP). Students with definite, distinct dyslexic characteristics may be identified at this level and will need an appropriate instructional program working with the IIT.

Grades 2-5

Options include:

- Explicit instruction using a multisensory reading program such as SPIRE, Basic Language Skills, or SRA Reading Mastery provided by the Instructional Intervention Teacher or other trained teacher, as appropriate.
- An individualized program working with the IIT
- Regular class instruction with appropriate accommodations

Secondary students - Grades 6-12

Options include:

- An individualized program under the supervision of a trained dyslexia intervention teacher on campus
- Enrollment in Reading I, II, or III with a reading specialist in high school
- Placement with a dyslexia-trained reading teacher for minor intervention and support
- Regular class instruction with appropriate accommodations

Dysgraphia

Dysgraphia is a dyslexia-related disorder which is seen as an inability to write legibly. Visual-motor coordination skills are frequently within average range and are not the primary cause of dysgraphia. Dysgraphia cannot be determined by simply looking at a student's work. The act of writing must also be observed. Characteristics of a student with dysgraphia may include

- The student may write very slowly or very quickly;
- Letter formation is inconsistent and the student seems to think about how to form each letter;
- A letter may be formed differently each time it is written; or
- A student may appear to be drawing each letter.

A Dysgraphia Checklist (DYS 20) is included in Appendix A – Forms. This checklist may be used to document concerns in this area.

Options for intervention may include:

Appropriate accommodations, such as

- Additional time to complete work
- Permitting use of the computer and printer to produce written assignments at school and home
- In the early grades, specific, direct, multisensory instruction in handwriting by the classroom teacher may be beneficial

If the committee believes that the difficulty with handwriting impedes the student's progress to the degree that his/her educational progress is significantly impacted, a referral for special education evaluation may be in order.

Components of Instruction

Components of instruction, as appropriate for the reading needs of the student, include the following:

- Phonemic awareness
- Graphophonemic knowledge (phonics)
- Language structure that emphasizes morphology
- Linguistic instruction directed towards proficiency and fluency
- Strategy-oriented instruction in decoding, encoding, word recognition, fluency, and comprehension

Instructional approaches, as appropriate to meet the individual needs of the student, include the following as outlined in 19 TAC §74.28:

- Explicit, direct instruction that is systematic, sequential, and cumulative
- Individualized instruction that meets the specific learning needs of each student in a small group setting
- Intensive, highly concentrated that maximizes student engagement
- Meaning-based instruction
- Multisensory instruction

Qualifications of Teachers of Students with Dyslexia

All teachers should receive basic training in the characteristics and identification of dyslexia, and in working with dyslexic students in the regular classroom with appropriate accommodations. This should be done in a 1-2 hour staff development on each campus at the beginning of each school year.

As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction or intervention for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods, and a variety of writing and spelling components.

Teachers trained in the appropriate instruction for dyslexia may serve as consultants in the area of dyslexia and related disorders to general education, remedial, and special education teachers.

CRITERIA FOR DISMISSAL FROM INTERVENTION

If the Committee determines that the appropriate treatment or intervention has been successful, and that the dyslexic student has made sufficient progress to be able to function successfully in the regular classroom, then consideration for dismissal from intervention may be considered.

All of the following areas must be carefully considered before recommending dismissal from intervention:

- ✓ Evidence of skill application (spelling, decoding, writing, etc.) and improvement,
- ✓ Passing TAKS in reading and writing,
- ✓ Improved reading fluency and/or comprehension – functioning at or near current grade level,
- ✓ Improved writing skills – performing at or near current grade level,
- ✓ Minimal or no accommodations necessary for student success in regular classroom,
- ✓ Student's grades – with consideration of number and degree of accommodations used on regular basis,
- ✓ Student achievement at or near his/her potential ability without considerable amount of time and effort required over and above others of similar cognitive ability, and
- ✓ Recommendation of dyslexia intervention teacher.

Recommendation for dismissal is made through the "Semi-Annual Review of Dyslexia Placement and Student Progress" form (DYS 13). Parents should be involved in this decision. Written parental notification and consent must be obtained (DYS 15). Copies of documentation should be kept in STAT folder and a copy sent to district dyslexia office.

After a student has been dismissed from intervention, s/he will continue to be monitored and accommodations implemented as needed for the student's success. STAT will continue to check progress twice per year as outlined below.

REVIEW OF PROGRESS

NEISD requires a semi-annual review of each identified dyslexic student not in Special Education. STAT reviews will take place in mid-fall and mid-spring each year. STAT determines appropriate intervention and/or support for the dyslexic student's success in the academic classrooms. Committee recommendations may include:

- Continuing current intervention and support
- Changing intervention and support
- Referral to 504 committee for consideration
- Referral to Special Education for evaluation
- Dismissal from intervention and return to regular classes with monitoring (Dismissal form must be completed – DYS 15)
- Continuation or change of Classroom Accommodations

The form "Semi-Annual Review of Dyslexia Placement and Student Progress" (DYS 13) should be completed. A copy should be placed in the STAT folder and a copy sent to the district dyslexia office. After the mid-fall review takes place through STAT, parents of dyslexic students, especially those receiving services in Levels I and II, should be notified (DYS 14).

Progress of dyslexic students in Special Education will be reviewed by the ARDC.

