

Levelland I.S.D.

District Dyslexia Plan

Levelland Independent School District
704 11th Street Levelland, TX 79336
Phone: 806-894-9628 Fax: 806-894-2583



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PART 1: **INFORMATION**

I. INTRODUCTION TO THE LEVELLAND ISD DYSLEXIA PROGRAM

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.

(Moats, 1999)

This procedure guide sets forth the procedures regarding dyslexia and related disorders in **Levelland Independent School District**. The guide provides general information about dyslexia, procedures to follow when school personnel suspect a student may have dyslexia or a related disorder, and a range of intervention options for students struggling to read, write and/or spell. This guide also outlines allowable accommodations on state student assessment, gives specific information about student monitoring during participation in the Section 504 (§504) Dyslexia Program, and details criteria for exit from the program. Finally, information and resources for parents and teachers are provided.

These procedures correspond to state and federal guidelines, and were developed to provide an effective means for meeting the needs of students with dyslexia in **Levelland ISD**. This District Plan follows the recommendations of the Texas Education Agency as stated in "**The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders**" (TEA, Revised 2007, Updated 2014). This **LISD** District Plan is intended to clarify the district's implementation of the state procedures; any conflict between this document and "The Dyslexia Handbook" is unintentional and should be resolved in favor of the TEA document. References research and studies used or quoted are in the TEA Dyslexia Handbook.

A. Dyslexia and Related Disorders Administrative Procedures

Authority: Texas Education Code, Section §38.003

As stated in Texas Education Code §38.003 (a) and (b):

- (a) "Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education." The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to additional reading instruction (if placed in additional reading instruction), teachers' input, and parents' input.
- (b) "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

1. District Committee

The District Dyslexia Committee will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. The

committee will meet periodically to update the guidelines and the district's implementation plan and disseminate such revisions to all campuses.

2. Campus Committees

At each **Levelland Independent School District** campus, the Student Intervention Team and/or the campus 504 committee, along with the campus dyslexia specialist, will work in accordance with the **Levelland Independent School District** Dyslexia Flowchart in this manual.

The committee members, other than those specified, will consist of different professional personnel depending upon the students referred, the type of concern, the teachers having direct contact with the referred student, and the teachers of the various programs into which students may be referred and placed for services.

B. Definitions and Characteristics of Dyslexia

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

The Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(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.

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

The current definition from the International Dyslexia Association states the following:

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 Association Board of Directors, Nov. 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.

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

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that individuals may demonstrate differences in degree of impairment.

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

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or other thinking abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) .

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word
- Trouble learning and naming letters and numbers and remembering the letters in her name
- Aversion to print (e.g., doesn't enjoy following along if book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” “ ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as/m/ / / /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading• Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Associated Academic Difficulties and Other Conditions

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia can have problems in written expression, reading comprehension, and mathematics, as well as other complicating conditions and/or behaviors.

Besides academic struggles, students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders. Some students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. Educators should appropriately screen, monitor, and provide needed instructional/referral services to address associated symptoms and/or academic impairments.

These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to the success or failure of instructional practices. In regard to motivation, Torgesen states, “Even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read.” Therefore, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student’s motivation and engagement in learning. Educators are responsible for providing an environment of affirmation that motivates and engages the student with dyslexia and complicating conditions.

Sources for Common Evidence of Dyslexia:

Common Signs, (n.d.). Retrieved July 10, 2006, from The International Dyslexia Association Web site.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A Knopf.

C. Procedures for Assessing Students for Dyslexia

Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement. (Snow, Burns, and Griffin, 1998)

NOTE: Procedures Required By State and Federal Law Prior To Formal Assessment

The Student Success Initiative (SSI) is a state-level effort to ensure that all Texas students receive the instruction and support needed to be academically successful in reading and mathematics. For students that demonstrate difficulties during early reading instruction (kindergarten, grades 1 and 2), the most common form of instructional help is available through the SSI as mandated by TEC §28.006. This education code requires districts and charter schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension.

If (**at any grade level**), on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district or charter school must notify the students' parents or guardians. According to TEC §28.006(g), the district or charter school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to “catch up” with their typically performing peers.

Research continues to support the need for early identification and assessment. The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development. Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills.

Keeping the above-referenced information in mind, it is important that the school district not delay identification and intervention processes until second or third grade for students suspected of having dyslexia. This identification process should be an individualized evaluation rather than a screening. Further, the evaluation should be conducted through §504 procedures or through the Individuals with Disabilities Education Act (IDEA 2004).

As evident through the components of SSI and other state-level initiatives that support reading, Texas is committed to data-driven instruction. Early reading assessments are required by state law and are evidence-proven to be best practice. With the use of early reading assessment instruments, teachers can quickly assess a child's reading abilities and provide prescriptive instruction by isolating the skills that need strengthening.

The International Dyslexia Association (IDA) indicates that the unexpected difficulties that students with dyslexia demonstrate in the area of reading are seen despite the provision of effective (scientifically based) classroom instruction. Therefore, **the use of a Response to Intervention (RtI) or a tiered process is important in the identification of dyslexia.** RtI or the use of a tiered process should not delay the inclusion of a student in dyslexia intervention once dyslexia is identified.

D. Response to Intervention

The interventions provided to students who are reported to be at risk for dyslexia or other reading difficulties should align with the requirements of NCLB legislation that requires districts and charter schools implement reading programs using scientifically based reading research (SBRR). Additionally, the most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEA 2004), passed in 2004, is consistent with NCLB in emphasizing 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 included in IDEA 2004 to be used in determining whether a student has a specific learning disability, including dyslexia. Districts are strongly recommended to implement an RtI process for students who are at risk for dyslexia or other reading difficulties, as they would with any student exhibiting learning difficulties. **Ongoing assessment and progress monitoring of reading achievement gains are required for students at risk for dyslexia or**

other reading difficulties. Additional information pertaining to initiatives that support the reading achievement of Texas students is available on TEA’s website: www.tea.state.tx.us

Tier I: Student exhibits poor performance on early reading assessment or fails to respond to scientifically based reading instruction at any level. Classroom teacher intensifies instruction and provides accommodations. If student does not make adequate reading progress.....

Tier II: Teacher provides more intense intervention in addition to the core reading program and monitors progress, including intensive small group reading instruction, establishment of goals and progress monitoring. If student does not make adequate reading progress AND exhibits characteristics of dyslexia....

Tier III: Student is recommended for dyslexia screening. Before a teacher can refer a student for screening or testing for dyslexia the Response to Intervention (RTI) process must be completed. (See Section II Flowchart).

NOTE: Progression through tiered intervention is not required in order to begin the identification of dyslexia. The use of a tiered intervention process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. The needs of the students must be the foremost priority. Frequently, a child with dyslexia may be making what appears to be progress in the general education classroom based on report card grades or minor gains on progress measures. While various interventions may prove to be helpful in understanding curriculum, a child with dyslexia also requires a specialized type of intervention to address his/her specific reading disability. The use of a tiered process should not delay the inclusion of a student in dyslexia intervention once dyslexia is identified.

Parents/guardians always have the right to request a referral for a dyslexia assessment at any time. Once a parent request for dyslexia assessment has been made, the school district is obligated to review the student’s data history (both formal and informal data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights.

When a referral for dyslexia assessment is made, districts should ensure that evaluation procedures are followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore, it is beneficial for districts to consider the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

The RTI process with data gathering includes:

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 (report cards)
- Gifted/Talented assessments
- Samples of school work
- Parent conferences
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- The K–2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- Universal screening for all grade levels available (English and native language, if possible)
- State student assessment program as described in TEC §39.022

Students enrolling in public schools in Texas 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 input from the parents/guardians. For students demonstrating difficulties in reading (kindergarten; grades 1, 2, and 7), the SSI as mandated by TEC §28.006 provides guidance to ensure that all students receive the instruction and support needed to be academically successful in reading and mathematics. Additionally, the appropriate time for assessing is early in a student’s school career (19 TAC §74.28). While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student’s school career.

The **Levelland ISD** recommends assessment for dyslexia 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
- Characteristics of dyslexia

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates the student was provided appropriate instruction and include data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. This cumulative data also includes information from parents/guardians. Sources and examples of cumulative data are provided in Figure 2.2 of the State of Texas Dyslexia Handbook 2014.

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities, such as dyslexia. In addition, in 2017, HB 1886 requires screening for dyslexia for each Kindergarten and First Grade student at the end of the school year. In Levelland, we also screen all Second Grade students at the end of the year. Those professionals responsible for working with students with reading difficulties should be familiar

with the legislation listed in the State of Texas Dyslexia Handbook 2014.

When the RTI process has been completed a formal referral for Dyslexia Screening may be filled out, as well as the parent input and teacher input forms. Description of the LISD process:

- 1. Student Intervention Team Meeting to Begin Process:** This can be initiated by parent, teacher, Intervention Support Teacher, Administrator, or Dyslexia Specialist and can occur at any Student Intervention Team meeting. If the dyslexia teacher is not a regular member of the team, he/she **shall attend all Student Intervention Team meetings in which information about the dyslexia process or students with dyslexic tendencies are reviewed.**
- 2. Data Gathering Initiated by the Dyslexia Specialist:** The Dyslexia Specialist will give the grade level appropriate *Teacher Dyslexia Survey* form (*Dys 2A or Dys 2B*) to the teacher(s) along with a request for documenting co-existing complications or assets. The Dyslexia Survey should be filled out by **each of the student's teachers** since different behaviors may be noticed in different settings. The referral (*Dys 1*), parent input (*Dys 3*) and teacher input (*Dys 2A or 2B*) forms shall also be submitted to the campus dyslexia specialist.
- 3. Screening Review:** Upon receipt of the form(s), the Dyslexia Specialist will fill out the form, *Summary of Survey (Dys 2C)*, on the child. Based on the *Summary of Survey* and the accumulated data, the Student Intervention Team, along with the Dyslexia Specialist, will make one of two recommendations:
 1. If the student has a score of **61 or above**, continue immediately to Formal Dyslexia Assessment.
 - The Dyslexia Specialist, and/or the campus 504 coordinator will meet with the parent to issue *Permission for Assessment (Dys-4)*, and *504 Rights and Receipt of 504 Rights (Dys-5)* forms to the parent.
 - After the Dyslexia Specialist receives *Permission for Assessment* and *Receipt of 504 Rights*, formal assessment begins. A Dyslexia Specialist gives and scores the formal dyslexia battery.
 - After the testing is complete, the Dyslexia Specialist fills out *Characteristic Profile of Dyslexia (Dys-6)*.
 - The Dyslexia Specialist will notify the campus 504 coordinator when assessment is complete so that a 504 committee meeting can be convened.
 - District 504 procedures will be followed to determine eligibility for services under section 504. Or,
 2. If the student has a score of **0-60**, the Student Intervention Team will continue to monitor the student and determine appropriate intervention and support based upon student need.
 - If concern continues even with additional intervention and supports in place, the Student Intervention Team may request that the dyslexia specialist proceed with formal assessment for dyslexia.
 - If the Student Intervention Team makes this recommendation, the Dyslexia

Specialist, and/or the campus 504 coordinator will meet with the parent to issue *Permission for Assessment (Dys-4)* and *504 Rights and Receipt of 504 Rights (Dys-7)* forms to the parent.

