

TATUM I.S.D.

Dyslexia Plan



2017 - 2018

Table of Contents

Mission Statement/ Program Goals & Objectives

Dyslexia Defined

- Clinical Characteristics
- Phonological Awareness

Dyslexia Laws

- IDEA
- Procedures
- Section 504

Tatum ISD Dyslexia Program Overview

Intervention Policies & Procedures

- 3rd – 8th Grade Procedures

Dyslexia Program Curriculum

Annual Reports

- Reports Defined

Dismissal and Post Testing Procedures

Important Issues with Dyslexia, SpEd, & 504

Parent Awareness and Support

Mission Statement

Tatum ISD Mission Statement

The intent of the TISD Dyslexia Services is to match specialized instruction to the individual needs of students with dyslexia and related disorders in order to provide opportunities for these students to develop their full potential as independent readers and prepare them to lead successful and productive lives.

TISD Dyslexia Program Goals and Objectives

- □ Implementation of research-based instruction to improve students' reading, spelling, oral and written expression, thus improving students' overall academic performance as measured by grades, state assessments, progress measures, work samples, and other academic assessments
- □ Heighten student awareness of their strengths, thus gaining stronger confidence and self-esteem
- □ Improve student organizational and study skills
- □ Provide for parent and teacher communication and effective partnerships
- □ Promote community awareness of dyslexia
- □ Maintain support of students identified with dyslexia and related disorders in all academic areas
- □ Utilize appropriate technology for the support of students identified with dyslexia and related disorders

Dyslexia Defined

Texas Education Code § 38.003

Dyslexia defined:

“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 defined:

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

(<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>)

The current definition of 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 reduced reading experience that can impede the growth of vocabulary and background knowledge.”

(*International Dyslexia Association, 2002*)

Characteristics of Dyslexia:

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

- Difficulty with the development of phonological processing (processing the sounds of speech)
- Difficulty accurately decoding nonsense or unfamiliar words
- Difficulty reading single words in isolation
- Inaccurate and labored oral reading
- Lack of reading fluency
- Variable degrees of difficulty with reading comprehension
- Variable degrees of difficulty learning the names of letters and their associated sounds
- Difficulty with learning to spell
- Difficulty in word finding and rapid naming
- Variable difficulty with aspects of written composition
- Difficulty with learning and reproducing the alphabet in correct sequence
- Family history of similar problems

What are the Clinical Characteristics of Dyslexia?

Underlying Deficits:

- *Phonological Awareness – This is the most common deficit associated with dyslexia. (see page 6 for a more detailed explanation)*

Primary Characteristics:

- *Inaccurate and inefficient single word recognition*
- *Difficulty sounding out (decoding) new or unfamiliar words*
- *Inaccurate spelling*

Secondary Characteristics:

- *Slow and inaccurate oral reading of text*
- *Poor reading comprehension*
- *Variable difficulties with symbol code for reading and writing including:
Alphabet letter names
Letter-sound associations
Letter forms and direction in writing*
- *Variable difficulty with written expression*

Other Language-based Characteristics:

- *Difficulty finding the right spoken word or rapidly retrieving names*
- *Difficulty repeating and pronouncing words precisely*
- *Difficulty with verbal short term memory*

Coexisting Complications or Assets:

- *Oral Language*
- *Attention*
- *Motor Coordination*
- *Visual-Spatial Reasoning*
- *Mathematics*

Phonological awareness is the increasing appreciation of the segmental nature of speech. That is, sentences are composed of words and words are composed of syllables and, even smaller segments, called phonemes.

Phonological awareness is an explicit understanding of the sound structures of spoken words in our language. It can be demonstrated by a sensitivity to and the ability to notice, think about, and even manipulate the individual sounds, or phonemes, in words.

Components of phonological awareness include *rhyme*, *blending*, *segmentation*, and *manipulation*.