Note: Any program change for a student MUST be preceded by parent notification and written parental consent. All changes must be processed through STAT or ARDC and documented in writing.

Referral for Special Education Evaluation:

There will be some students with severe dyslexia or related disorders who will be unable to make adequate academic progress within the dyslexia program. Referral to special education should be initiated as needed. This referral should be made through the STAT and all procedures concerning a referral for special education under the IDEA guidelines must be followed.

More information concerning dyslexia and special education may be found in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Texas Education Agency, 2007), Chapter III – “Referral to Special Education.”

TESTING ACCOMMODATIONS FOR THE TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

A testing accommodation is a change to the testing environment to assist a student with special needs so that the assessment can mirror classroom instruction as much as possible without invalidating test results. (Appendix E, *The Dyslexia Handbook, 2007*) The decision to use a particular accommodation with a student should be based on the needs of the student and whether the student routinely receives the accommodation in classroom instruction.

Dyslexia Accommodations --TAKS Reading Test

Three bundled accommodations can be used to administer both Spanish and English TAKS reading tests for grades 3-6 and English TAKS reading tests for grades 7 and 8. The bundled accommodations are:

- Orally reading all proper nouns associated with each passage before students begin individual reading of the passage,
- Orally reading all test questions and answer choices to the students, and
- Extending the testing time over a two-day period.

The test administrator must administer the reading test using all three accommodations as a “bundled” package, meaning the accommodations must be provided together. Students should be tested individually or in a small group.

Eligibility

A student who meets the following criteria is eligible to receive the set of three bundled accommodations on English and Spanish TAKS reading tests in grades 3-6 and on English TAKS reading tests in grades 7 and 8.

- A student **not receiving special education services** must be identified with dyslexia;

or

- A student **receiving special education services** must either be identified with dyslexia or have a severe reading disability that exhibits the characteristics of dyslexia, causing the student to lack word-identification skills and to have difficulty reading words in isolation; **and**
- The student **routinely receives accommodations** in classroom instruction and testing that addresses the difficulties he/she has reading words in isolation.

Oral Administration

An oral administration is allowable only for the state assessments in mathematics, science, and social studies. It is not allowed for reading, writing, or English language arts tests. A student with dyslexia may be eligible to receive an oral administration of TAKS if **both** of the following conditions are true:

- Student is served by Special Education, §504, or Dyslexia Program
- The student routinely receives reading assistance in classroom instruction and oral administration of testing for the content area in question.

Appendix A:

FORMS

DYS 1	STAT/ARD Recommendation for Dyslexia Assessment
DYS 2-3	Parent Request for Dyslexia Assessment
DYS 4	Parent Notification & Permission for Dyslexia Assessment
DYS 5-6	504 Rights
DYS 7	Parent Response Form
DYS 8	Teacher Checklist
DYS 9	Committee Decision Sheet
DYS 10	Verification of Parental Notification & Reports Routed
DYS 11	Parent Notification – Qualification & Services for the Dyslexia Program
DYS 12	Parent Notification – Student Does Not Qualify for Dyslexia Program
DYS 13	Semi-Annual Review of Dyslexia Placement and Student Progress
DYS 14	Parent Notification of Dyslexia Services
DYS 15	Parent Notification of Dismissal from Dyslexia Intervention Class
DYS 16	Dyslexia Accommodations Checklist
DYS 17	Dyslexia Accommodations Checklist with Subjects
DYS 18	Transition Form – Elementary to Middle School
DYS 19	Transition Form – Middle to High School
DYS 20	Dysgraphia Checklist

NEISD STAT / ARD Recommendation for Dyslexia Assessment
(This is **NOT** a referral to Special Education)

A student who is recommended for dyslexia assessment must meet the district and state criteria for dyslexia. As stated in *The Dyslexia Handbook* (Texas Education Agency, 2007):

“The difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling and/or written composition. These difficulties are UNEXPECTED for the student’s age, educational level, or cognitive abilities.”

The following guidelines from TEC §38.003 and 19 TAC §74.28 must be incorporated for dyslexia identification: The student’s

- unexpected lack of appropriate academic progress;
- exhibiting characteristics associated with dyslexia;
- having adequate intelligence, the ability to learn;
- receiving conventional instruction; and
- lack of progress not being due to sociocultural factors such as language differences, irregular attendance, and lack of experiential background.

Recommendation initiated by: Parent _____ Teacher _____ Other _____

Student Name: _____ ID# _____

Date of Birth: _____ Gender: M F Grade: _____ School: _____

Name of person completing this form: _____ Position: _____

Reason for recommendation:

We, the undersigned, agree that this student is not progressing appropriately in the current program(s), and that the failure to progress is UNEXPECTED for his/her age and intellectual abilities. We have consulted with the dyslexia contact on campus, considered the guidelines stated above, and are in agreement that this student meets the guidelines and should be assessed for dyslexia.

Date: _____

Administrator: _____ Counselor: _____

Dyslexia Contact: _____ Teacher: _____ Subject: _____

Other STAT members (& position):

Documents to accompany this recommendation: These MUST accompany this form.

