

DYSLEXIA PROGRAM

GUIDELINES & PROCEDURES

BAY CITY ISD
MATAGORDA ISD
PALACIOS ISD
TIDEHAVEN ISD
VAN VLECK ISD

August 2012

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I. DEFINITION OF DYSLEXIA

As defined in Texas Education Code §38.003

(1) “*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.

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

The 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 growth of vocabulary and background knowledge. (Adopted by the International Dyslexia 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, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or 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.

II. PROCEDURES REQUIRED BY STATE AND FEDERAL LAW PRIOR TO ASSESSMENT

In accordance with TEC §28.006, the school district will administer early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students’ parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students’ reading difficulties and enables them to “catch up” with their typically performing peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, the school district will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one

source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include grades/performance in reading, writing, and spelling, and teachers' observation of the characteristics of dyslexia.

III. REFERRAL PROCESS

At any time that a student continues to struggle with one or more components of reading, the school district will collect additional information about the student. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports and/or report cards
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- State student assessment program as described in TEC §39.002
- Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background

Among the actions that the school district has available for the student is a recommendation that the student be assessed for dyslexia. An assessment will be recommended if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and;
- Characteristics of dyslexia.

Primary Reading/Spelling Characteristics of Dyslexia:

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

The reading/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)
- 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

The Student Assistance Team will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

If a student continues to struggle with reading, has had reading interventions through both Tier 1 and Tier 2, and has been monitored for reading progress on a regular basis, has good attendance, and exhibits the characteristics of dyslexia, the campus RTI team will determine the need to initiate a referral to the MCEs dyslexia RTI team, who will then make the recommendation for dyslexia assessment.

IV. PROCEDURES FOR ASSESSMENT OF DYSLEXIA

Students enrolling in all school districts shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

The procedures followed for assessment include:

1. Campus RTI team determines need for full assessment
2. Campus sends appropriate data to MCEs Dyslexia Coordinator.
3. MCEs RTI team reviews data before moving to a full evaluation.
4. MCEs Dyslexia Coordinator will notify campus 504 coordinator.
5. Campus 504 coordinator will notify parents or guardians of proposal to assess student for dyslexia, inform parents or guardians of their rights §504 and obtain parent or guardian permission to assess the student for dyslexia.
6. Campus or district dyslexia contact will begin the assessment process in coordination with MCEs diagnostician.

Matagorda County Educational Services, in conjunction with the school district, will provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program will include:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Timeline

The following timeline applies to students in regular education programs, or who may qualify as §504:

- Time elapsed upon receipt of parent permission to assess until the assessment is completed shall be 60 school days or less.
- Time elapsed from the completion of the assessment to the committee of knowledgeable persons meeting for determination of dyslexia and program placement shall be 30 school days or less.
- If it is determined a student meets eligibility criteria as dyslexic, accommodations and/or services deemed appropriate by the 504 committee will be implemented as soon as the school calendar allows.

Tests, assessments, and other evaluation materials will (§504):

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

Domains to Assess

Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

Academic Skills:

- Reading real and nonsense words in isolation (decoding)
- Letter knowledge (name and associated sound)
- Reading fluency (rate and accuracy)
- Reading comprehension
- Written spelling

Cognitive processes that underlie the reading difficulties:

- Phonological/phonemic awareness
(Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principal, use the sounds of the letters and letter combinations to decode words and to accurately spell)
- Rapid Naming
(Difficulties in rapid naming may or may not be weak, but if deficient will impact a student's ability to automatically name letters, read words and to read connected text at an appropriate rate)

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, listening comprehension, oral expression, written expression, handwriting, orthographic processing, mathematical reasoning, and intelligence.

V. IDENTIFICATION CONSIDERATIONS

1. **Primary Difficulties** (One or more of the following)
 - Reading Real Words in Isolation
 - Decoding Nonsense Words
 - Fluency (rate & accuracy)
 - Written Spelling (not sufficient by itself to identify dyslexia)
2. **Phonological Processing Difficulties** (One or more of the following)
 - Phonological Awareness
 - Rapid Naming
 - Phonological Memory

If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phonemic awareness.