- Although performance on measures of *rhyming* should not be generalized to indicate a child's level of phonemic awareness in relationship to reading acquisition, it can serve as a red flag in the assessment process. (Ball, 1993)
- *Blending* tasks require children to combine or blend together a series of speech sounds to form a word.
- Phoneme *segmentation*, the ability to break a word into individual phonemes, appears to represent the level of phoneme awareness, the skill most related to beginning reading skills. (Yopp, 1988)
- Phoneme *manipulation* requires a child to add, delete, or move any designated phoneme and demonstrate the result. (Adams, 1990)
- Performance on phoneme *manipulation* tasks shows a strong correlation to reading achievement all the way through 12th grade. (Calfee, Lindamood, 1973)

Successful readers have well developed phonological awareness skills.

- Awareness of the sounds (phonemes) is a key to the code of our written language. Written English is an alphabetic language. The alphabet letters are the written code for our speech sounds: *Alphabetic Principle*.
- Better phonological awareness skill, at the time of beginning reading instruction, predicts better reading in first, second, fourth, and even twelfth grades.
- Phonological awareness skills do not develop naturally. Preschool experiences foster the awareness for many, but 40% arrive in Kindergarten without adequate phonological awareness to benefit beginning reading instruction. (Fletcher et al. 1994)

Dyslexia is a phonologically based reading disability.

- A phonological awareness deficit is the most common characteristic of dyslexia. It is considered causal as it leads to a lack of fluent and automatic word recognition and conspicuous difficulty in spelling and writing.

Dyslexia Law: Legal Rules and Regulations

Students with dyslexia or related disorders, determined to have an educational need, are protected under Section 504 of the Rehabilitation Act of 1973. This federal law is a civil rights statute designed to protect those with disabilities from discrimination.

A set of rules, for the implementation of state law concerning dyslexia, was approved by the Texas State Board of Education in May 1986 as “*Procedures Concerning Dyslexia and Related Disorders*”. These procedures were revised in February 2007 and updated in September 2010. These specific procedures outline the identification, evaluation, and placement processes, as well as the procedural safeguards, to parents and descriptors for appropriate implementation of dyslexia treatment.

The major instructional strategies should utilize individualized, intensive, multisensory methods, contain writing and spelling components, and include the following descriptors:

Graphophonemic Knowledge

explicit, synthetic, and analytic phonics

Linguistic

patterns of language

Meaning based

purposeful reading and writing

Multisensory

simultaneous use of more than one sensory pathway

Phonemic Awareness

detect, segment, blend, and manipulate sounds in spoken language

Process Oriented

decoding & encoding which lead to word recognition, fluency, and comprehension

Language Structure

morphology, semantics, syntax, and pragmatics

Explicit and Direct Instruction

systematic, sequential, and cumulative

Individualized Instruction

Small group instruction to meet the needs of individual students

Intensive, Highly Concentrated Instruction

Containing components of instruction mandated in 19 TAC §74.28

Technology

Useful and practical in accommodating students in the curriculum

Individuals with Disabilities Education Act

(IDEA)

IDEA is a federal law governing Special Education. This statute provides funding for children suffering from severe disabilities to ensure that they receive an appropriate public education. In order to receive these federal funds, school districts must follow strict procedural practices. Not all disabled children will qualify as disabled under IDEA's strict guidelines.

As a general rule, the difference between 504 and IDEA is one marked by severity of disability and level of educational need.

A student may have a physical or mental impairment that qualifies them as disabled and require services under Section 504, even though the impairment does not meet the eligibility criteria for services under the Individuals with Disabilities Education Act (IDEA).

It should be noted here, however, that should a child be found to be eligible under IDEA for Special Education services, parents do not have the liberty of choice between IDEA or Section 504. If parents deny services under IDEA, they also are refusing services under Section 504. Section 504 is not a substitute for IDEA. Should you suspect your child has a severe disability, you may put a request for review before the campus Response to Intervention (RTI) committee by contacting your child's school administration or campus RTI coordinator.

