

NEW BOSTON INDEPENDENT SCHOOL DISTRICT

DISTRICT PROCEDURES FOR SERVING IN-STATE OR OUT OF STATE TRANSFERS FOR STUDENTS IDENTIFIED WITH DYSLEXIA

IN-STATE STUDENT TRANSFERS:

For students transferring into New Boston ISD who have been diagnosed with dyslexia within the same school year by a public school agency within the state of Texas, the following procedures are to be followed:

1. Receiving campus **must** have written documentation from the previous school district that student has been identified as a student with dyslexia as outlined in *The Dyslexia Handbook, 2018 Update*.
2. Receiving campus **must** have written documentation from the previous school district that the student has a **current** Section 504 plan.
3. New Boston ISD, upon receipt of the written documentation outlined in items 1 and 2, will provide the student with FAPE (free and appropriate public education) as defined under Section 504 including services **comparable** to those described in the student's Section 504 plan) from the previous school district **UNTIL** the current school district either:
 - a. Formally adopts the student's Section 504 plan by a duly constituted campus Section 504 committee pursuant to district procedures implementing Section 504 ; or
 - b. Develops, adopts and implements a new Section 504 plan that meets the applicable requirements including the determination of whether:
 - i. New or additional testing is required;
 - ii. Previous testing presented to the current school district is not older than one year;
 - iii. Previous testing meets the requirements as outlined in *The Dyslexia Handbook, 2018 Update*; and
 - iv. Previous testing meets the standards and procedures implemented by NBISD.
4. The timeline for completing the procedures outlined above shall be 30 instructional days from the date the student is verified as being a student with dyslexia and eligible for dyslexia and Section 504 services.

STUDENTS TRANSFERRING FROM OUT OF STATE:

For students transferring into New Boston ISD from a state other than Texas and who have been diagnosed with dyslexia within the same school year by a public school agency, the following procedures are to be followed:

1. Receiving campus **must** have written documentation from the previous school district that student has been identified as a student with dyslexia.
2. Receiving campus **must** have written documentation from the previous school district that student has a **current** Section 504 plan.
3. New Boston ISD, upon receipt of the written documentation outline in items 1 and 2, will provide the student with FAPE (free and appropriate public education as defined under Section 504 including services **comparable** to those described in the student's Section 504 plan) from the previous school district **UNTIL** the current school district either:

- a. Conducts an evaluation pursuant to the procedures outlined in *The Dyslexia Handbook, 2018*, Section 504, and New Boston ISD procedures for evaluating students with dyslexia; and
 - b. Develops, adopts and implements a new Section 504 plan, if appropriate, that meets the applicable requirements pursuant to the procedures outlined in *The Dyslexia Handbook, 2018 Update*, and Section 504.
4. The timeline for completing the procedures outlined above shall be 30 instructional days from the date the student is verified as being a student with dyslexia.

Should the data indicate that additional testing is indicated or not adequately current, Section 504 regulations and TEA requirements as outlined in *The Dyslexia Handbook, 2018 Update* have identified certain expectations in regard to the process and data required for a dyslexia evaluation. The data accompanying the request for a dyslexia evaluation should provide the evaluator with complete and accurate documentation to confirm the need for an evaluation or re-evaluation (specific to out of state transfer students). Documentation should include but is not limited to the following:

- The student has **passed** the hearing screening. This screening **must** be current, and the student must be able to hear, and process sounds normally. *“Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non-speech words.”* (*Overcoming Dyslexia*, Sally Shaywitz, pgs. 48 – 49).
- The student has **passed** the vision screening with or without correction (i.e., glasses, contacts). This screening **must** be current, and the student must be able to see the written word and differentiate between letters. (*Overcoming Dyslexia*, Sally Shaywitz, p. 50; *Learning Disabilities – From Identification to Intervention*, Jack M. Fletcher, pgs. 92 – 94).
- Data indicating that student’s difficulties are not due to LEP issues and/or sociocultural factors such as irregular attendance or lack of experiential backgrounds.

For students who are identified as special education transfer students and have dyslexia, please refer to the procedures under the IDEA.

NBISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or genetic information in employment or provision of services, programs, or activities.