- After the Dyslexia Specialist receives *Permission for Assessment* and *Receipt of 504 Rights*, formal assessment begins. A Dyslexia Specialist gives and scores the formal dyslexia battery.
- After the testing is complete, the Dyslexia Specialist fills out *Characteristic Profile of Dyslexia (Dys-6)*. The Dyslexia Specialist will notify the campus 504 coordinator when assessment is complete so that a 504 committee meeting can be convened.
- District 504 procedures will be followed to determine eligibility for services under section 504.

The following domains will be assessed:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (ratio and accuracy)
- Reading comprehension
- Written spelling

The student's difficulties in the area of reading must be unexpectedly low for the student's age and educational level.

NOTE:

- Regardless of the process in place, the parents or guardians always have the right to request a referral for screening at any time. If this is the case, the Student Intervention Team will meet to begin the process (See #1 above).
- If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is being requested, IDEA 2004 due process procedures must be followed.
- The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.
- In compliance with §504, tests, assessments, and other evaluation materials must follow the state guidelines.
- If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student's dyslexia intervention.

E. 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 Language Proficiency Assessment Committee (LPAC) is recommended.

Additional Data Gathering (in addition to the information previously listed under “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 results when available
- Texas English Language Proficiency System (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

Additional Assessment (in addition to the information listed under “Domains to Assess”)

- 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.

Additionally, personnel involved in the evaluation process of ELLs for dyslexia need to be trained in bilingual assessment and interpretation procedures as outlined in the State of Texas Dyslexia Handbook 2014. Areas for assessment are outlined in Figure 2.4 of the Texas Dyslexia Handbook 2014.

Additional Considerations for English Language Learners

A professional involved in the assessment, interpretation of assessment results, and identification of ELLs with dyslexia needs to have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language—transparent (Spanish, Italian, German), syllabic (Japanese-kana), semitic (Arabic, Hebrew), and morphosyllabic (Chinese-Kanji)
- Knowledge of student’s literacy skills in native and second language
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and

economic and socioeconomic factors

Interpretation

To appropriately understand test results, the examiner(s)/committee of knowledgeable persons must interpret test results 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.

The committee (§504 or ARD) must first determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

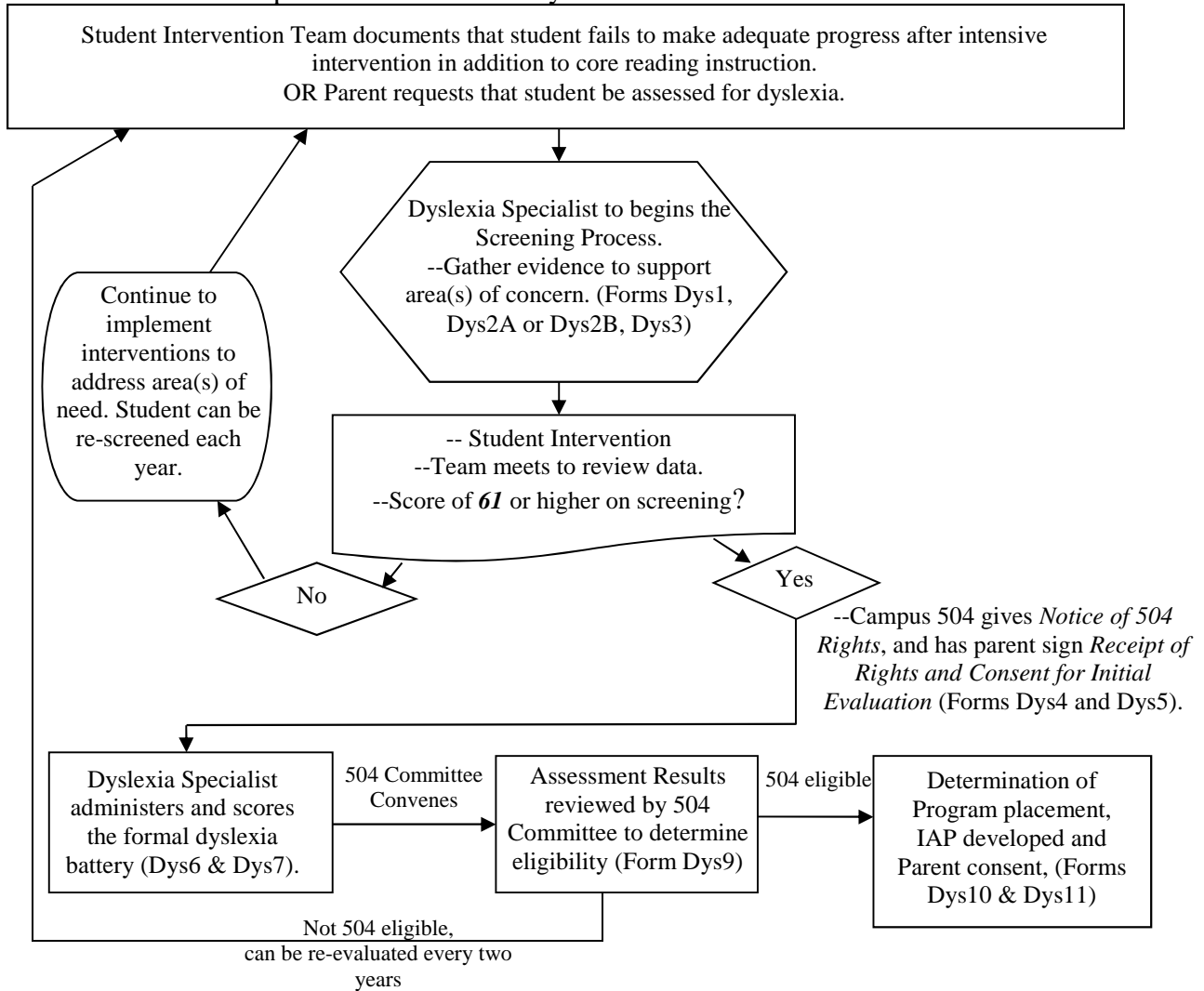
- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (both rate and/or accuracy)
- Spelling (An isolated difficulty in spelling would not be sufficient to identify dyslexia.)

The evaluation data collected also may include information on reading comprehension, mathematics, and written expression. Dyslexia often coexists with learning difficulties in these related areas. Another factor to consider when interpreting test results is the student's linguistic background. Additional information for interpreting the results as well as RtI information are in the Texas Dyslexia Handbook 2014.

Based on the above information and guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected. Questions to be considered are outlined in Figure 2.5 of the State of Texas Dyslexia Handbook 2014.

II. FLOWCHART OF THE DYSLEXIA PROCESS FOR LEVELLAND ISD

The following flow chart outlines LISD’s dyslexia process. It is important to note that a tiered intervention should last as long as progress monitoring indicates appropriate. Generally, interventions are not expected to last an entire year.



NOTE:

- Copies of all documentation are sent to Dyslexia Specialist to schedule testing (Suggested timeline to test: 60 days)
- After evaluation, the Dyslexia Specialist fills out the Dyslexia Student Testing Profile (Form Dys6) and the Dyslexia Testing Results Snapshot (Form Dys7).
- The Dyslexia Specialist will notify the Campus 504 Coordinator that a 504 Meeting can be scheduled (Suggested timeline from testing to 504 Meeting: 45 days).
- The Campus Coordinator notifies the members of the 504 Committee as to the time and place (Form Dys8).
- Notice of the 504 Evaluation Results will be sent to parent if not in attendance at meeting.

III. ADDITIONAL INFORMATION TO NOTE FOR LEVELLAND ISD

A. Annual Review

The progress of students in the district dyslexia program will be reviewed annually (minimally) by either the Student Intervention Team or the campus 504 committee as appropriate to the student's identification.

B. Assessment Procedures

A parent or guardian may request to have his/her child assessed for dyslexia or a related disorder by staff at the district or charter school. **(If the school district has data to support refusal of the parent's or guardian's request, the procedural protections of §504 must be followed.** The parents or guardians must be provided their notice of rights under §504. For a student who is special education-eligible, IDEA 2004 procedures must be followed. Best practices suggest appropriate timelines to mirror those of special education.) It is important to remember that once a parent request for dyslexia assessment has been made, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be notified of their due process rights. **Once the Consent to Test has been signed by the parent or guardian, formal assessment must take place unless there is sufficient data to support a refusal.**

A student is not required to fail a class or subject or fail the state required assessment to be considered for a dyslexia assessment. According to TEC §38.003, students should be assessed for dyslexia at appropriate times. Results from a state test, required by the statewide assessment program, are only one source of data to be gathered and considered for possible recommendation for assessment. Other information must also be considered, such as teacher information, report card grades, parent information, history of reading difficulties, informal observations of the student's abilities, response to scientifically based reading instruction, etc. (Texas Dyslexia Guidelines, page 64)

C. Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. **Levelland ISD may choose to accept the outside assessment, or may choose to re-assess the student.** In either situation, the §504 committee will determine the identification status of a student enrolled in **Levelland ISD**, and the placement of the student in the dyslexia program(s).