Procedures

Texas Administrative Code (State Board of Education Rule) Section 74.28

- Ensure procedures for identification and appropriate instructional services
- Implementation of approved strategies for screening and treatment by qualified staff
- Teachers who screen and treat dyslexics must be trained in instructional strategies which utilize “individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the *Procedures Concerning Dyslexia and Related Disorders*”.
- Parent/Guardian Notification prior to assessment
- Parents Rights provided under Section 504 of Rehabilitation Act of 1973
- Access to services at each student’s campus
- Early identification and intervention support
- Parent Education Program is encouraged

Revised Procedures Concerning Dyslexia and Related Disorders (approved by SBOE, 2001)

- ASSESSMENT**
- Data Gathering:** vision, hearing, speech/language, report cards, teacher observations, parent conferences, state assessments, LEP, reading assessments and RTI classroom accommodations used
- Consider referral to Special Education or Dyslexia Program** if appropriate accommodations and interventions are not successful to help the student make expected progress
- INTERVENTION OPTIONS**
- Remedial Strategies:** such as ESL, tutorial, ARI, SSI, summer school
“All remedial reading and compensatory teachers should have instruction in instructional and performance monitoring which may be used with students who demonstrate some characteristics of dyslexia or a related disorder but have not been identified as dyslexic.”
- Identification and Placement into Dyslexia Instructional Program:**
Identification must be made by a committee of persons knowledgeable about the student, evaluation procedures, and instructional programs available.

Components of Instructional Programs:

- 1) Phonemic Awareness (detect, segment, blend, & manipulate speech sounds)
- 2) Graphophonemic knowledge (letter/sound knowledge for reading and spelling)
- 3) Language Structure (morphology, semantics, and pragmatics)
- 4) Linguistic (directed toward proficiency and fluency with patterns of language)
- 5) Process Oriented (strategies used for decoding, encoding, word recognition, fluency and comprehension leading to independence in reading)

Instructional Strategies:

- 6) Intense, Explicit, & Direct Instruction (systematic, sequential, and cumulative; based on the alphabetic principle with no assumption of prior skills or language knowledge)
- 7) Individualized
- 8) Meaning based (purposeful reading and writing)
- 9) Multi-sensory (auditory, visual, kinesthetic, and tactile)

A student with a disability which substantially limits one or more major life activities such as (but not limited to) walking, hearing, speaking, breathing, learning, reading or working [34CFR 104.3(j)] is considered disabled under Section 504. These students qualify for accommodations in the classroom.

Students with dyslexia or related disorders determined to have an educational need are protected under Section 504 of the Rehabilitation Act of 1973. This federal law is a civil rights statute designed to protect those with disabilities from discrimination.

Section 504

In compliance with state and federal guidelines regarding students with disabilities, the following notices are given for your information:

Section 504 of the Rehabilitation Act of 1973 is a broad base civil rights law administered by the Office of Civil Rights, which protects the rights of persons with disabilities.

The purpose of the Act and these procedures is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Section 504 provides that: “no otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” (29 U.S.C. 794) Students may be referred by parents, teachers, counselors, administrators, or any other district employee for evaluation to determine if they are disabled and in need of special instruction or services.

The district designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973 as amended:

Tatum ISD Asst. Superintendent of Human Resources/ Community Relations

Drenon Fite, Jr.
fited@tatumisd.org

Section 504 is not an entitlement or funding statute. It provides certain procedural protections for persons with disabilities to ensure that their needs are met as adequately as the needs of non-disabled persons. To be eligible under Section 504, a student must not only have an identified disability, but that disability must substantially limit that student’s ability to perform a major life activity, such as learning.

Section 504 requires each school to:

1. Conduct an unbiased evaluation of a child who has a disability, has a record of such a disability, or is regarded as having a disability.
2. Make placement decisions using a team of persons knowledgeable about the student and the assessment data.
3. Offer due process procedures for the resolution of disputes.