- | | |
|---|---|
| ____ Parent Permission for Assessment | ____ Clinic form for vision & hearing |
| ____ Parent Responses | ____ TPRI, TAAS/TAKS/SDAA scores |
| ____ Teacher Checklist | ____ Copy of report cards/grades |
| ____ School history, attendance | ____ ITBS, COGAT, other test scores |
| ____ Results of accommodations provided by classroom teachers | ____ Samples of student’s work, especially uncorrected sentences, paragraphs |
| ____ Has student repeated a grade? Gr. ____ | ____ Has student been evaluated by SPED? Qual. or DNQ |
| ____ Previous services: RAP | ____ Speech language status, if applicable (assessment & service dates) |
| GT Bilingual/ESL | |

Please attach any other information such as anecdotes or information from parent conferences that may be helpful.

The difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling and/or written composition. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities.

The following are the reading/writing/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation;
- Difficulty accurately decoding nonsense or unfamiliar words;
- Slow, inaccurate, or labored oral reading; and/or
- Difficulty with learning to spell.

Characteristics of Dyslexia

- Difficulty learning the names and/or sounds of letters;
- Difficulty with learning and reproducing the alphabet in correct sequence (in either oral or written form);
- Difficulty rhyming;
- Difficulty learning to read
- Poor awareness of sounds in words: sound order or sequence of syllables
- Difficulty blending sounds into words;
- Difficulty reading familiar sight words;
- Difficulty accurately decoding unfamiliar words;
- Inaccurate, slow, and labored oral reading (word-by-word reading);
- Omission of small words or word endings when reading
- Difficulty with reading comprehension;
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet;
- Difficulty with handwriting and/or written composition;
- Poor spelling
- Reversals, inversions, transpositions of letters and/or numbers
- Significant difference between verbal and nonverbal abilities (nonverbal significantly higher than the verbal) or verbal significantly higher than achievement demonstrations;
- Good listening comprehension with good oral participation;
- Avoidance of tasks requiring reading and/or writing
- Confusion with directionality, space, & time (before/after, right/left, yesterday/tomorrow)
- Talents in fine arts, science, mathematics, mechanical skills, and/or other abilities not dependent on reading/writing proficiency;
- Family history of reading difficulties



North East Independent School District

8961 TESORO DRIVE, SAN ANTONIO, TX 78217

Parent Notification & Permission For Dyslexia Assessment

Campus _____ Date _____ Student ID# _____
Student's Date of Birth _____ Grade _____ Teacher _____
To the Parent/Legal Guardian of _____

NEISD is always working to provide each student with an effective educational program. The campus STAT (Student Teacher Assistance Team) provides suggestions and recommendations for students who are experiencing learning difficulties. STAT has recommended your student for dyslexia assessment. Your student may be eligible for a dyslexia intervention program provided by the North East ISD. Assessment is required before a student can be considered. We are required to obtain your written permission to perform such individual assessments. Please read and complete this form and return it to your child's counselor as soon as possible. You will be notified when the assessments have been completed and will have an opportunity to discuss the findings and recommendations.

Please prepare your child for the testing by telling him/her that individual tests will be given to him/her in the areas of reading, writing, spelling, and general knowledge, and that it is important for the child to do his/her best on the tests.

Please understand that students who have been recommended for dyslexia assessment must meet the district and state criteria for dyslexia. This includes:

- o adequate intelligence
- o an educational need for services/accommodations
- o an UNEXPECTED difficulty in working with print (reading, spelling, writing)

If you have any questions, please contact _____
at _____ (Phone No.) (Campus Dyslexia Contact or Child's Counselor)

Please check one of the following, complete the form, and return this page to the school.

- _____ I give my permission for my child to be assessed for dyslexia.
- _____ I deny permission for my child to be assessed for dyslexia.

I have received and read the attached *NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504, THE REHABILITATION ACT OF 1973*. (NOTE: The receipt of this notice does NOT mean your student has been referred for, or qualifies as a 504 student.)

Parent/Guardian Signature Date

Parent/Guardian Name Printed Email

Parent Address: _____
Number & Street Zip Code

Home Phone: _____ Work Phone: _____

For Office Use Only
Date received _____ by _____
Counselor / Dyslexia Contact/IIT

NORTH EAST INDEPENDENT SCHOOL DISTRICT

NOTICE OF PARENT AND STUDENT RIGHTS UNDER §504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as “§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 §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, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

DUAL ELIGIBILITY: Many students will be eligible for educational services under both §504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many rights that are not available to students who are eligible solely under §504. A *Parents Rights Handbook* prepared by the Texas Education Agency is available through the school district’s Special Education Department and sets out the rights assured by the IDEA. It is the purpose of this Notice form to set out the rights assured by §504 to those disabled students who do not qualify under the IDEA.

The enabling regulations for §504 as set out in 34 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 §504. (The purpose of this Notice form 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 nondisabled 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 nondisabled 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 nondisabled students. *34 CFR 104.34*
6. Your child has a right to an evaluation prior to an initial §504 placement and any subsequent significant change in placement. *34 CFR 104.35*
7. Testing and other evaluation procedures must confirm 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 TAAS/TAKS scores. *34 CFR 104.35*

8. Placement decisions must be made by a group of persons (i.e., the §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 §504, your child has a right to periodic re-evaluations, 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 placement of your child. *34 CFR 104.36*

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. *34 CFR 104.36*

13. If you wish to challenge the actions of the district's §504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeals with the district's §504 Coordinator, Janet G. Tracy, 8961 Tesoro, Suite 500, San Antonio, TX 78217, (210) 804-7201 within 30 Calendar days from the time you received written notice of the §504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time and place for the hearing.