D. Re-Evaluation

For those students who will be taking a state assessment, the 504 Committee should meet to conduct an annual re-evaluation of students on Section 504 Services Plans as well as those students who are eligible under Section 504 but not in need of a Section 504 Services Plan at this time. Re-evaluation should also occur prior to any significant change of placement and whenever

necessary to ensure the continued provision of FAPE. It is also the District's practice to conduct annual reviews when no periodic re-evaluation is required. Note: This re-evaluation is not a re-assessment. For those students who will not be taking a state assessment, this periodic re-evaluation should occur at least every three years.

Prior to a re-evaluation, the District will provide the parents with notice of the time and place of the re-evaluation meeting, inviting the parent to attend. Written notice, while not required, is preferred, and can be accomplished utilizing the Notice of Section 504 Meeting form. If the Student remains eligible and in need of a Services Plan, the Committee should focus on the Student's changing needs due to the effects of different classroom subject matter, school demands and other factors. Should the Committee determine that the Student is no longer eligible, the Committee should dismiss the Student from 504. The Parent shall be given notice of the results of the re-evaluation.

E. Timeline

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

- Upon receipt of parent permission to assess until assessment is completed shall be 60 school days or less
- From the completion of the assessment to the 504 Committee meeting for determination of dyslexia and program placement shall be within 45 days

Special education students shall follow the timelines required by federal law, under IDEA 2004.

F. Instruction for Students with Dyslexia

TEC §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in Section G.

Each school **must** provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction. Core Instruction alone may not meet the instructional program requirements for students with dyslexia.

G. Specialized Dyslexia Intervention

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the

reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** the components of instruction and instructional approaches in the following section:

H. Critical, Evidence-Based Components of Dyslexia Instruction

(Expanded definition of components and delivery of instruction is in the State of Texas Dyslexia Handbook 2014)

- **Phonological awareness**
- **Sound-symbol association**
- **Syllabication**
- **Orthography**
- **Morphology**
- **Syntax**
- **Reading comprehension**
- **Reading fluency**

I. Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field (TEC §29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA 2004) (300.8) (§504) criteria such as learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, sensory disabilities (hearing impaired, visually impaired, blind-deaf), traumatic brain injury, autism spectrum disorder, or other health impairments such as ADHD.

Assessment and identification of twice-exceptional learners can be challenging and requires those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by these learners. Often the disability masks the giftedness, which places emphasis on barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the learner's experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. The US Department of Education's Office for Civil Rights offers information for

addressing students with disabilities seeking enrollment in advanced academic programs (e.g., Advanced Placement and International Baccalaureate). For more information, see www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.pdf.

J. Professional Development Relative to Dyslexia for All Teachers

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2003). To ensure that general education teachers are knowledgeable about dyslexia, TEC §21.054(b) and TAC §232.11(e) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

For each campus, the Dyslexia Interventionists must be familiar with and prepared to use the techniques, tools, and strategies outlined in State of Texas Dyslexia Handbook 2014. They may also serve as trainers and consultants in the area of dyslexia and related disorders for regular, remedial, and special education teachers. In addition, in Texas K–12 education, dyslexia practitioner licensure is voluntary. K–12 educators can provide services to those with dyslexia without being licensed. However, K–12 educators must have training in the components and delivery of dyslexia instruction outlined State of Texas Dyslexia Handbook 2014 if they are providing the dyslexia services.

K. Technology Integration for Students with Dyslexia (TEC §38.0031)

The research is definitive regarding technology and instruction for students with dyslexia. When students have access to effective technology, their overall educational performance improves. One of the best ways to use technology is in combination with instruction in reading strategies and processes. Technology is not intended to take the place of quality reading instruction. It should be used in combination with teacher-directed instruction and intervention. Technology should never be used as a substitute for quality instruction; it is intended to supplement, not supplant.

The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support instructional decisions regarding technology that benefits students with dyslexia. To view this source, visit www.region10.org/dyslexia/techplan.

IV. CRITICAL INFORMATION ABOUT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES TAKING STATE ASSESSMENTS

For students who receive special education or Section 504 services, the decision for a student to use accommodations during the statewide assessments is made by the ARD committee or Section 504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria because of a disabling condition, the decision about using accommodations on the assessments is made by the appropriate team of people at the campus level, such as the Response to Intervention (RTI) team or student assistance team. Additional guidelines and suggestions are listed in the State of Texas Dyslexia Handbook 2014.

A. Using Accommodations during Classroom Instruction and Testing

The use of accommodations primarily occurs in the classroom on a daily basis. Understanding the basic principles of accommodations helps ensure their appropriate use in all educational settings.

B. Accommodations



- are changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction
- should be effective in allowing a student access to the Texas Essential Knowledge and Skills (TEKS)
- must be individualized for each student
- are intended to reduce the effect of a student's disability
- should be routinely used during classroom instruction and testing
- may be appropriate for classroom use but may not be appropriate or allowed for use on a statewide assessment
- should be documented in the appropriate student paperwork
- should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year



- are **not** necessary for every student
- are **not** changes to the performance criteria of an assignment or assessment
- are **not** changes to the content being assessed and should not replace the teaching of subject-specific knowledge and skills as outlined in the TEKS
- should **not** be provided to an entire group of students, such as those in the same class or disability category, as a “one-size-fits-all” accommodation
- are **not** intended to provide a student with a disability an advantage (e.g., increase a passing score to a higher score)
- should **not** be provided to a student without evidence of effectiveness from year to year

Educators who make decisions about accommodations for a student should have knowledge of the TEKS and a clear understanding of the student's performance in relation to the TEKS. In addition, educators should continually collect and analyze data pertaining to the use and effectiveness of accommodations so that informed educational decisions can be made for each student. Such data could include observational reports or assignment/test scores with and without

the use of the accommodation. Sometimes an accommodation becomes ineffective or inappropriate over time due to the student's age or changing needs. By analyzing data, an educator may be able to see that the student has gained skills, overcome weaknesses, or progressed in the curriculum and no longer needs the accommodation. Or it may confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

C. Using Accommodations on Statewide Assessments

Accommodations provided to students during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. This should not discourage the use of appropriate accommodations during instruction. Classroom instruction is intended to provide each student the opportunity to learn the state-mandated curriculum. To accomplish this, educators should use a variety of techniques to meet the needs of each student, thus allowing each student to maximize his or her academic potential.

However, statewide assessments are intended to measure how well each student has mastered the state-mandated curriculum. In order to assure the reliability, validity, and security of all statewide assessments, **only those accommodations that do not invalidate the content being measured or compromise the security and integrity of the assessments are allowed.** Therefore, not all accommodations used routinely in the classroom are appropriate or allowed for use during the statewide assessments.

D. Testing Accommodations

After determining the instructional accommodation(s) that are effective for a student, the educator should investigate whether those accommodations are allowed on a statewide assessment. The Accommodation Triangle organizes accommodations for students with disabilities by type in accordance with the specificity of the eligibility criteria and the need for TEA approval. The accommodation type is also recorded on the student's answer document. The complete Accommodation Triangle, with links to each accommodation policy, is available on the Accommodations for Students with Disabilities webpage.

V. STUDENT MONITORING AND DYSLEXIA PROGRAM EXIT

Upon successful completion of **Levelland ISDs** program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Please note, **exit from the Dyslexia Program does not necessarily also mean exit from §504 nor from Testing Accommodations**. Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Students that have completed the **Levelland ISD** dyslexia program will receive regular monitoring during the first year.

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

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 committee, or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

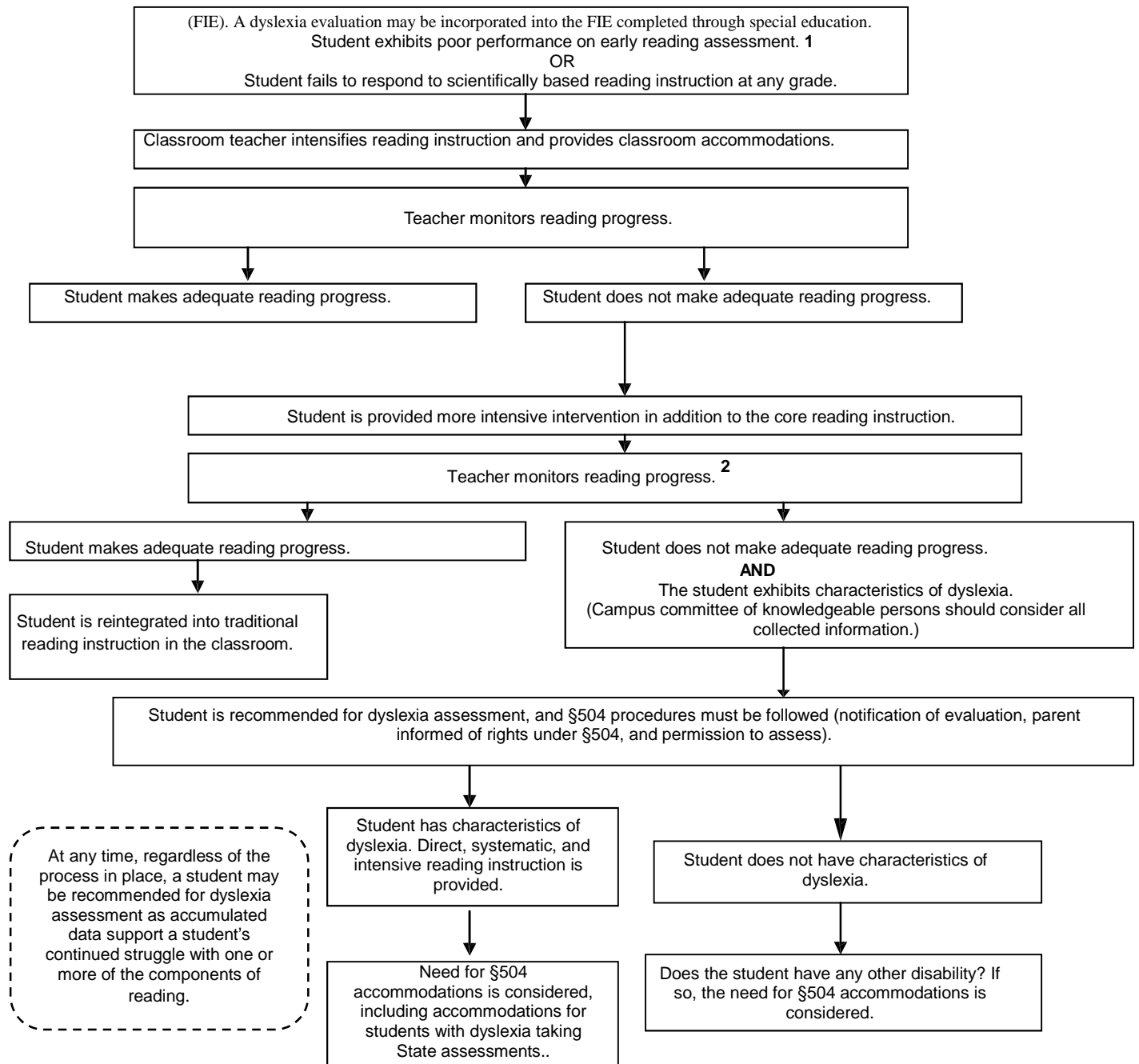
- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment;
- Committee recommendation
- Parents request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