What is the 504 Process?

Pre-referral – The teacher documents student needs and communicates that need to the parent, student, and relevant school personnel to formulate a plan of action or obtain recommended strategies through the campus RTI committee to try before making a 504 referral.

504 Committee Meeting – Parent /Student Rights of Due Process are sent home and data is gathered for consideration of eligibility under Section 504. An appropriate educational intervention plan is developed by the team of knowledgeable persons.

A 504 committee is a group of persons knowledgeable about a specific student that is experiencing difficulty in the classroom setting. This team *may* include the following persons: Parent, teacher, administrator, counselor, school nurse, and/or any person knowledgeable of the student and options considered.

Annual Review – Student’s progress is reviewed annually and also prior to any change of placement or services which will last over 10 days.

All accommodations outlined on a student’s individual 504 plan MUST be routinely implemented

TISD Dyslexia Program Overview

- A. Complete referral, screening, and identification** of students with dyslexia or related disorders

follows district procedures as outlined in the Procedures Section of this document.

- B.** Three types of instruction are implemented:
Students identified as having dyslexia in grades 3 – 12 **may** be served with one of the following curriculums (both of which meet the descriptors according to the State of Texas Dyslexia Procedures):

Take Flight (grades 3-8)

This program is supported by both Scottish Rite and Region IV, VII and X.

*Uses a verbal to written expression component

Dyslexia Intervention Program(currently)

Adopted from Region VII, this program incorporates several components of dyslexia such as phonemic awareness, listening, and comprehension

- C.** Schedule of classes:
Classes of no more than 10 students
Scheduled 30-45 min. per day, 2-5 days per week (minimum)
Elementary program is a "pull-out" program
Secondary program is a "pull-out" program and/or scheduled class (**if needed**)
- D.** Several **reports** are recommended throughout the time a student is enrolled in the Dyslexia Program. These reports help in the data-collection process for evaluating individual student success, as well as overall program evaluation. The reports are also helpful in the communication between parent, dyslexia specialist and regular education teacher.
- E.** **Post testing** is a vital element of any program implementation
- F.** Students who complete the Dyslexia Program may still be in need of some type of intervention system. This **transition** may take many different forms, such as accommodations in the regular classroom or continued assignment to the dyslexia class for skill reinforcement. The type of transition depends upon the severity of the needs of the individual student. Students identified and served may be exited from the program but still receive accommodation in the classroom and testing arrangements that will be monitored by a teacher.
- G.** **Forms** for various documentation purposes fall into three categories; RTI, Section 504 and Dyslexia Program forms.
- 1) ***Early Interventions Checklist*** completed by classroom teacher prior to RTI

- referral
- 2) ***Teacher Observation Record*** completed by classroom teacher for referral
 - 3) A ***504 Referral*** for Dyslexia Assessment is made through the RTI Pre-referral Committee
 - 4) ***Parent notice and request for Dyslexia Assessment*** is sent home (This packet includes: ***504 Right's Booklet, 504 Rights Receipt, Parent Questionnaire, & Permission to Test form***)
 - 5) ***Data Gathering Worksheet*** (from cumulative file data)
 - 6) ***Dyslexia Screening File Checklist*** is completed during process for documentation
 - 7) ***Parent notification of testing results, and 504 meeting notice*** (used with students who qualify for the Dyslexia Program)
 - 8) ***Permission for Placement*** form must be completed prior to program placement
 - 9) ***Receipt for Parents' Right Booklet and Notice of Rights*** should be given again to parents at time of assessment review
 - 10) ***504 Forms*** - referral, summary minutes, accommodation checklist, Rights Receipt
 - 11) ***Parent letter of dismissal*** from the Dyslexia Program & ***dismissal form***
 - 12) ***Teacher Monitor Form*** was developed for use with secondary students who were being monitored for progress in other classes. This form is often sent to teachers for students failing or close to failing each grading period. This form is useful in parent communication, as well as reminders to teachers to check for accommodations they may need to be implementing with a particular student.
 - 13) ***Student Self-evaluation*** is sometimes helpful in gaining input from the students themselves in regard to their learning situation.
 - 14) ***Parent Survey*** for follow-up purposes
 - 15) ***Updated Classroom and Testing Accommodations***