14. If you disagree with the decision of the impartial hearing officer, you have a right to review of that decision by a court of competent jurisdiction. *34 CFR 104.36*

15. On §504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's §504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

16. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office which covers Texas is:

Attention: Regional Civil Rights Director
Office of Civil Rights, Region VI
1999 Bryan Street, Suite 2600
Dallas, Texas 75201
(214) 880-2459

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
Parent Response Form – Dyslexia Assessment**

Student _____ Age _____ Date of Birth _____

School _____ Grade _____ Date _____

Student's address _____ Zip _____ Phone _____

To aid in assessing the problems your child is experiencing in school and to detect the possibility of dyslexia, please answer each of the following questions.

YES NO FAMILY HISTORY

____ ____ 1. Have any other members of the family had learning problems?
If yes, what relative? _____

What type of learning difficulty? _____

PHYSICAL HISTORY

____ ____ 2a. Has your child ever been critically or chronically ill?
Explain: _____

____ ____ 2b. Has your child had any of the following: (Please circle)
extremely high fever - severe blow to the head – chronic ear infections -
allergies Other physical problems which may cause difficulty
learning: Explain: _____

____ ____ 3. Does your child seem to have trouble hearing? Seeing?(Please circle)
If yes, explain: _____

____ ____ 4. Is your child currently taking medication regularly? If yes, please list
medication and condition for which it is being taken:

BEHAVIOR OBSERVATIONS

____ ____ 5. Do you often have to repeat instructions to your child?

____ ____ 6. Does your child seem to have difficulty following directions?

____ ____ 7. Does your child spend more time on homework than seems appropriate
for his/her age and grade?

____ ____ 8. Does your child need an extraordinary amount of help with homework?

____ ____ 9. Does your child have more difficulty in reading, writing, and spelling than
in other subjects?

____ ____ 10. Do you spend time reading to your child?

____ ____ 11. Does your child read to you?

____ ____ 12. Does your child seem to enjoy school?

____ ____ 13. Does your child have difficulty staying focused on his/her work?

____ ____ 14. Is your child easily distracted while reading or doing homework?

On the back of this page, please add any other information such as recent changes in the family or health that you feel may be helpful.

Parent/Guardian Signature

Printed Name of Parent/Guardian

**Teacher Checklist
Recommendation for Dyslexia Assessment**

Student: _____ DOB _____ Grade _____

Teacher's Name: _____ Subject: _____ School: _____

Does student wear glasses? _____ If yes, for *near far* vision

Please answer 'Y' for "yes" and 'N' for "no" to the following questions.

The student:

- ___ has adequate intelligence, ability to learn
- ___ has inconsistent performance on academic tasks
- ___ is unable to read satisfactorily in spite of adequate intelligence and opportunity
- ___ exhibits frequent letter reversals, rotations, and transpositions in reading, writing, & spelling
- ___ demonstrates reading comprehension significantly below grade level
- ___ demonstrates better reading comprehension when reading aloud than silently
- ___ reads unfamiliar words better in context than in isolation
- ___ has good/excellent listening comprehension
- ___ has difficulty with written expression, but does well with oral evaluations
- ___ has difficulty reciting (not singing) the alphabet correctly in sequence
- ___ has difficulty writing the alphabet correctly in sequence
- ___ has difficulty associating sounds with letters
- ___ demonstrates weak sound blending ability when reading
- ___ has difficulty with spelling
- ___ demonstrates poor overall coordination
- ___ has difficulty with handwriting
- ___ has difficulty with copying
- ___ has difficulty with drawing
- ___ mispronounces some speech sounds
- ___ is or has been in speech therapy
- ___ has difficulty expressing him/herself.
- ___ has difficulty remembering/following directions
- ___ is easily distracted
- ___ has a short attention span
- ___ exhibits signs of frustration
- ___ forgets or loses papers
- ___ lacks organizational skills
- ___ has difficulty with math computations
- ___ is successful with computation but has difficulty with math word problems.
- ___ has poor sense of direction and/or time
- ___ has difficulty with before/after, left/right, etc.
- ___ demonstrates low self esteem



North East Independent School District

8961 TESORO DRIVE, SAN ANTONIO, TX 78217

COMMITTEE DECISION SHEET FOR DYSLEXIA IDENTIFICATION

____ STAT ____ ARD

Meeting Date: _____ School: _____

Student Name: _____ ID: _____ Grade: _____

Student was recommended to the committee by:

____ Teacher ____ Parent ____ Placement by other district ____ Other: _____

Results of Assessment:

- Y N Convincing evidence of characteristics of dyslexia/dysgraphia
- Y N Unexpected lack of progress:
 - ____ Regular program _____ Remedial program
 - ____ Regular program with accommodations _____
- Y N Adequate intelligence
- Y N Conventional instruction
- Y N Other factors ruled out (vision/hearing impairments, language differences, attendance, lack of experiential background)

Committee decision:

- Insufficient Evidence of Dyslexia** – Placement:
 - ____ Regular Program (No further testing required)
 - ____ Remedial Program: _____
 - ____ Special Education (Student is already in Special Education)
 - ____ Refer for Special Education evaluation
 - ____ Further evaluation/testing recommended: _____