PART 2: **RESOURCES**

Pathway to the Identification and Provision of Instruction for Students with Dyslexia

This flow chart illustrates a process for determining the instructional support needed by students with dyslexia using a Response to Intervention process. Special education evaluation should be conducted whenever it appears to be appropriate. Some students will NOT proceed through all steps before being referred for a Full Individual Evaluation



At any time, regardless of the process in place, a student may be recommended for dyslexia assessment as accumulated data support a student's continued struggle with one or more of the components of reading.

Some districts/charters use a four-tier model. Both three-tier and four-tier models have been found effective.

1 Parents (or guardians) of students in K–2 will be notified if the student is determined to be at risk for dyslexia or other reading difficulties (TEC §28.006).

2 Parents (or guardians) may request dyslexia assessment or special education evaluation at any time.

37 Common Characteristics of Dyslexia

Adapted from Ronald D. Davis, ©1992

Most people with dyslexia or ADD will exhibit at least 10 of the following traits and/or behaviors.

GENERAL

- Appears bright, highly intelligent, and articulate but unable to read, write, or spell at grade level.
- Labeled lazy, dumb, careless, immature, “not trying hard enough,” or “behavior problem.”
- Isn’t “behind enough” or “bad enough” to be helped in the school setting.
- High IQ, yet may not test well academically; tests well orally, but not written.
- Feels stupid; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.
- Talented in art, drama, music, sports, mechanics, story-telling, sales, business, designing, building, or engineering.
- Seems to “zone out” or daydream often; gets lost easily or loses track of time. Difficulty sustaining attention; seems “hyper” or “daydreamer.”
- Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.

VISION, READING, AND SPELLING

- Complains of dizziness, headaches or stomach aches while reading.
- Confused by letters, numbers, words, sequences, or verbal explanations.
- Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.
- Complains of feeling or seeing non-existent movement while reading, writing, or copying.
- Seems to have difficulty with vision, yet eye exams don’t reveal a problem.
- Extremely keen sighted and observant, or lacks depth perception and peripheral vision.
- Reads and rereads with little comprehension.
- Spells phonetically and inconsistently.

HEARING AND SPEECH

- Has extended hearing; hears things not said or apparent to others; easily distracted by sounds.
- Difficulty putting thoughts into words; speaks in halting phrases; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking.

WRITING AND MOTOR SKILLS

- Trouble with writing or copying; pencil grip is unusual; handwriting varies or is illegible.
- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks; prone to motion-sickness.
- Can be ambidextrous, and often confuses left/right, over/under.

MATH AND TIME MANAGEMENT

- Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.
- Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.
- Can count, but has difficulty counting objects and dealing with money.
- Can do arithmetic, but fails word problems; cannot grasp algebra or higher math.

MEMORY AND COGNITION

- Excellent long-term memory for experiences, locations, and faces.
- Poor memory for sequences, facts and information that has not been experienced.
- Thinks primarily with images and feeling, not sounds or words (little internal dialogue).

BEHAVIOR, HEALTH, DEVELOPMENT AND PERSONALITY

- Extremely disorderly or compulsively orderly.
- Can be class clown, trouble-maker, or too quiet.
- Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).
- Prone to ear infections; sensitive to foods, additives, and chemical products.
- Can be an extra deep or light sleeper; bedwetting beyond appropriate age.
- Unusually high or low tolerance for pain.
- Strong sense of justice; emotionally sensitive; strives for perfection.
- Mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress, or poor health.

LEVELLAND ISD – SUGGESTED ACCOMMODATIONS FOR THE STUDENT WITH DYSLEXIA

Name of student: _____ Date _____
Teacher: _____

Put a check mark by the modification recommended.

- Allow the student to copy from paper rather than the chalkboard or overhead.
- Modification or assistance for copying/note taking
- Tape lectures.
- Avoid penalizing for handwriting errors.
- Give directions in small distinct steps.
- Have student repeat the instructions orally.
- Demonstrate the procedures before beginning independent work.
- Read proper nouns.
- Read all questions and answers to student.
- Peer/Buddy reading
- Use taped texts
- Avoid penalizing for spelling errors.
- Code unknown words in textbooks.
- Allow student to sub-vocalize while reading “silently”.
- Provide study aids/manipulatives.
- Change pace of instruction.
- Keep an assignment journal.
- Provide preferential seating
- Allow frequent breaks.
- Reduce written tasks.
- Adapt reports to projects.
- Allow use of computer for word processing.
- Allow use of cursive in classroom.
- Modify tests/oral administration/shortened test/change in format. Read all questions and answers to student for testing purposes.
- Extended time for assignments or tests
- Other:

LEVELLAND ISD – SUGGESTED ACCOMMODATIONS FOR THE CLASSROOM TEACHERS

Intelligent students who have unusual difficulty with written language skills often perform very well in the areas of verbal or experiential learning. Whenever possible, the curriculum and school work requirements need to be adapted to their unique learning abilities. The following suggestions will help students who have less talent for written language skills learn more successfully.

FIND A WAY FOR STUDENTS TO USE THEIR SPECIAL TALENTS

- Building three-dimensional models or projects
- Demonstrating and/or discussing hobbies
- Completing art or visual projects rather than written

STRESS VERBAL PARTICIPATION

- Reduce reading requirements
- Provide tapes of content area textbooks
- Do not require student to read aloud
- Reduce written work assignments
- Substitute oral reports for written reports
- Accept work dictated by student and written by parent or tutor

MAKE DIRECTIONS BRIEF AND SIMPLE

- Give only one step at a time
- Ask student to repeat; make sure he/she understands
- Give examples; allow student time to rehearse each step
- Encourage student to ask questions; treat each question patiently

TEACH STUDENT HOW TO ORGANIZE

- Break assignments into small steps
- Allow a “buddy” to write down assignments
- Help schedule long term assignments
- Allow student more time to think

PROVIDE MEMORY AIDS

- Post visual reminders or examples
- Provide matrix charts
- Allow student to tape record lectures and test reviews

GRADE ABILITIES, NOT DISABILITIES

- Grade verbal performance more than written performance
- Give credit for effort and time spent
- Test student orally whenever possible

REQUEST PARENTS’ COOPERATION AND HELP

- Encourage parents to read student’s homework to him/her
- Make parents become aware of the need for structure in student’s daily life
- Help parents to structure student’s study time
- Encourage parents to designate a regularly scheduled time and place for homework
- Encourage parents to provide opportunities for student to discover and develop his/her unique abilities
- Help parents to develop a positive attitude and understanding of their child’s worth

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LEVELLAND ISD – SUGGESTED ACCOMMODATIONS AND INSTRUCTION FOR STUDENTS WITH DYSLEXIA

Textbooks and Curriculum

Books/Reading

- Provide audiotapes/CDs of textbooks and have student follow the text while listening
- Provide summaries of chapters
- Use marker or highlighting tape to highlight important textbook sections
- Assign peer reading buddies
- Use colored transparency or overlay
- Review vocabulary prior to reading
- Provide preview questions
- Use videos/filmstrips related to the readings
- Provide a one-page summary and/or a review of important facts
- Do not require student to read aloud
- Talk through the material one-to-one after reading assignments

Curriculum

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)

Classroom Environment

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times

Instruction and Assignments

Directions

- Give directions in small steps and with as few words as possible
- Break complex direction into small steps—arrange in a vertical list format
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual clues
- Use both oral and written directions
- Ask student to repeat; check for understanding

Writing

- Use worksheets that require minimal writing
- Provide a “designated note taker;” photocopy another student’s or teacher’s notes
- Provide a print outline with videotapes and filmstrips
- Allow student to use a keyboard when appropriate
- Allow student to respond orally
- Grade only for content not spelling or handwriting

- Have student focus on a single aspect of a writing assignment (elaboration, voice, etc.)
- Allow student to dictate answer to essay questions
- Reduce copying tasks
- Reduce written work

Math

- Allow student to use a calculator without penalty
- Use visuals and concrete examples
- Use grid paper to help correctly line up math problems
- Present information in small increments and at a slower pace
- Take time to reteach if student is struggling to understand
- Read story problems aloud
- Break problems into smaller steps

Testing

- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade
- Provide typed test materials, not tests written in cursive
- Allow student to respond on tape, with a typewriter, or by dictating answers to a tutor for assessment
- Allow tests to be taken in a room with few distractions

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

1. Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language.
2. Graphophonemic knowledge 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.
3. Language Structure Instruction that encompasses morphology, semantics, syntax, and pragmatics.
4. Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning.
5. 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:

1. Explicit, direct instruction that is systematic, sequential, and cumulative.
2. Individual instruction that meets the specific learning needs of each individual student in a small group setting.
3. A reading curriculum that matches each student's individual ability level and contains all of the Components of Instruction managed in 19 TAC 74.28
4. Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction.