Identification and Intervention should follow the procedures outlined in the Dyslexia Handbook. All decisions regarding the identification and interventions for dyslexia should be made by a **committee of knowledgeable persons**. This committee may be comprised of such individuals as: the classroom teacher, a dyslexia specialist, a counselor or other administrator, the parent, the school nurse, etc.

During the “**pre-referral**” process the classroom teacher documents the student’s academic progress or lack of progress and communicates that need to the parents, the student, and other relevant school personnel. The campus **RTI** committee has been formed to meet this need as a group of knowledgeable persons.

Should a disability be suspected, the student should be referred to the Section 504 Committee, or if the disability is suspected to be severe a referral to Special Education should be made. The Section 504 Committee will review all data collected and make the decision for any further assessments needed. Should dyslexia be suspected and evidenced in the data collected, then a referral for a full dyslexia assessment should be made to the Campus Dyslexia Specialist.

Parents are provided Procedural Safeguards during the assessment process through Section 504.

Once the Dyslexia Assessment is completed the data is presented to both the parent and the RTI or 504 Committee and academic decisions are made to most appropriately meet the needs of the student.

Should the student be found to be at risk for dyslexia, accommodations for the regular classroom should be considered and an individual plan should be developed. This plan should be reviewed at regular intervals (a minimum of every 3 years, with annual reviews recommended). All accommodations listed on the individual plan must be implemented routinely. It is advisable to document compliance to this legal process.

All students suspected of dyslexia should be referred through the campus RTI committee.

NOTE:

If dyslexia is suspected to be the cause of academic difficulties for students in grades 3 through 12, these students should be referred to the RTI committee for review. The student does not have to fail to be referred. This referral may come by means of teacher, administrator, parent, or student. If referral is a parent request, parents should attend the RTI meeting.

*****Students who currently qualify should be reevaluated every three years.**

1. The regular classroom teacher **collects student work** to substantiate suspicion of dyslexia.
2. The regular classroom teacher **completes the Teacher Checklist from the RTI packet.**
3. The RTI chairperson gives the **Health Screening Checklist** to the school nurse for completion prior to the RTI meeting.
4. The regular classroom teacher completes the **Learning Styles Inventory.**
5. **A RTI meeting** is scheduled for **3 weeks after initial referral** to review data collected and progress with 1 on 1 Interventions.
6. If the student continues to exhibit dyslexic characteristics and to struggle despite interventions, **the RTI committee should make a referral for a full dyslexia evaluation to the campus dyslexia specialist.** Copies of all collected data should be provided to the specialist.
7. The regular classroom teacher completes the **Teacher Observation Record.**
8. The Dyslexia Specialist sends home a **Parent Questionnaire** and **Permission to Test**, along with **504 Procedural Rights** and **Receipt of Rights** form.
9. When the “permission to evaluate” form is returned, the Dyslexia Specialist begins the **dyslexia evaluation process.**
10. After the evaluation is completed, the Dyslexia Committee will meet to review the data and will make **a recommendation to the RTI committee** for placement into the Dyslexia Program if necessary, or other options may be considered (Section 504 or SpEd).
11. Should the parent be unable to attend the RTI meeting, the campus Dyslexia Specialist will need to hold a parent conference to explain the results of the dyslexia evaluation.
12. Should the RTI team feel that the disability substantially limits the academic performance of the student, they will **refer to the 504 committee for appropriate placement and accommodation decisions.**
13. Placement for qualifying students into the Dyslexia Program will begin within a reasonable amount of time. Due to the nature of the program, placement into an existing group may not be an appropriate action if the identification takes place too late in the school year. Should this be the case, the identified student will be served through 504 accommodations and other classroom interventions until the next appropriate schedule of placement.