3. **Unexpectedness:** (Unexpectedness is considered in relation to the student's other cognitive abilities, age, or educational level. This may include an average ability to learn in the absence of print or in other academic areas.)
- **Other Data Considered:**
 - Received conventional (appropriate) instruction
 - Sociocultural factors: language, attendance, experiential background
 - Secondary characteristics: difficulty with reading comprehension and written composition
 - Letter knowledge (name and associated sound)
 - **Additional Considerations:**
 - Vision screening
 - Hearing screening
 - Teacher reports of classroom concerns
 - Basal reading series assessment
 - Accommodations provided by classroom teachers
 - Academic progress reports and/or report cards
 - Samples of school work
 - Parent conferences
 - Testing for limited English proficiency
 - Speech and language screening through a referral process
 - The K-2 reading instrument
 - State student assessment

If the committee determines the student exhibits weaknesses in reading and written spelling that are the result of a deficit in phonological/phonemic awareness, the committee will then examine the student's data to determine whether these difficulties are unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction.

VI. IDENTIFICATION OF STUDENTS WITH DYSLEXIA

The 504 committee on each campus determines whether the student has dyslexia. The members 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
- The meaning of the collected data

This committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- 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
- 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

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

The 504 committee will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- 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 is not due to sociocultural factors such as language differences, irregular attendance, or lack of experiential background.

Based on the above information and guidelines, the 504 Committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under 504. Whether a student is eligible for 504 accommodations is a separate determination from the determination that the student has dyslexia. A student is considered to have a disability under 504 if the condition substantially limits the student's learning, including the specific activity of reading. Additionally, the 504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must consider the ameliorating effects of any mitigating measures that the student is using. Students with additional factors that complicate their dyslexia may require additional support or referral to special education. (See Flow Chart)

VII. SERVICES AND PLACEMENT FOR STUDENTS WITH DYSLEXIA

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:

1. 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.

Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction 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. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

2. 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.
3. MONITOR STATUS – When an identified student no longer needs intervention or accommodations, he/she may be placed on a monitor only status. The 504 committee will continue to meet and check the progress of the student for two years to assure continued success without support.

If a student in category 2 or 3 begins to experience difficulty or cannot be academically successful, he/she 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 parent/guardians. The 504 committee will meet to determine appropriate services.

Components of Instruction

If the 504 committee determines placement in intervention class is appropriate to meet the student's individual needs, components of the major instructional strategies will utilize individualized, intensive and multisensory methods as appropriate.

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

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

Campuses within the 5 school districts served by Matagorda County Educational Services utilize the following programs:

| District Name | Program(s) |
|----------------------|--|
| Bay City ISD | Dyslexia Intervention Program (Orton Gillingham – Region IV) |
| | Lexia Lab |
| | Neuhaus |
| Matagorda ISD | Dyslexia Intervention Program (Orton Gillingham – Region IV) |
| | Multisensory Teaching Approach |
| Palacios ISD | Dyslexia Intervention Program (Orton Gillingham – Region IV) |
| | Wilson Language Systems |
| Tidehaven ISD | Dyslexia Intervention Program (Orton Gillingham – Region IV) |
| | Neuhaus |
| | Reading Plus |
| | Wilson Language Systems |
| Van Vleck ISD | Dyslexia Intervention Program (Orton Gillingham – Region IV) |
| | Lexia Lab |
| | Neuhaus |

Intervention Class Exit Criteria

If the 504 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,
- ✓ Measureable progress on local and state assessments in reading and writing,
- ✓ Improved reading fluency and/or comprehension – functioning at or near current grade level,
- ✓ Improved writing skills,
- ✓ Student’s grades – with consideration of number and degree of accommodations used on a 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.

After a student has been dismissed from intervention, he/she will continue to be monitored and accommodations implemented as needed for the student's success.

Monitoring

Students that have been dismissed from the district program will receive regular monitoring. Monitoring will be conducted by the campus 504 coordinator and/or the dyslexia contact. These checks will occur as follows:

| Time after Dismissal | Monitoring Interval |
|-----------------------|---------------------|
| First Year | Once per six weeks |
| Second Year | Once per semester |
| Third Year and Beyond | Annually each May |

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Counselor reports
- Other program reports
- Additional assessment data

If at any monitoring period a student begins to experience difficulty or cannot be academically successful, the 504 committee should re-evaluate the needs of the student and how to address them through accommodations and/or intervention.

VIII. SPECIAL POPULATIONS

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.)

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the LPAC (Language Proficiency Assessment Committee) in the decision making process is recommended.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - State student assessment data results when available
 - Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
 - 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.

Additional assessment when assessing English Language Learners:

- 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 the "Domains to Assess" need to be completed in both languages to the appropriate extent.

Interpretation:

Test results of English Language Learners will be interpreted in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

Referral for Special Education Assessment

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEIA) will be made as needed.