The Dyslexia Handbook, Revised 2007, Updated 2014

PART 3:
DISTRICT
504 & DYSLEXIA
FORMS

LEVELLAND ISD - DYSLEXIA STUDENT TESTING CHECKLIST

Referral Date: _____

Student: _____ Grade: _____ School Year: _____

DOB: _____ Age: _____ Campus: _____ Teacher: _____

Parent: _____ Phone: _____

Checklist of Forms - In the Suggested Order to be Completed

Person(s) responsible to complete or distribute form(s):

SC: School Counselor; **DT:** Dyslexia Teacher/Assessor; **CT:** Classroom Teacher

- Dys 1: Section 504 Referral ~ **SC, DT, CT & Nurse**
- Dys 2(A&B): Teacher Input & Worksheets: _____English Only (A: K-3, B: 5-12) ~ **SC & CT**
- RtI Information, Benchmark & Testing Information, Work Samples, etc. ~ **CT**
- Dys 3: Parent Input ~ **SC** / Interview & Additional ~ **DT**
- Dys 4: Summary of Screening Results – **DT, CT & SC**
- Dys 5A: Section 504 Notice of Consent for Initial Evaluation ~ **SC**
- Dys 5B: Section 504 Notice of Parents’ Rights ~ **SC**
- Dys 6: Dyslexia Testing Student Profile: _____English Only _____ELL ~ **DT**
- Dys 7: Dyslexia Testing Results Snapshot ~ **DT**
- Dys 8: Notice of Section 504 Meeting ~ **SC**
- Dys 9: 504 Committee Signature Page and 504 Committee Evaluation Form
~ **504 Committee**
- Dys 10: Section 504 Student Services Plan ~ **504 Committee**
- Dys 11: Parental Consent for Section 504 Services ~ **504 Committee**
- Other: _____

Screening Instruments (Bolded Instruments are Preferred):

For use by the Dyslexia Teacher / Assessor ~ This is not an all-inclusive, approved or recommended list.

- CTOPP 2**
- TPRI
- DIBELS / DIBELS Next
- KTEA-III**
- GORT-5**
- _____
- _____
- _____
- _____
- _____
- _____

Discipline Information (Attach copies of any behavioral plan or contract)			
Identify the behaviors exhibited by the student (check all that apply)			
Poor attention and concentration		Shifts from one uncompleted task to another	
Often loses things necessary for tasks		Interrupts or intrudes on others	
Excessively high/low activity level		Difficulty working with peers	
Difficulty following directions		Difficulty remaining seated	
Fidgets, squirms or seems restless		Confrontational/assaultive	
Dress code violations		Leaves class without permission	
Brings inappropriate items to school		Other	
In response to these behaviors, what behavior management techniques have been attempted?			
Results of these techniques:			
Has this student been suspended, expelled or removed to DAEP during the previous or current school year?	No		Yes (see below)
If yes, explain and attach copies of <i>all</i> disciplinary referrals (including those that resulted in discipline other than suspension, expulsion, or DAEP), and PEIMS report totaling removal days.			
Early Intervention & Alternative Programs (attach relevant plans or other documentation)			
What types of efforts have been attempted to meet the student's needs? (check all that apply)			
Alternative Learning Setting	Title I	Summer School	Dyslexia
ESL/Bilingual Ed. Program	Tutoring	TAKS remediation	Gifted & Talented
Mentoring	Other		
If the student received assistance from the campus' early intervention team (CST, SST, Core Team), please attach plans created for the student and data gathered on student's response.			
List services or programs considered and rejected for this student? Why?			
Has the student ever been special education eligible?	No		Yes, please attach dismissal ARD
Has the student ever been referred to special education?	No		Yes, please attach eligibility ARD
Mitigating Measures (Identify any mitigating measures currently in use or provided for the student's benefit. Check all that apply, describe the measure(s) in use.			
Medication:			
Medical supplies, equipment, or appliances:			
Low-vision devices (which do not include ordinary eyeglasses or contact lenses):			
Prosthetics including limbs and devices:			
Hearing aids and cochlear implants or other implantable hearing devices:			
Mobility devices:			
Oxygen therapy equipment and supplies:			
Assistive technology:			
Reasonable accommodations (includes early intervention, RTI, differentiated instruction and informal help from teachers):			
Auxiliary aids or services (includes health plans, emergency plans):			
Learned behavioral or adaptive neurological modifications (including dyslexia and remedial instruction):			
Other:			
Identify any mitigating measure checked above that is neither provided by the school nor implemented by the school:			

Evaluation Data from State Assessment (TAKS/STAAR)								
TAKS/STAAR Latest Administration School Year:			TAKS/STAAR Previous School Year:			TAKS/STAAR Previous School Year:		
Subject	Pass? (Y/N)	Scaled Score	Subject	Pass? (Y/N)	Scaled Score	Subject	Pass? (Y/N)	Scaled Score
Reading			Reading			Reading		
Mathematics			Mathematics			Mathematics		
Writing			Writing			Writing		
Science			Science			Science		
Social Studies			Social Studies			Social Studies		
English/LA			English/LA			English/LA		

Over time, this student's test scores: (check the appropriate box)			
have become better each year		have stayed about the same each year	
dropped suddenly in ___ grade		data not available	
have become worse each year			

Compared to the mean of the district/campus/classroom, this student's test scores: (circle comparison group and check the appropriate box)			
improved each year		stayed about the same each year	
		worsened each year	
		Other:	

Health Information Person conducting screening:			
Attach information relating to any doctor's order, diagnoses, or evaluation pertaining to disability (example, medical reports, psychological reports, ADD/ADHD diagnostic information, etc.)			
Does student exhibit any signs of health or medical problems?		No	Yes. If yes, attach observations.
Is there a need for further assessment of referral of a medical problem?		No	Yes (see below)
If further assessment is necessary, please describe what new data is necessary.			
Is student receiving any medication at school?		No	Yes, list medications
Does the student require adaptive equipment or facility adaptation?		No	Yes, attach list of needs
Does the student currently have a health plan?		No	Yes, attach a copy of the plan.
Does the student have a physical or mental impairment that is episodic?			
		No	Yes
If yes, please describe the condition, when and how often it is active, and its impact on the student when it is active.			
Does the student have a physical or mental impairment that is in remission?			
		No	Yes
If yes, please describe the condition, when it was active, at what point it went into remission and its impact on the student when it was active.			

Vision	Type of screening:	Date of screening	
<i>(Vision examination must have been administered within a year from the date of referral)</i>			
Visual acuity before correction:	Right _____	Left _____	
Visual acuity with correction:	Right _____	Left _____	
Interpretation of results:			
Does the student exhibit any known difficulty with near-vision?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes. If Yes, attach explanation.
Does student exhibit any signs of health or medical problems?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes. If yes, attach observations.
Is there a need for further assessment of a medical problem?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes (see below)
If further assessment is necessary, please describe what new data is necessary.			
As a result of the screening, is there any indication of a need for further assessment or adjustment?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes, please explain.
Has any follow-up treatment been recommended?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes, please explain.

Hearing	Date of most recent screening:	Type of screening:	
Results:			
Interpretation of results:			
As a result of the screening, is there any indication of a need for further assessment or adjustment?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes. If yes, explain.
Has any follow-up treatment been recommended?	<input type="checkbox"/>	No <input type="checkbox"/>	Yes, please explain.

Home Language Survey				
1. Identify the language most frequently used in the student's home:				
English	Spanish	English and Spanish	Other:	
2. Identify the language most frequently used by the student's parents:				
English	Spanish	English and Spanish	Other:	
3. Identify the language most frequently used by the student:				
English	Spanish	English and Spanish	Other:	
4. Is an LPAC in place for this student? If yes, please attach relevant LPAC records for Section 504 Committee review during evaluation.			Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other:

**LEVELLAND ISD - TEACHER INPUT FOR SECTION 504 / DYSLEXIA EVALUATION
(FORM DYS 2A – ELEMENTARY GRADES K-3)**

Student Name:		Grade:
Teacher's Name:	Subject Matter:	Date:

Note: Each of student's teachers should fill this out, not one per team.

Background Information:

Are there any indicators of reading problems in your subject area?

Classroom Observations / Classroom Interventions:

Check areas that student is experiencing difficulty:

Math Science Social Studies Writing Spelling Reading

Explain:

Compared to peers, is this student *significantly below* in:

speaking vocabulary concept formation social/behavior

Explain:

Instructional Rating													
Rate the concerns you have about this student. For each skill, mark: 1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed													
	1	2	3	4	5	N		1	2	3	4	5	N
Reading Skills							Tests						
Math Skills							Follows oral directions						
Written Expression							Follows written directions						
Spelling							Organizational skills						
Classroom work							Interaction with staff						

Homework														
----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Dys 2a: Classroom Teacher Input, page 2 of 4

Behavioral Rating						
Rate this student's behavior in relation to other students of the same AGE. For each behavior, mark: 1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed						
	1	2	3	4	5	N
Generally cooperates or complies with teacher requests.						
Adapts to new situations without getting upset.						
Accepts responsibility for own actions.						
Makes and keeps friends at school.						
Works cooperatively with others.						
Has an even, usually happy, disposition.						
Appropriate attention and concentration						
Compliance with teacher directives						
Brings necessary materials to class						
Fidgets, squirms or seems restless						
Completes tasks on time						
Stays on task, is easily redirected						
Remains seated						
Takes turns, waits for turn						

What have you done differently in your classroom to meet this student's educational/behavioral needs?

What were the results of these efforts (compared to other students in the class)?

Please attach work samples for *EACH* subject in which the student is showing difficulties.