- Convincing Evidence of Dyslexia** – Placement:
 - ____ Regular Program with Accommodations (progress to be monitored)
 - ____ Dyslexia Program - Intervention Class
 - ____ Referral to 504 Committee for consideration
 - ____ Special Education (Student is already in Special Education)
 - ____ Refer for Special Education evaluation
 - ____ Related Disorder: Dysgraphia _____
 - ____ Other: _____

_____ Name	_____ Title	_____ Agree	_____ Disagree
_____ Name	_____ Title	_____ Agree	_____ Disagree
_____ Name	_____ Title	_____ Agree	_____ Disagree
_____ Name	_____ Title	_____ Agree	_____ Disagree
_____ Name	_____ Title	_____ Agree	_____ Disagree

NEISD VERIFICATION OF PARENTAL NOTIFICATION AND REPORTS ROUTED

Student Name _____ ID# _____
School _____ Gr. _____

Please fill in **dates** when the following items are completed:

Before Assessment:

Parent Notification & Permission for Dyslexia Assessment sent _____

Notice of Parent and Student Rights Under Section 504 sent to parent(s) _____

Parent Permission for Assessment received _____

After Assessment:

Parent Notification of Decision sent _____

Meeting held with parent(s) to review report and decisions _____

Copies of dyslexia report to:

- _____ Parent(s)/Guardian
- _____ STAT file/Cum Folder
- _____ Dyslexia intervention teacher
- _____ Teachers of student
- _____ Dyslexia Program Coordinator at NEEC if report originated at the school

Signature of person routing report copies & notifying parents

Position

Date Completed

Keep this page in student's dyslexia and/or STAT folder with testing report and decisions.

Please send a copy of the following pages to NEEC Dyslexia Office when completed:

- 1) Committee Decision sheet (DYS 9)
- 2) Copy of STAT/ARD notes documenting decisions

(Please print this page on your school letterhead.)

Parent Notification
Qualification and Services for the Dyslexia Program

Date: _____ Campus: _____

To the parent/guardian of: _____

From: _____ Phone: _____

Your child has been identified as having evidence of dyslexia. The Student and Teacher Assistance Team (STAT) at your child's school has recommended the following dyslexia program services to help meet the specific needs of your child.

_____ will be provided the following:

Student's Name

_____ An intervention class taught by a teacher trained in dyslexia intervention

SPIRE Program Basic Language Skills

Other: (describe) _____

_____ Special assistance in his/her reading class with supervision by the dyslexia intervention teacher

_____ Regular class instruction with appropriate accommodations

Please complete and return this page to your child's counselor/IIT by _____.

A second copy of this page has been provided for you to keep for your records.

If you have any questions, please call the counseling office during school hours.

Thank you.

_____ I support the above services and want my child to participate in the dyslexia program.

_____ I decline having my child participate in the dyslexia program at this time. I understand that early intervention is the most beneficial for students with dyslexia. Should I wish to have my child participate in the future, I understand that it is my responsibility to notify my child's counselor.

Signature of Parent/Guardian: _____ Date: _____

Parent/Guardian Name Printed: _____

Received by: _____, Counselor/IIT Date: _____

(Please print this page on your school letterhead.)

Parent Notification
Student Does Not Qualify for the Dyslexia Program

Date: _____ Campus: _____

To the parent/guardian of: _____

From: _____ Phone: _____

Assessment for dyslexia has been completed with your child. STAT has reviewed all information available at this time and has determined that there is insufficient evidence of dyslexia to qualify for the program. The committee recommends the following for your child:

_____ Regular classroom instruction

_____ Remediation or tutorials in the following area(s): _____

_____ Refer for Special Education evaluation, if applicable

_____ Other: _____

Please complete and return this page to your child's counselor/IIT by _____.

A second copy of this page has been provided for you to keep for your records.

If you have any questions, please call the counseling office during school hours.

Thank you.

I have received a copy of my child's assessment report.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name Printed: _____

Received by: _____, Counselor/IIT Date: _____

**NEISD Annual Review of Dyslexia Placement
and Student Progress**

Date: _____ Campus: _____

Student: _____ Grade _____ Student ID# _____

Date Enrolled in Dyslexia Program: _____ Regular Ed. _____ 504 _____

STAT recommends the following:

Note: Any program change MUST be preceded by parent notification and written parent consent.

_____ continue current program –

_____ Elementary Intervention – SPIRE, Basic Language Skills, or Megawords

_____ Middle School Intervention – Rex Extreme with Megawords

_____ High School Intervention—Voyager Reading Journeys or Read 180

_____ Other intervention program – Describe: _____

_____ *dismiss from intervention class and return to regular classes with monitoring by

_____ Position: _____

_____ refer to 504 committee for consideration

_____ refer to Special Education for evaluation

_____ change current intervention program to _____

_____ Accommodations page attached

*Dismissal criteria: The following areas MUST be carefully considered before dismissal from intervention:

___ Evidence of skill application (spelling, decoding, writing, etc.) and improvement

___ Passing TAKS/SDAA (on or near grade level) in reading and writing

___ Improved reading fluency and/or comprehension – at or near current grade level

___ Improved writing skills – at or near current grade level

___ Minimal or no accommodations necessary for student success in regular classroom

___ Student's grades – with consideration of number and degree of accommodations used on regular basis

___ Student is achieving at or near his/her potential ability without considerable amount of time and effort required over and above others of similar cognitive ability

___ Recommendation of dyslexia intervention teacher

Signatures of committee members:

_____ STAT Leader

_____ Dyslexia contact (IIT at elementary, SSI at middle)

_____ Teacher - Subject: _____

_____ Position: _____

_____ Position: _____

(Please print this on your school letterhead. This is the basic format for the letter. Please adjust it for your situation. This letter is for identified students continuing in the program from the previous year.)