Assessment of Special Education Students

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEIA 2004) will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will serve as the committee of knowledgeable persons.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriate met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the descriptors listed in The Dyslexia Handbook-Revised 2007. Updated 2010. Chapter IV, "Instruction for Students with Dyslexia."

Assessment of Students Identified Outside the District

Although we would like to honor the decision made by another school district for placement in the dyslexia program it is not always possible. Dyslexia does not have standardized guidelines where you qualify or don't by a numerical discrepancy between achievement and IQ.

Dyslexia occurs along a broad spectrum and on a variety of different levels. Due to this broad spectrum, school districts have designed programs that may allow for very mild discrepancies to be called dyslexia, while other districts adhere to a narrower interpretation of dyslexia. In the districts within Matagorda County, we want to place our students in program where their specific needs will be best served. We want them placed in the least restrictive environment that will enable them to become a successful student.

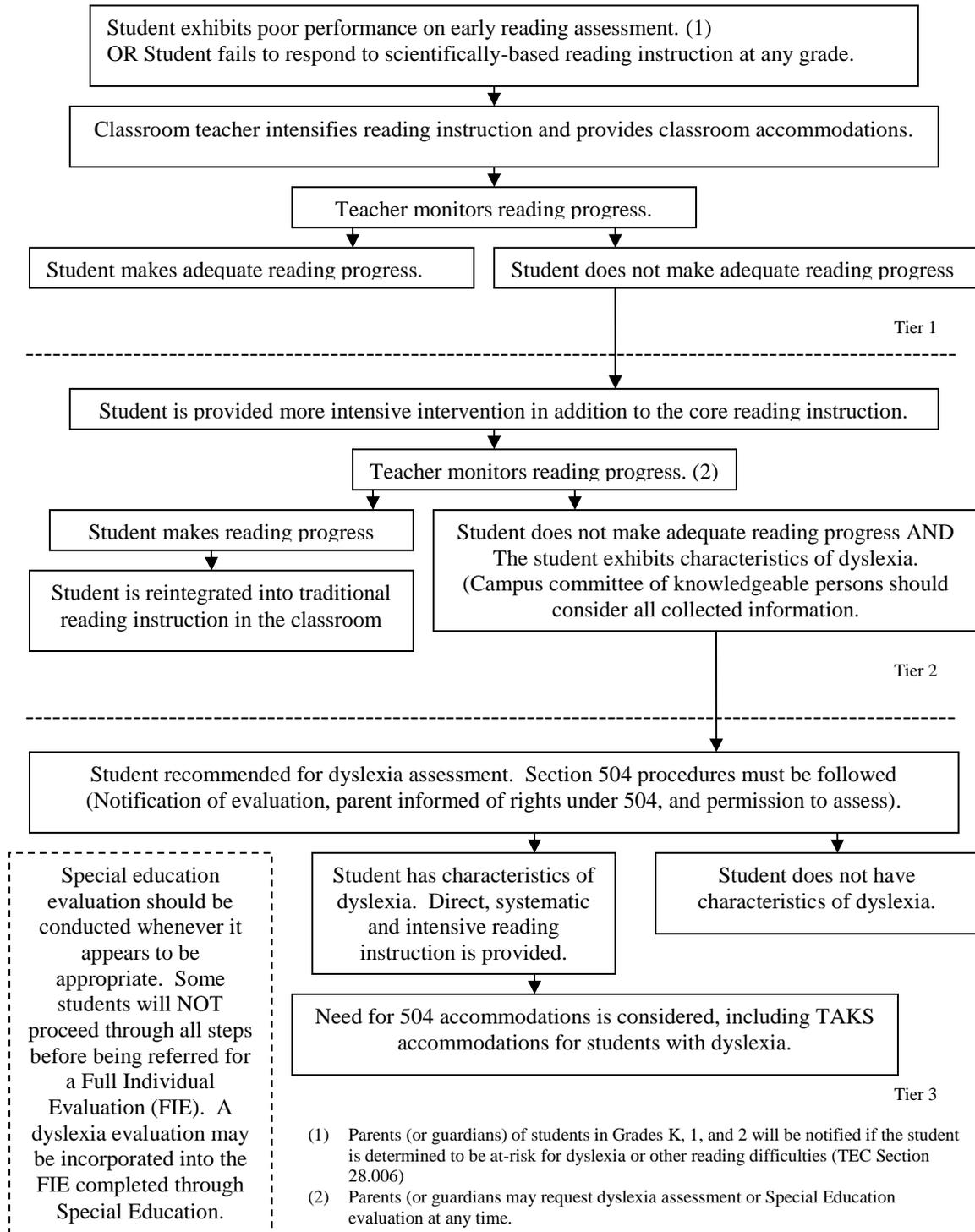
Therefore, we will re-evaluate all of the student's previous records and decide if more testing needs to be done. Once all of the necessary information is gathered a 504 committee will meet to decide on the proper placement for the student.