Characteristics of Dyslexia in the School Setting

DIRECTIONS: Please respond to each of the following statements by checking (X) the blank that best describes the student. **All of these characteristics may not apply to every student; these are general areas that may indicate at-risk for dyslexia.**

<u>Part I – Academic</u>	Yes	No
1. Has difficulty reading words in isolation		
2. Has difficulty accurately decoding nonsense and unfamiliar words		
3. Displays slow, inaccurate, or labored oral reading (lack of reading fluency)		
4. Has difficulty learning to spell		
5. Has difficulty with the development of phonological awareness; (segmenting, blending, and manipulating sounds in words)		
6. Has difficulty learning the names of letters and their sounds		
7. Has difficulty holding information about sounds and words in memory (phonological memory)		
8. Has difficulty with rapid naming of familiar objects, colors, or letters of the alphabet		
9. Has variable degrees of difficulty with word recognition in isolation or in context		
10. Has variable difficulty with aspects of reading comprehension		
11. Has variable difficulty with aspects of written composition		
12. Spends a limited amount of time in reading activities		
13. Often does not understand figurative language (i.e.: busy as a bee) if English is the primary language		
14. Standard scores/percentile ranks or grades have dropped over time		
15. Displays directional confusion		
16. Has been retained		
Part II – Additional Factors		

17. Has had a relatively stable school environment (no more than one move per school year)		
--	--	--

Dys 2a: Classroom Teacher Input, page 4 of 8

18. Attends school regularly (no more than 10 absences per year)		
19. Speaks English as a primary language (check Home Language Survey)		
20. Has normal vision and hearing (check Nurse Records)		
TOTALS		

COEXISTING COMPLICATIONS OR ASSETS	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Oral Language			
Oral Expression			
Vocabulary Knowledge			
Attention			
Math Computation			
Math Reasoning			
Handwriting			
Behavior Issues			
Motivation			
Speech Issues			
Most Recent TPRI Scores Gr. ____ Story ____ Comp. ____ / ____			
Most Recent STAAR (in percentage) Grade: ____ Year: ____ Reading (R) Math (M)			
Most Recent NWEA (in percentile) Date: ____ Reading(R)			

Math(M)			
Other Concerns			

Dys 2b: Classroom Teacher Input, page 1 of 4

LEVELLAND ISD - TEACHER INPUT FOR SECTION 504 / DYSLEXIA EVALUATION (FORM DYS 2B – SECONDARY GRADES 4-12)
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Student Name:	Grade:
Teacher's Name:	Subject Matter: Date:

Note: Each of student's teachers should fill this out, not one per team.

Background Information:

Are there any indicators of reading problems in your subject area?

Has this student ever been retained? If so, what grade?

Classroom Observations / Classroom Interventions:

Check areas that student is experiencing difficulty:

___Math ___Science ___Social Studies ___Writing ___Spelling___Reading

Explain:

Compared to peers, is this student significantly below in:

__speaking __vocabulary __concept formation __social/behavior

Explain:

Instructional Rating													
Rate the concerns you have about this student. For each skill, mark: 1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed													
	1	2	3	4	5	N		1	2	3	4	5	N
Reading Skills							Tests						
Math Skills							Follows oral directions						
Written Expression							Follows written directions						
Spelling							Organizational skills						
Classroom work							Interaction with staff						
Homework													

Dys 2b: Classroom Teacher Input, page 2 of 4

Behavioral Rating							
Rate this student's behavior in relation to other students of the same AGE. For each behavior, mark: 1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed							
	1	2	3	4	5	N	
Generally cooperates or complies with teacher requests.							
Adapts to new situations without getting upset.							
Accepts responsibility for own actions.							

Makes and keeps friends at school.							
Works cooperatively with others.							
Has an even, usually happy, disposition.							
Appropriate attention and concentration							
Compliance with teacher directives							
Brings necessary materials to class							
Fidgets, squirms or seems restless							
Completes tasks on time							
Stays on task, is easily redirected							
Remains seated							
Takes turns, waits for turn							

What have you done differently in your classroom to meet this student's educational/behavioral needs?

What were the results of these efforts (compared to other students in the class)?

Please attach work samples for EACH subject in which the student is showing difficulties.

Dys 2b: Classroom Teacher Input, page 3 of 4

Characteristics of Dyslexia in the School Setting

DIRECTIONS: Please respond to each of the following statements by checking (X) the blank that best describes the student. **All of these characteristics may not apply to every student; these are general areas that may indicate at-risk for dyslexia.**

<u>Part I – Academic</u>	Yes	No
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1. Has intellectual ability / academic potential to develop reading, writing and spelling skills		
2. Student's reading, spelling or writing skills are below expectations in relation to perceived academic potential or intellectual ability		
3. Has difficulty identifying basic sight words		
4. Has difficulty sounding out words using basic phonics strategies / skills		
5. Has difficulty comprehending text read aloud by others		
6. Reads slowly with many inaccuracies		
7. Has difficulty with spelling		
8. Spells or mis-spells the same word differently in a single task		
9. Frequently makes spelling errors involving changing order of letters within a word (saw/was, left/felt)		
10. Handwriting is often illegible or messy		
11. Pencil grip is awkward, tight or fist-like		
12. Procrastinates writing assignments or avoids writing		
13. Has difficulty summarizing or outlining		
14. Has problems with organization or memory		
15. Has problems with spatial orientation (before/after, left/right)		
16. Struggles to find the "right word" or hesitates when answering direct questions		
Part II – Additional Factors		
17. Has had a relatively stable school environment (no more than one move per school year)		

Dys 2b: Classroom Teacher Input, page 4 of 4

18. Attends school regularly (no more than 10 absences per year)		
19. Speaks English as a primary language (check Home Language Survey)		
20. Has normal vision and hearing (check Nurse Records)		

TOTALS		
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COEXISTING COMPLICATIONS OR ASSETS	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Oral Language			
Oral Expression			
Vocabulary Knowledge			
Attention			
Math Computation			
Math Reasoning			
Handwriting			
Behavior Issues			
Motivation			
Speech Issues			
Most Recent STAAR (in percentage) Grade: ___ Year: ___ Reading (R) Math (M) Writing (W)			
Most Recent NWEA (in percentile) Date: _____ Reading(R) Math(M)			
Other Concerns			

LEVELLAND ISD - PARENT INPUT FOR SECTION 504 EVALUATION (FORM DYS 3)

The information requested will greatly assist the §504 Committee in evaluation of your child. If you have additional information that you want the Committee to consider (and that is not requested here) please feel free to attach additional pages. **Disregard any question that makes you uncomfortable.** If you would prefer to provide this information by phone, please contact _____ at _____.

Student Name:	Date of Birth:
Address:	Phone:
School:	Grade:

General Information		
Mother's Name:		
Occupation:	Level of Education	
Father's Name		
Occupation:	Level of Education	
With whom does the child live?	Relationship to child:	
Other Children in the Home (attach additional page if necessary)		
Name	Age	Relationship

Other Adults in the student's Home	Relationship to student	
Do any family members have learning problems? If yes, please explain		
Compared to other children in the family, this child's development was: (check one)		
Slower	About the same	Faster
At what age, in months, was the student able to do the following:		
Sat without support	Crawled	Walked without support
Used spoon fairly well	First word	Reasonably well-toilet trained

The Student's Friends & Activities					
Does the student prefer to play/socialize with	Girls	Boys	No preference		
Does the student have friends his/her own age?		Yes	No		
Does the student have friends who are younger than the student?		Yes	No		
Does the student have friends who are older than the student?		Yes	No		

Dys 3: Section 504 Parent Input, page 2 of 5

The Student at Home					
Please check each item available for the student's use at home:					
Computer	Books	Tape recorder	CD player		
Video games	Television	Educational toys	Radio		
What kinds of activities does your family do together? (Read, play games, camp, etc.)					
Have there been any important changes within the family during the last three years (For example, changes, moves, births, deaths, serious illnesses, separations, divorce)					
With whom in the family is the student particularly close?					
Has the student even been separated from the family due to family problem, health reasons, etc? If yes, please explain.					
How did the student react to the separation?					

Describe the student's behavior at home with peers, siblings, neighbors, and parents. (For example, is the student generally well-behaved? Social? Affectionate? Withdrawn?)

What methods of discipline are used with this student at home? (For example, spanking, extra chores, early bedtimes, taking away of privileges; is he/she given rewards for good behavior?)

How does the student react to discipline?

Who usually disciplines the student at home?

The primary language in the home is:

How long has the student lived in the United States?

What time does the student go to bed at night? Does the student eat breakfast?

What does the student do when not in school? (Please list the student's common indoor and outdoor activities.)

Does your student have a part-time job after school or on weekends? If yes, please provide the average number of hours worked per week.

The Student at School

Has your student talked to you about difficulties or problems at school? Please explain:

Do you think your student is having difficulties in school? Yes No

If you think your student is having difficulties, please explain your concerns.

Dys 3: Section 504 Parent Input, page 3 of 5

What do you think is causing the student's difficulties at school?

When did you first notice the difficulties?

If you have discussed these concerns with the school, please indicate when and with whom you shared your concerns:

If your student qualifies for Section 504, what services or accommodations do you think are necessary so that the student can participate and benefit from school?

Childhood & Medical History				
Has your student ever had the following?	Never	Began at age?	Ended at age?	Still has problem
Frequent fevers				
Frequent earaches				
Frequent vomiting				
Thumb sucking				
Nightmares				

Sleepwalking				
Head banging				
Rocking of body				
Teeth grinding				
Bedwetting				
Fingernail biting				
Temper tantrums				
Run away from home				
Lost consciousness				
Convulsions				
Current Medical Treatment & Medication				
Doctor's reports, letters and diagnoses can be very helpful to the 504 Committee. Please attach the student's medical records so that the Committee can have a more complete picture of your child.				
Please identify any medical problem for which your student is currently receiving medical care:				
Does your student appear to have any other physical health problems for which the student is not currently receiving medical care?				
Please list all medications currently taken by your student (over the counter and prescription).				
Please describe any side effects the student experiences from these medications.				
Please identify any medication(s) taken by your student for over 1 year:				
Please describe any hospital stays by your student, including the date, reason for the stay, the duration, and the result of treatment.				

Dys 3: Section 504 Parent Input, page 4 of 5

Does your child have a medical condition or illness with symptoms that are sometimes more serious than other times? If yes, please answer the following questions:
What is the name of the condition or illness?
When and how often is the condition or illness a problem for your child?
How does the condition or illness affect your child when the symptoms are most serious? (Are there things that he cannot do or things that are more difficult because of the condition or illness?)
Did your child used to have a serious medical condition or illness that has gone away? If yes, please answer the following questions:
What is the name of the condition or illness that your child used to have?

When did your child suffer from the condition or illness?

How did the condition or illness affect your child when the symptoms were most serious? (Were there things that he could not do or things that were more difficult because of the condition or illness?)

Is the condition or illness likely to return?

Please complete the following questions by checking (✓) either the “Yes” or “No”.