Parent Notification of Dyslexia Services

For 200_ - 200_ School Year

Date: August

To the Parent/Guardian of:

From:

Your child is receiving services for his/her dyslexia at our campus. The Student and Teacher Assistance Team (STAT) has recommended the placement described below for this school year to meet his/her individual needs.

At our campus this year, your student will be provided:

_____ An intervention class taught by a teacher trained in dyslexia intervention

SPIRE program Basic Language Skills Megawords

_____ Reading Workshop class taught by a teacher trained in dyslexia intervention

Other: (describe) _____

_____ Special assistance in his/her reading class with supervision by the dyslexia intervention teacher

_____ Regular class instruction with appropriate accommodations

Please complete and return this form to _____ by _____.

During the year, if you have any questions or concerns, please call your child's counselor or dyslexia intervention teacher.

Thank you.

_____ I support the above services and want my child to participate in the dyslexia program.

_____ I decline having my child participate in the dyslexia program at this time. I understand that early intervention is the most beneficial for students with dyslexia. Should I wish to have my child participate in the future, I understand that it is my responsibility to notify my child's counselor.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name Printed: _____

Received by: _____, IIT/Counselor Date: _____

(Please print this page on your school letterhead.)

**Parent Notification of Dismissal from
Dyslexia Intervention Class**

Date: _____ Campus: _____

To the parent/guardian of: _____

From: _____ Phone: _____

Your student has been receiving dyslexia intervention instruction at his/her school. After reviewing your student's progress through this program and his/her current data, the STAT (Student Teacher Assistance Team) or §504 committee recommends that your student be dismissed from the intervention class. Supports, such as accommodations, will continue as needed for your student. Dyslexia is a lifelong condition, therefore, a student who has been determined to have dyslexia will be kept on the NEISD dyslexia rolls throughout his/her school years, and s/he will be periodically monitored for progress.

Dismissal from: (program) _____

Reason for dismissal: _____

Recommendations: _____

Thank you,

_____ I support the above recommendation.

_____ I do not support the above recommendation to dismiss my student from his/her dyslexia intervention class because:

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name Printed: _____

Received by: _____, IIT/Counselor Date: _____

Name _____ Grade _____ Date _____ STAT
504*

DYSLEXIA ACCOMMODATIONS

Instructional Accommodations:

- _____ Highlight textbooks (Avoid highlighting entire sentences and paragraphs.)
- _____ Provide / make sure student has complete, correct notes and/or study sheets.
- _____ Allow use of taped books.
- _____ Allow someone to read to or with student aloud.
- _____ Allow student to read aloud to him/herself.
- _____ Permit tape recorded or oral answers instead of written answers.
- _____ Allow use of word processor or computer for written work.
- _____ Extend time for tests and assignments.
- _____ Avoid having student copy notes, assignments, or work from board or overhead.
- _____ Do not count off for handwriting.
- _____ Do not count off for spelling (except on spelling assignments/tests).
- _____ Use colored overlay and/or colored paper. Color: _____
- _____ Reduce assignments - number of math problems, number of spelling words, etc.

Testing accommodations:

- _____ Read tests aloud to student.
- _____ Modify essay or paragraph type questions.
- _____ Allow oral, tape recorded, or word processor-generated answers.
- _____ TAKS Reading / Writing: small group administration
- _____ TAKS Math / Science / Social Studies: Oral administration / small group administration
- _____ Other: _____

* Accommodations for dyslexia identified students served under 504 are addressed through the 504 meeting. These accommodations are also listed in the North East ISD 504 Handbook.

NAME _____ GRADE _____ DATE _____
 CAMPUS _____ STAT _____ 504 _____

DYSLEXIA ACCOMMODATIONS

Instructional Accommodations:	Reading	English	Social Studies	Science	Math	Electives
Highlight textbooks (Avoid highlighting entire sentences and paragraphs.)						
Provide/make sure student has complete, correct notes and/or study sheets.						
Allow use of taped books.						
Allow someone to read to or with student <u>aloud</u> .						
Allow student to read aloud to him/herself.						
Permit tape recorded or oral answers instead of written answers.						
Allow use of word processor or computer for written work.						
Extend time for tests and assignments.						
Avoid having student copy notes, assignments, or work from board or overhead.						
Do not count off for handwriting.						
Do not count off for spelling (except on spelling assignments/tests.)						
Use colored overlay and/or colored paper. Color: _____						
Reduce assignments – number of math problems, number of spelling words, etc.						
Other:						
Testing accommodations:						
*Read tests aloud to student.						
Modify essay or paragraph type questions.						
Allow oral, tape recorded, or word processor-generated answers.						
Dyslexia Bundled Accommodations (Reading only)						
Other:						