Delivery of Instruction:

The type of instructor depends upon the level of student need as well as the personnel available to provide dyslexia services to a specific campus. Services shall be equitable and appropriate to meet specific student needs.

Curriculum:

All dyslexia program curriculum taught in Tatum ISD is centered upon the following Instructional approaches and may be implemented in the following forms:

- Dyslexia Intervention in pull out or Scheduled Classes (grades 3 – 8):

Guided Reading

Components of the Dyslexia Intervention Program(DIP)

More information about Tatum ISD's Dyslexia Program may be obtained from:

TISD Asst. Superintendent of Human Resources/ Community Relations

Drenon Fite, Jr.

(903) 947-0167

fited@tatumisd.org

Annual Reports

A written summary should be placed in each student's dyslexia file at the end

of each school year. This may include the following types of information:

1. Progress Measures (as appropriate)
2. Parent conference notes
3. Current testing information (STAAR, achievement scores, etc)
4. Summary of the year's successes and major weaknesses
5. Other teacher comments
6. Recommendations for re-evaluation if needed
7. Post testing data if completed or exited program
8. 504 updated accommodations

NOTE: All items reported should be dated and signed

Other reports may include (Optional):

1. Reports requested by parents for outside testing purposes
2. Reports to/from other schools, should student move
3. Reports to 504 or ARD committees, as appropriate
4. Reports to Campus Principal as requested
5. Reports to teachers as requested
6. Monitor reports on students who have previously exited the program

Reports Defined

There are numerous parent and file reports recorded throughout the school year

for our identified dyslexic students. These reports may include the following:

1. Progress Measures

Students are evaluated periodically (each six weeks) throughout the Dyslexia Program to assess their progress with the concepts of the curriculum. This could include but not limited to Fluency Assessments and STAAR tests.

2. Parent conferences

Communication with parents is routine, through email, phone, and personal conference. Our dyslexia staff is available for parental questions as needed.

3. Current testing information (state assessments, achievement scores, etc.)

Scores are regularly disaggregated by the dyslexia staff in order to ensure appropriate interventions are in place.

4. Summary of the year's successes and weaknesses

At the end of each school year, the dyslexia teachers make careful notes in the students' dyslexia file regarding any information that may be helpful to the child's summer tutor or next year's dyslexia teacher.

5. Regular Classroom Teacher Observations

The regular classroom teacher may make observations during the year which may be helpful to the dyslexia teacher and the parent as we implement a team approach to interventions.

6. Recommendations for re-evaluation, if applicable

At times, a non-qualifying student may need to be reconsidered for placement into the Dyslexia Program due to their lack of progress without this intervention. Should the student require further testing, parent notification will be sent home with another permission to evaluate form.

7. Post testing data if completed or exited program

Students who complete the dyslexia curriculum or no longer seem to require the intervention may be testing for possible exit from the Dyslexia Program. Should the student be dismissed, parents will be notified. The District Dyslexia Coordinator must approve all dismissals.

8. Section 504 updated accommodations

Annual 504 progress meetings are held to make any needed adjustments to the 504 accommodation plan. Parents are notified and invited to attend these annual meetings. However, parent attendance is not mandatory at these meetings.

Dismissal & Post Testing Procedures

Reasons for Dismissal from the Dyslexia Program:

1. Parent Request
2. Inappropriateness of the program to meet student needs
3. Behavior limiting student's progress/ noncompliance
4. Excessive absences impeding student progress
5. No longer an educational need
6. Successful completion of the Dyslexia Curriculum
7. Moved out of district

*****One of the essential components of the Dyslexia Intervention Program is that the student reads independently on their own time. They must be willing and motivated to improve their reading skills. Refusal to do so, will be looked at as non-compliance towards the program's goals and objectives and will be considered for dismissal from the program.**

Post Testing Data may include the following:

- Progress Measures of all areas completed
- Phonological Awareness
- Test of Written Spelling
- Fluency
- Cumulative data information (STAAR, Achievement scores, grades, etc.)
- Teacher feedback (Teacher Monitor Form or notes)
- Parent feedback
- Written work samples
- Dismissal form completed and signed by parents
- Current Section 504 or ARD paperwork

NOTE:

Dismissed students should be monitored throughout the year for possible difficulties in transition. Accommodations through Section 504 or Special Education should continue to specifically address individual student needs.