YES NO

Early Years:

___	___	Talked later than his/her siblings or peers
___	___	Used “baby talk” that continued past the normal stage
___	___	Had difficulty pronouncing words, i.e., “ <i>busgetti</i> ” for “ <i>spaghetti</i> ”, “ <i>mawn lower</i> ” for “ <i>lawn mower</i> ”
___	___	Had difficulty listening to books with rhyme
___	___	Had difficulty reciting popular nursery rhymes
___	___	Had difficulty recalling the right word. Child may “ <i>talk around the word.</i> ” (“ <i>Um, um, um... I forgot</i> ”)
___	___	Had difficulty learning/saying a new vocabulary word
___	___	Had difficulty overusing vague words like “ <i>stuff</i> ” or “ <i>that thing</i> ”
___	___	Had difficulty following the conversation because the sentences were filled with pronouns or words lacking in specificity. (i.e., “ <i>The things were all mixed up, but I got the stuff anyway.</i> ”)
___	___	Had difficulty telling and/or retelling stories in correct sequence
___	___	Had difficulty expressing self with correct articulation

Dys 3: Section 504 Parent Input, page 5 of 5

Before the child started school:

YES **NO**

___	___	Had trouble learning the alphabet, numbers, days of the week, colors and shapes
___	___	Had trouble learning to spell and write his name
___	___	Had difficulty reciting the alphabet without singing the song
___	___	Had difficulty identify the letters when presented at random
___	___	Had difficulty learning the sounds that letters make

Once enrolled in school:

YES **NO**

___	___	Child spends more time than is appropriate/normal on homework
___	___	Child needs an extraordinary amount of help with homework
___	___	Child prefers to be read to rather than reading to you

Has student ever been retained? Yes No

If “Yes”, what grade(s)? _____

Family history of Dyslexia:

YES NO

—	—	Other family members have been diagnosed with dyslexia and/or learning problems If “Yes”: <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Brother <input type="checkbox"/> Sister If “Yes”, who diagnosed the dyslexia? _____
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Additional Notes:

Signature of Parent

Date

Signature and Position of
person assisting (if any)

Date

Initial as completed
 _____ 2 Copies sent to Parent
 _____ 1 Copy signed & returned
 _____ Notice of Rights Included

Dys 5A: Section 504, Notice and Consent for Initial Evaluation, page 1 of 1

**LEVELLAND ISD - NOTICE AND CONSENT FOR INITIAL SECTION 504 EVALUATION
(FORM DYS 5A)**

Date Sent/Mailed:	Student's Name:	
Campus:	Grade:	Student ID #:
Parents:		
Address:		
Home Phone:	Work Phone:	

We have carefully reviewed your child's school records and information from teachers. Additional information is necessary to determine your child's educational needs and whether he/she might be eligible for assistance in the regular classroom under Section 504. We ask that you consent to an evaluation under §504 for the following reasons _____

In many cases, the §504 evaluation may simply consist of the Section 504 Committee reviewing and interpreting existing school records, including anecdotal evidence, observations, prior testing, grades, standardized test scores, and other data, in order to determine if your child qualifies for accommodations in the regular classroom. For students who have been involved in the early intervention process, the 504 evaluation will include a review of the classroom assistance and interventions provided the results of those efforts, and any other data generated by that process. In addition to reviewing the data described above, the district desires to conduct the following assessments:

Dyslexia assessment Other (please describe below)

Please review the enclosed document entitled "Notice of Parent Rights," which informs you of your rights under Section 504. If you CONSENT to the evaluation, please check the "consent" statement, sign and return one copy of this letter. If you REFUSE consent, please check the "refuse consent" statement, sign and return one copy of this letter. Keep the other copy of this letter and the Notice of Parent Rights for future reference.

Please call _____ (Coordinator) at _____ if you have any questions.

As the parent/legal guardian of the above referenced student, I have received notice of my Section 504 parent rights, and I understand that this is *not* an offer of a Special Education evaluation.

___ I hereby CONSENT to an evaluation under Section 504.

___ I hereby REFUSE consent to an evaluation under Section 504.

Parent/Guardian signature

Parent/Guardian printed name

Date

Initial as completed

Dys 5A: Section 504, Notice and Consent for Initial Evaluation (ELL), page 1 of 1

_____ 2 Copies sent to Parent
_____ 1 Copy signed & returned
_____ Notice of Rights Included

LEVELLAND ISD AVISO Y PERMISO PARA EVALUACIÓN INICIAL SECCION 504

Fecha de Envio:	Nombre de Estudiante:	
Escuela:	Grado:	Numero ID #:
Padres:		
Dirección		
Teléfono (casa):	Teléfono (trabajo):	

Hemos revisado cuidadosamente los archivos e información de los maestros de su estudiante. Se necesitan mas datos para determinar las necesidades educativas de su estudiante y si califica para recibir asistencia en sus clases regulares bajo la ley Seccion 504. Pedimos que nos de permiso para una evaluación en acuerdo con la ley Seccion 504 por las siguientes razones _____

En muchas situaciones, la evaluación Seccion 504 consistirá simplemente de un reviso e interpretación por un Comité de Seccion 504 de archivos escolares, incluyendo observaciones, calificaciones antiguas, calificaciones en cursos, datos de pruebas nomalizadas, y otros datos, para determinar si su estudiante califica para recibir asistencia y servicios bajo la ley Seccion 504. Para esos estudiantes que ya han recibido algunas intervenciones de asistencia, la evaluación Seccion 504 incluirá un reviso de esa asistencia, las intervenciones provistas, los resultados de tales intervenciones, y cualquier otros datos generados por el proceso de intervención. Además de revisar los datos aqui mencionados, el Distrito desea administrarle a su estudiante las siguientes pruebas:
_____ Examen de dislexia ___ Otro (favor de explicar en el espacio siguiente)

Por favor revise el documento incluido, con el título “Aviso a Padres de Estudiantes Incapcitados de sus Derechos Legales bajo la Seccion 504 del Decreto de Rehabilitación de 1973,” el cual le informa de sus derechos bajo la ley Seccion 504. Si da su permiso a la evaluación propuesta, favor de marcar en el espacio apropiado al final de esta carta, firmar, y regresar una copia. Si rechaza permiso, favor de marcar en el espacio apropiado, firmar, y regresar una copia. Retenga la otra copia de esta carta y de el Aviso de Derechos para su futura referencia.

Favor de llamar a _____ (Coordinador) al número _____ si tiene alguna pregunta.

Siendo el padre or guardian legal del estudiante indicado, he recibido el aviso de mis derechos bajo la ley Seccion 504, y entiendo que esto no sera una evaluación para educación especial.

_____ Doy permiso para la evaluación de Seccion 504
_____ Rechazo permiso para la evaluación Seccion 504

Firma

Nombre

Fecha

Dys 5B: Section 504, Notice of Parent Rights, page 1 of 2

**Notice of Rights for Disabled Students and their Parents
Under §504 of the Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly known in the schools as “Section 504,” is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered “disabled” if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of an impairment, or who are regarded as having an impairment from discrimination on the basis of disability. Students can be considered disabled, and can receive services under §504, including regular or special education and related aids and services, even if they do not qualify for, or receive, special education services under the IDEA.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle eligible student and their parents, to the following rights:

- 1.** You have a right to be informed about your rights under §504. [34 CFR 104.32] The School District must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District’s §504 Office and they will assist you in understanding your rights.
- 2.** Under §504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met. [34 CFR 104.33]. You have the right to refuse consent for services at any time.
- 3.** Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under §504. [34 CFR 104.33].
- 4.** To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34].
- 5.** Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34].
- 6.** The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under §504, and also before every subsequent significant change in placement. [34 CFR 104.35]. You have the right to refuse consent for initial evaluation.
- 7.** If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper

Dys 5B: Section 504, Notice of Parent Rights, page 2 of 2

method of administration, and appropriate test selection. [34 CFR 104.35]. The District will appropriately consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, statewide assessment scores, and mitigating measures, among others. [34 CFR 104.35].

8. Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35].
9. If your child is eligible under §504, he or she has a right to periodic reevaluations. A reevaluation must take place at least every three years. [34 CFR 104.35].
10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR 104.36]
11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under §504). [34 CFR 104.36].
12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under §504. [34 CFR 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.
13. If you wish to contest an action taken by the §504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's §504 Coordinator at the address below. A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

**[Levelland ISD 504 District Coordinator, 704 11th St., Levelland, Texas
(806) 894-9628]**

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of the decision by making a written request to the District's Section 504 Coordinator, and/or you may seek relief in state or federal court as allowed by law.
15. You also have a right to present a grievance or complaint through the District's local grievance process. The District will investigate the situation, take into account the nature of the complaint and all necessary factors, and respond appropriately to you within a reasonable time. Parents may contact the District's Section 504 Coordinator for more information about the District's grievance process.
16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers this school district is:

**Director, Office for Civil Rights, Region 17 Education Service Center
111 W. Loop 289, Lubbock, Texas 79416, Tel. 214-661-9600**

Dys 5B: Section 504, Notice of Parent Rights (Spanish), page 1 of 2
**Aviso a Padres de Estudiantes Incapacitados de sus Derechos Legales
bajo la Sección 504 del Decreto de Rehabilitación de 1973**

El Decreto de Rehabilitación de 1973, conocido generalmente como la “Sección 504,” es una ley federal legislada por el Congreso de los Estados Unidos. El propósito de esta ley es de prohibir discriminación contra estudiantes incapacitados y asegurar que tengan oportunidades y beneficios educativos tan adecuados como los de estudiantes sin incapacidades.

Bajo la Sección 504, un estudiante es considerado “incapacitado” si padece de un impedimento o condición física o mental que limita substancialmente por lo menos una de sus actividades vitales. La ley también protege a estudiantes que han tenido un impedimento o condición física o mental substancial en el pasado, o que son considerados incapacitados aunque realmente no lo sean. Estudiantes pueden ser considerados incapacitados bajo la Sección 504 y pueden recibir asistencia educativa bajo esa ley, incluyendo servicios educativos regulares o especiales y otra asistencia relacionada aunque no reciban educación especial según la ley federal IDEA.