Steps in this Process are outlined on the following page.

Steps in the Process of Students Identified outside the district:

1. Student registers for school with a dyslexia diagnosis.
2. A copy of all dyslexia information, along with their last report card and test scores, will be sent to the MCES Dyslexia Coordinator, Lisa Moya.
3. The file will be reviewed by the MCES RtI Team and a decision will be made if further testing needs to be administered.
4. You will be notified:
 - a. Testing is sufficient and a 504 committee meeting will be held to address appropriate services for the student.
 - b. More testing needs to be done, but the student should be placed in the campus dyslexia program while awaiting testing.
 - c. More testing needs to be done before any dyslexia placement is made.
 - d. There are no records and the previous school has no records, so we will proceed through the RtI team process to make a decision like we do for any dyslexia referral.
5. If there is a parent concern, please have them call 979-245-6318 and speak with Lisa Moya.
6. If additional testing is needed, it will take place after the parent forms are received.
7. The campus will be notified that testing is complete and a 504 committee will meet to decide on placement. This committee should include the student's language arts teacher, any other teacher who has knowledge of the student, an administrator, the campus dyslexia specialist and parents.
8. The committee meeting will include assessment, class performance and student needs. A placement decision will be made and 504 will be considered.

IX. FLOW CHART



The process for assessment, identification, and instruction for students with dyslexia is represented in the above visual for ease of use. It is not meant to represent every aspect of the dyslexia process, but should give a general overview of the district procedures.

Bay City ISD, Matagorda ISD, Palacios ISD, Tidehaven ISD, and Van Vleck ISD do not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or gender in the educational programs and activities which it operates.

DYSLEXIA PROGRAM FORMS

BAY CITY ISD
MATAGORDA ISD
PALACIOS ISD
TIDEHAVEN ISD
VAN VLECK ISD

CONTACTS FOR DYSLEXIA

| Location | Name | Phone Number |
|--|-------------------|--------------|
| Matagorda County Education Services County 504/Dyslexia Coordinator | Lisa Moya | 979-245-6318 |
| | | |
| Bay City ISD | | |
| Cherry Elementary | Rebecca Tipton | 979-245-6341 |
| Linnie Roberts Elementary | Michelle Zbranek | 979-245-8331 |
| Tenie Holmes Elementary | Debbie Houston | 979-245-4818 |
| Bay City Jr. High | Helen Knezek | 979-245-6345 |
| Bay City High School | Debra Grebe | 979-245-5771 |
| | | |
| Matagorda ISD | | |
| | | |
| Palacios ISD | | |
| | Kimberly Pearce | 979-245-6318 |
| | | |
| Tidehaven ISD | | |
| Blessing Elementary | Rosemary Cornett | 361-588-6622 |
| Markham Elementary | Lisa Sexton | 979-843-5015 |
| Tidehaven Jr. High | Denise Krupa | 361-588-6600 |
| Tidehaven High | Melinda Engelmohr | 361-588-6810 |
| | | |
| Van Vleck ISD | | |
| | Meg McRorey | 979-245-6401 |

504 CAMPUS CONTACTS

| Location | Name | Phone Number |
|--|-------------------|--------------|
| Matagorda County Education Services County 504/Dyslexia Coordinator | Lisa Moya | 979-245-6318 |
| | | |
| Bay City ISD | | |
| Cherry Elementary | Becca Sitz | 979-245-6341 |
| Linnie Roberts Elementary | Jocelyn Rehr | 979-245-8331 |
| Tenie Holmes Elementary | Sharon Richardson | 979-245-4818 |
| Bay City Jr. High | Shelby Hood | 979-245-6345 |
| Bay City High School | Shelly Grimes | 979-245-5771 |
| | | |
| Matagorda ISD | | |
| | | |
| Palacios ISD | | |
| Central Elementary | Veronica Kacer | 361-972-2911 |
| East Side Middle School | Diva Vazquez | 361-972-2544 |
| Palacios Jr. High | Joe Adams | 361-972-2417 |
| Palacios High School | Mayra Garcia | 361-972-2571 |
| | | |
| Tidehaven ISD | | |
| Blessing Elementary | Cathy Rickaway | 361-588-6622 |
| Markham Elementary | Jean May | 361-843-5015 |
| Tidehaven Jr. High | Christa Saha | 361-588-6600 |
| Tidehaven High School | Stephanie Busby | 361-588-6810 |
| | | |
| Van Vleck ISD | | |
| Van Vleck Elementary | Sarah Roper | 979-245-8681 |
| E. Rudd Intermediate | David Holubek | 979-245-6561 |
| O.H. Herman Middle | Michelle Weathers | 979-245-6401 |
| Van Vleck High School | Michelle Weathers | 979-245-4664 |