A copy of the student's dated and signed dismissal form should be placed in the student's cumulative file.

Information concerning Dyslexia, Section 504, Special Education & Classroom Accommodations

- Identified dyslexic students who qualify for Special Education can still receive the regular education

Dyslexia Services, but all placement decisions must come through the ARD process. Classroom accommodations for these students will also be a decision of the ARD committee. Should a dyslexic student qualify as Speech, articulation only, the ARD committee will determine whether classroom accommodations for dyslexia will be noted on the Special Education Accommodation Sheet or be addressed through a separate 504 process. Communication between all parties involved is crucial to effectively meeting the students' needs in these situations.

□ Students who are dismissed from Special Education after their identification of dyslexia will be reviewed by the 504 committee to determine their continued need for classroom accommodations. (As students approach secondary and post secondary education, this documentation is beneficial for such things as extended time on SAT/ACT.) If students qualify under 504, proper paperwork will be completed and PEIMS notice given for proper coding.

□ Should a student identified as dyslexic under 504 later qualify for Special Education services, a 504 review committee should dismiss the student from 504 documenting that the ARD committee will be making decisions for that student's current academic needs. The 504 folder will be removed from the cumulative folder, but all 504 paperwork will be clipped together and placed in the student's cumulative folder. The PEIMS coordinator will be notified of the change in coding.

□ Accommodations should be specific to individual needs.

□ Because dyslexic learners' needs vary from grade level to grade level, their accommodations may vary from year to year, and should therefore be reviewed annually or sooner if necessary.

□ Students completing the Dyslexia Program may not be in need of accommodations at their time of exit. However, since dyslexia is a lifelong disability, extreme caution should be used in exiting these students from 504. Generally, extended time remains a necessary accommodation throughout secondary and post secondary education.

□ Typical state assessment accommodations available to students identified as dyslexic are: small grouping, use of color overlays, oral administration, dyslexia bundling and large print versions. These accommodations are provided on an individual basis **and must be provided to the student on a "routine basis" in the regular classroom in order to be allowable accommodations for state assessments.**

Parent Awareness & Support

Parent awareness begins with the RTI pre-referral process, and when the Procedural Safeguards through Section 504 are provided.

Parent are invited to attend the 504 meeting to discuss possible academic option for meeting the needs of their child. The Dyslexia Assessment Data is shared with parents once completed, and a "Permission to Place" form is signed if they choose for their child to participate in the District's Dyslexia Program. Some type of informational handout should also be provided to parents at this time.

Suggestions for Home

1. Read to your child
2. Work in harmony with your child's teacher
3. Focus on practice and reinforcement of one procedure at a time
4. Keep work at home short (15-20 minutes per day)
5. Keep it fun!
6. Keep reading material easy for child reading
7. Use colored index cards for sight word practice
8. Use magnetic letters to build words
9. Develop a habit of reading in your home
10. Encourage your child to sound out unknown words
11. Pay special attention to vowel sounds
12. Read and reread(Repeated practice is the key to reinforcing and strengthening the neural wiring for specific words)
13. Build vocabulary by discussing word meanings
14. Encourage multiple strategies in working out unknown words.

To read a book with ease, a child should be able to read about 19 out of 20 words on a page correctly. If not, the book is probably too hard for the child to read alone.

Reading should always be encouraged for pleasure and for knowledge; however, if a child is halting or tenuous reader, simply encouraging him to read silently will not make a child a better reader.