Check & circle appropriate TAKS Accommodations

_____ TAKS Reading: Dyslexia Bundled Accommodations (must be implemented routinely)
 Small group administration

_____ TAKS Writing: Small group administration

_____ TAKS Math / Science / Social Studies: Oral administration [*above must be used regularly] /
 Small group administration

**Transition Form for Identified Dyslexic Students
Fifth Grade to Middle School**

Student's Name: _____

ID#: _____

Current Grade: _____ Student is: Reg. Ed. 504 Special Ed Speech only

Date: _____ Sending Elementary: _____

Intervention Teacher: _____

Student will be attending _____ Middle School

STAT/ARD Review Date: _____ Comments: _____

Services received in elementary:

<u>Grade</u>	<u>Intervention</u>	<u>Classroom Accommodations</u>	<u>Progress</u>
--------------	---------------------	---------------------------------	-----------------

SPIRE Program, Basic Language Skills, or Megawords Program @ grades 2 3 4 5
Book & Lesson # expected to be completed by last day of school: _____
Progress:

Date dismissed from Intervention class _____
Other pertinent information:

Recommendation for Sixth Grade: Intervention class Accommodations Monitor only
Details:

Needs of this student for success: (Accommodations checklist may be attached)

Please send to the District Dyslexia Office by: **May 10**

**Transition Form for Identified Dyslexic Students
Middle School to High School**

Student's Name: _____

ID#: _____

Current Grade: _____ Student is: Reg. Ed. 504 Special Ed Speech only

Date: _____ Sending Middle School: _____

Dyslexia Contact: _____

Student will be attending _____ High School

STAT/ARD Review Date: _____ Comments: _____

Services received in middle school:

<u>Grade</u>	<u>Intervention</u>	<u>Classroom Accommodations</u>	<u>Progress</u>
--------------	---------------------	---------------------------------	-----------------

Megawords Program @ grades 6 7 8

Book & Lesson # expected to be completed by last day of school: _____

Progress:

Other pertinent information:

Recommendation for Ninth Grade: Intervention class Accommodations Monitor only
Details:

Needs of this student for success: (Accommodations checklist may be attached)

Please send to the District Dyslexia Office by: **May 10**

Dysgraphia Characteristics Checklist

A student who struggles with writing/handwriting is often unable to demonstrate his/her learning adequately. For this reason, we will **consider** requests for screening for **Dysgraphia**. Knowing that not all students who have a poor handwriting have **dysgraphia**, the North East Dyslexia office requests that these referrals come from a STAT deliberation. Aware that *dysgraphia* (a process not within the student's control), *is not evident by merely looking at a student's written product*, it is imperative that STAT carefully review the opportunities the student has had for instruction in spelling, in the writing process and in handwriting. (A lack of experience and instruction in these areas can lead to an assumption that Dysgraphia is present when it is not.) Similar looking products (i.e., written papers) may be produced by a student with delayed developmental skills (those who are slower in motor development and spatial awareness), poor handwriting habits, or dysgraphia.

Reference: The Source for Dyslexia and Dysgraphia by Regina G. Richards, 1999

Dyslexia contact or counselor, please:

1. Duplicate the following form for the parent and teacher input.
2. Attach several work samples, noting whether each is typical or a best effort work.

Student Name: _____ Grade: _____ School: _____

Date: _____

Name of person completing this checklist: _____

Position or relationship to student: _____

Specific Characteristics Checklist

Ref: *The Source for Dyslexia & Dysgraphia*

Please check behaviors observed:

- _____ cramped fingers on a writing tool
- _____ odd wrist, body, and paper positions
- _____ excessive erasures
- _____ inconsistent or inaccurate letter formations
- _____ irregular letter sizes and slant
- _____ inappropriate mixture of upper and lowercase letters
- _____ misuse of line and margin
- _____ poor organization on the page
- _____ inefficient speed writing
- _____ excessive speed in writing
- _____ slow, labored formation of letters
- _____ general illegibility
- _____ inattentiveness about details when writing
- _____ frequent need for verbal cues and use of subvocalizing
- _____ grades low due to missing assignments
- _____ poor ability to express written ideas with clarity and in sequence, especially if the student is efficient at verbally expressing clear, sequential ideas

Is the student on medication?	Y	N
Is the student being serviced by special education?	Y	N
Has the student been recommended for dyslexia screening?	Y	N
Has the student been identified as dyslexic?	Y	N

Appendix B:

**NEISD
DYSLEXIA ASSESSMENT**

ASSESSMENT SEQUENCE

ASSESSMENT PROFILE (Elementary)

TESTS USED

ASSESSMENT SEQUENCE

For students under 10 years of age:

- KBIT or CogAT (if student is 2nd or 3rd grade) or use Special Education WISC or other cognitive abilities test scores if student is in Special Education or has had Special Education evaluation within last 3 years
- PAT
- SORT-R3 (*plus* Observe word attack/decoding skills on unfamiliar words)
- GORT-4
- Alphabet – Oral & written
- Days of Week – Oral & written
- Spelling – at least 10 words – *Words Their Way*: Primary Spelling Inventory, p.295 – complete Feature Guide (Alternate: Elementary Spelling Inventory I, p. 288)
- Written Expression – Cassidy Writing Inventory