**Dyslexia Questionnaire
Teacher Input**

Student Name _____ Date _____

Teacher(s) completing input _____

Subject(s) taught _____

Is the student performing below grade level in reading? Y N
If so, what grade level? _____ Date of most recent testing _____

What is the student's primary language? Y N
Is the student LEP? Y N
If so, are they receiving bilingual services and/or ESL support? Y N

Does the student comprehend orally presented information? Y N

Please list dates and results of the most recent hearing screening.

Please list dates and results of the most recent vision screening.

Is attendance a problem? Y N
If so, please attach documentation of attendance record.
How many absences has the student had this school year? _____
Is the student tardy to school? Y N
If so, how many times this school year? _____

Are there any behavioral problems? Y N
If so, please attach documentation of a discipline referral print-out.

Is the student on any medications? Y N
If so, please list them. _____

Has the student had any interventions? Y N
If so, please list the interventions, duration and the response to each one. (If available, please attach DMAC RtI report.) _____

Has a possible dyslexia referral been discussed with the parent? Y N

RtI 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 _____ RtI Committee _____
Student Name: _____ ID# _____
Date of Birth: _____ Gender: M F 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: _____

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

- | | |
|--|---|
| <input type="checkbox"/> Parent Input | <input type="checkbox"/> Results of accommodations provided by classroom teachers (DMAC if available) |
| <input type="checkbox"/> Teacher Input | <input type="checkbox"/> TPRI, TAAS/TAKS/SDAA/STAAR scores |
| <input type="checkbox"/> School history, attendance | <input type="checkbox"/> ITBS, COGAT, other test score |
| <input type="checkbox"/> Clinic form for vision & hearing | <input type="checkbox"/> Has student been evaluated by SPED? Qualified or DNQ |
| <input type="checkbox"/> Has student repeated a grade? Gr. _____ | <input type="checkbox"/> Speech language status, if applicable (assessment & service dates) |
| <input type="checkbox"/> Copy of report card/grades | |
| <input type="checkbox"/> Previous services: GT Bilingual/ESL | |

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

Parent Notification & Permission for Dyslexia Assessment

Campus _____ Date _____ Student ID# _____

Date of Birth _____ Grade _____ Teacher _____

To the Parent/Legal Guardian of _____

The campus RtI (Response to Intervention) Team provides suggestions and recommendations for students who are experiences learning difficulties. The RtI team has recommended your student for dyslexia assessment. Your student may be eligible for a dyslexia intervention program. 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:

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

If you have any questions, please contact _____ at _____
Phone Number _____ 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, HE 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

Date

Parent Address: _____
Number & Street City/Zip code

Home Phone: _____

Work Phone: _____

.....
For Office Use Only

Date received _____ by _____
Counselor/Dyslexia Contact

Consent for Review of Dyslexia Assessment Information

STUDENT NAME

DATE

Dear Parent/Guardian:

Your child was identified as a student with dyslexia in another school district. School districts vary in the programs they offer to dyslexic students.

Districts within Matagorda County offer a dyslexia program with a variety of services in order to meet each student's individual needs. In order to place your child in the setting that will best suit their needs we will review their dyslexia files and administer additional screening, if necessary. When this review is completed, a dyslexia committee will meet to discuss and decide on an educational plan that will help your child. You will be invited to this meeting to help in the decision making process.

If you have any questions about the additional testing or the need for review of your child's records, please call Lisa Moya, Dyslexia Coordinator, at 979-245-6318.

Sincerely,

Lisa Moya
Dyslexia Coordinator
979-245-6318
lmoya@bcblackcats.net

.....
Please sign and return this form to your child's school counselor

I give permission for my child, _____, to have further screening for dyslexia if necessary.

PARENT/GUARDIAN SIGNATURE

DATE