Optional if profile is not clear:

- Listening Comprehension
- Rapid Naming – all 4 tests from CTOPP
- Slingerland Test

For students 10 years and older:

- KBIT or use Special Education WISC or other cognitive abilities test scores if student is in Special Education or has had Special Education evaluation within last 3 years
- CTOPP
- Houghton Mifflin Phonics/Decoding Screening Test – minimum-Tasks 4 & 5
- SORT-R3 (*plus* Observe word attack/decoding skills on unfamiliar words)
- GORT-4
- Alphabet – Oral & written
- Days of Week – Oral & written
- Months of Year – Oral & written
- Spelling – *Words Their Way*: Primary Spelling Inventory, p. 295 and/or Upper Elementary Spelling Inventory, p.297 – complete Feature Guide (Alternate: Elementary Spelling Inventory I and/or 2, p. 288, 292)
- Written Expression – Cassidy Writing Inventory

Optional if profile is not clear:

- Listening Comprehension
- Slingerland Test

For Dysgraphia:

- Checklist of Dysgraphia Characteristics (DYS 20) is completed by parent and teacher
- STAT considers educational impact of student's difficulties with writing and determines
 - 1) if student should be identified as dysgraphic; and
 - 2) if so, accommodations needed
- If the committee believes that the difficulty significantly impedes the student's educational progress, a referral for special education evaluation should be made.

STUDENT ASSESSMENT PROFILE FOR DYSLEXIA - Elementary

NAME:	ID#:	DATE:
DOB:	AGE:	GENDER: M F GRADE:
SCHOOL:	NAME OF EXAMINER:	

Area Evaluated	Assessment Instrument Used	Scores			Below Average	Av.	Above Average
		Standard Score	% ile	Grade Equiv.			
*Required							
*Intellectual Ability	CogAT <i>or</i> KBIT <i>or</i> Other:						
Listening Comprehension	IRI						
*Phonological Awareness	PAT <i>or</i> CTOPP						
Rapid Naming	CTOPP						
*Alphabet/Oral Written							
*Letter-Sound Association	PAT <i>or</i> HM Phonics/Decoding Screen						
*Reading Single Words in Isolation (Word Recognition)	SORT-R3						
*Decoding (Word Attack)	Real Words	SORT-R3 (Observation of word attack)					
	Non Words	PAT-Decoding <i>or</i> HM Phonics/ Decoding Screen					
*Oral Reading-	Accuracy	4 GORT-					
	Fluency						
*Reading Comprehension	GORT-4						
*Spelling	<i>Words Their Way</i> Spelling Inventory						
Handwriting/Letter Formation	Observation						
*Written Expression	Cassidy Writing Inventory						
Slingerland Test for Specific Language Disability		# errors					
From Observation or Teacher Report	Oral Language						
	Attention						
	Motor Coordination						
	Math Ability	✓					

Dyslexia Assessment Instruments

The following is a list of tests or assessment instruments that may be used in assessing a student for dyslexia. Not all tests will be used with each student. Some of the tests are specific to limited age/grade levels.

Name of Test	Abbreviation	Ages	Purpose of test
Slosson Oral Reading Test	SORT-R3	5-0 through Adult	Reading word lists
Gray Oral Reading Test -4	GORT-4	6-0 through 18-11	Passage reading –Measures rate, accuracy, & comprehension
Comprehensive Test of Phonological Processing	CTOPP	5-0 through 24	Phonological skills, rapid naming
The Phonological Awareness Test	PAT	5-0 through 9-11	Phonological skills
Slingerland Screening Tests, Forms A-D Malcomesius Screening Test Slingerland Screening Test – High School Level		Gr. 1-6 Gr. 7-8 High School	Copying, visual & auditory memory, kinesthetic performance
Decoding Skills Test	DST	Gr. 1-5	Reading words, nonwords, & context comprehension
Dyslexia Screening Test	DST	6-6 through 16-5	Rapid naming, reading nonsense passages
Phonics-Based Reading Test	PRT	Gr. 1-6	Decoding & fluency
Kaufman Brief Intelligence Test	KBIT	5-0 through Adult	IQ
Test of Nonverbal Intelligence	TONI-3	5-0 through Adult	IQ
Test of Written Spelling	TWS-4	6-0 through 18-11	Spelling
Test of Word Reading Efficiency	TOWRE	6-0 through 24-11	Speed of reading words, nonwords
Learning Efficiency Test	LET-II	5-0 through adult	Auditory & visual memory of letters in sequence

Spanish Assessment Instruments

Name of Test	Abbreviation	Ages	Purpose of test
Test of Phonological Awareness in Spanish	TPAS	4-0 to 10-11	Assess phonological awareness in children who speak Spanish
Jerry Johns Basic Reading Inventory – Spanish Version	BRI-Spanish	Grades K-4	Reading words, passages, comprehension
Flynt-Cooter Español Reading Inventory	FC-IRI	Grades K-9	Reading words, passages, comprehension
DIBELS – Spanish	DIBELS	Grades K-3	Phonological awareness; reading nonwords, words, passages, comprehension, fluency
Esperanza Assessment		Grades K-2	Informal assessment of letter recognition & sounds, phonological awareness, reading nonwords, spelling