El propósito de este Aviso es de explicarle los derechos legales garantizados bajo la Sección 504 a estudiantes incapacitados y a sus padres. Los reglamentos federales que dan efecto a la Sección 504 (los cuales se encuentran en el Título 34, Parte 104 del Código Federal de Reglamentos, o CFR) otorgan a los padres de familia y a estudiantes incapacitados los siguientes derechos:

1. Usted tiene derecho a ser informado de sus derechos bajo la Sección 504. [34 CFR 104.32]. El distrito escolar debe darle información escrita sobre sus derechos (este Aviso precisamente sirve para informarle de sus derechos). Si necesita que le expliquen o clarifiquen cualquier de los siguientes derechos, los dirigentes apropiados del distrito escolar le ayudarán a resolver sus preguntas.
2. Bajo la Sección 504, su hijo/a tiene derecho a una educación apropiada diseñada para satisfacer sus necesidades educativas individuales tan adecuadamente como las de estudiantes sin incapacidades. [34 CFR 104.33]. Usted tiene el derecho de rechazar, a cualquier punto, su permiso a recibir servicios.
3. Su hijo/a tiene derecho a servicios educativos gratuitos, con la excepción de gastos que normalmente se les cobran también a estudiantes sin incapacidades (o a sus padres). Compañías de seguros, y otras terceras personas similares, no son libres de sus obligaciones normales para proporcionar o pagar por servicios para un estudiante considerado incapacitado bajo la Sección 504. [34 CFR 104.33]. El recibir asistencia educativa bajo la Sección 504 no disminuye su derecho a recibir otra asistencia pública o privada de cualquier tipo.
4. Su hijo/a tiene derecho a ser colocado en el ambiente educativo que permita máximo contacto y relaciones con estudiantes sin incapacidades. [34 CFR 104.34]. A menos que sus necesidades educativas no puedan ser satisfechas ahí, su hijo/a será colocado en clases regulares.
5. Su hijo/a tiene derecho a equipo, clases, edificios, servicios y actividades comparables a las que son proporcionadas a estudiantes sin incapacidades. [34 CFR 104.34].
6. Su hijo/a tiene derecho a una evaluación antes de determinar una colocación educativa o programa de asistencia bajo la Sección 504, y también antes de cualquier cambio importante en colocación subsecuente. [34 CFR 104.35]. Usted tiene el derecho de rechazar permiso para la evaluación inicial.
7. Procedimientos utilizados para administrar pruebas y otras evaluaciones educativas deben cumplir con los requisitos de la Sección 504 en cuanto a la validez de las pruebas, su forma de administración, y las áreas necesarias de evaluación. [34 CFR 104.35]. El distrito considerará apropiadamente información de diversas fuentes y orígenes, incluyendo, por ejemplo: pruebas de aptitudes y aprovechamiento, recomendaciones de

Dys 5B: Section 504, Notice of Parent Rights (Spanish), page 2 of 2

maestros, reportes de condición física, antecedentes sociales y culturales, análisis de comportamiento adaptado, reportes médicos, calificaciones, reportes de progreso, observaciones de los padres, anécdotas de maestros, calificaciones de pruebas estatales, y medidas aliviantes, entre otras. [34 CFR 104.35].

8. Las decisiones de colocación educativa deben realizarse por un grupo de personas (llamado el comité 504) que conocen la situación de su hijo/a, el significado de los resultados de las evaluaciones, las opciones de colocación, y la obligación legal de asegurar el ambiente educativo que permita el máximo contacto con estudiantes no incapacitados. [34 CFR 104.35].

9. Si es considerado incapacitado bajo la Sección 504, su hijo/a tendrá derecho a nuevas evaluaciones, llamadas re-evaluaciones, periódicamente. Generalmente re-evaluaciones educativas se harán para cada niño incapacitado por lo menos cada tres años. [34 CFR 104.35].

10. Usted tiene derecho a que el distrito escolar le avise antes de tomar cualquier acción en relación a la identificación, evaluación o colocación educativa de su hijo/a. [34 CFR 104.36].

11. Usted tiene derecho a examinar archivos y documentos relacionados a la educación de su hijo/a (normalmente archivos y documentos con relación a la identificación, evaluación o colocación educativa de su hijo/a). [34 CFR 104.36].

12. Usted tiene derecho a una audiencia imparcial si no esta de acuerdo con las acciones del distrito en relación a la identificación, evaluación, o colocación educativa de su hijo/a. Usted tiene la oportunidad de participar personalmente en tal audiencia y de ser representada por un abogado, si desea contratarlo. [34 CFR 104.36].

13. Si desea protestar o disputar las acciones del Comité 504 del distrito a través de una audiencia imparcial, debe presentar un Aviso de Apelación escrito ante el Coordinador 504 del distrito, en la siguiente dirección. Se fijará una fecha para una audiencia ante un oficial imparcial, y serán notificados por escrito de la fecha, hora, y lugar de la audiencia.

**[Levelland ISD 504 District Coordinator, 704 11th St., Levelland, Texas
(806) 894-9628]**

14. Si usted está en desacuerdo con la decisión final del oficial imparcial de audiencia, tiene derecho a pedir por escrito un reviso de tal decisión al Coordinador de §504 del Distrito Escolar, o a través de petición formal a una corte estatal o federal tal permitida por ley. [34 CFR 104.36].

15. También tiene el derecho de presentar una queja local al Coordinador de §504 del Distrito Escolar (o su dirigente), quien investigará la situación, considerará los temas de la queja y todo factor necesario, y le responderá apropiadamente dentro de un plazo de tiempo razonable. Si tiene preguntas sobre el proceso para presentar quejas locales, se puede comunicar con el Coordinador de §504 para obtener respuesta.

16. Usted también tiene el derecho a presentar una queja ante la Oficina de Derechos Civiles de el Departamento de Educación de los Estados Unidos. La dirección de la Oficina Regional a la cual pertenece a este distrito es:

**Director, Office for Civil Rights, Region 17 Education Service Center
111 W. Loop 289, Lubbock, Texas 79416, Tel. 214-661-9600**

**LEVELLAND ISD - DYSLEXIA TESTING STUDENT PROFILE
FOR ENGLISH (NON-LEP) SPEAKING STUDENTS (FORM DYS 6)**

Student: _____ DOB: _____ Age: _____

Grade: _____ Campus: _____ Referral Date: _____ Date of Assessment: _____

EVALUATION SUMMARY AND PROFILE:

✚ Domains required to be assessed – *The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders* – pgs. 14-15. TEA, Austin, TX. February 2007, Updated 2014.

1A. THE PATTERN OF WEAKNESSES IN A STUDENT WITH DYSLEXIA WILL REFLECT ONE OR MORE DIFFICULTIES WITH LOW PERFORMANCE FOR THE STUDENT’S AGE AND EDUCATIONAL LEVEL IN THE FOLLOWING ACADEMIC SKILLS:						
PRIMARY CHARACTERISTICS	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	
✚ WORD READING – [Reading “real” words in isolation]	KTEA 3	#17 - Word Recognition Fluency				
	KTEA 3	#3 - Letter & Word Recognition				
✚ WORD DECODING	KTEA 3	#5 - Nonsense Word Decoding				
	KTEA 3	#19 - Decoding Fluency				
✚ WRITTEN SPELLING [Difficulty learning to spell.] [NOTE: An isolated deficit in spelling would NOT be sufficient to identify dyslexia.]	KTEA 3	#12 - Spelling				
✚ FLUENCY* Slow, inaccurate, or labored oral reading. NOTE: A deficit in reading rate alone would NOT be sufficient to identify dyslexia unless there is evidence in the student’s history that indicates difficulties with reading accuracy at the word level.						
ASSESSMENT INSTRUMENT APPLIED		BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WCPM*	LEVEL*
GORT 5	Rate					
GORT 5	Accuracy					
GORT 5	Fluency					
KTEA 5	#7 - Silent Reading Fluency					
GORT 5	Composite					

*Fluency scores obtained through curriculum based measures. Rate (words correct per minute) and accuracy level are based on the percent of words read correctly (independent, instructional, frustration).

Qualitative Data- Information from classroom, works samples, etc. (if using a subtest rather than a composite score, what additional data validates the subtest scores?)

1B. IS THERE A DEFICIT IN ONE OR MORE OF THE SECONDARY CONSEQUENCES OF DYSPLEXIA?					
SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT APPLIED	COMPOSITE OR SUBTEST	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
READING COMPREHENSION	KTEA 3	#9 - Reading Comprehension			
	GORT 5	Comprehension			
WRITTEN COMPOSITION	KTEA 3	#10 - Written Expression			

Qualitative Data- Information from classroom, works samples, etc. (if using a subtest rather than a composite score, what additional data validates the subtest scores?)

2. IS THERE A DEFICIT IN PHONOLOGICAL PROCESSING/PHONEMIC AWARENESS? (Underlying causes of Dyslexia)
 Is there an indicator documented in the low average range? The standard error of measure for scores that fall within the lower limits of the average should be considered. See note below for specific considerations related to phonological awareness.

COMPOSITE OR SUBTEST	ASSESSMENT INSTRUMENT APPLIED	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
✚Phonological Awareness*	CTOPP 2			
	KTEA 3 #1			
Phonological Memory	CTOPP 2			
✚Rapid Naming	CTOPP 2			
	KTEA #13			
✚Letter Knowledge**	CTOPP 2			
	KTEA #15			

*If phonological awareness is within the average range, please consider the following:

- If a cluster score is used, look at the individual subtests to determine consistency of scores; and
- Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

**Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia

(Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia.) – The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders – pg. 17. TEA, Austin, TX. February 2007,

Qualitative Data- Information from classroom, works samples, etc. (if using a subtest rather than a composite score, what additional data validates the subtest scores?)

3. IS THERE EVIDENCE OF “UNEXPECTEDNESS”?

Unexpectedly low performance for the student’s age and educational level subject to:

- Data show that student has received effective classroom instruction;
- Data show that student has academic difficulties in reading and written spelling;
- Data show that student exhibits one or more of the primary characteristics of Dyslexia – see Question #1A above;
- Data show that student has/had a deficit in phonological/phonemic awareness – see Question #2A above;
- Data show that student has adequate intelligence (the ability to learn in the absence of print);

Data shows that the student’s lack of progress is NOT due to:

- The student’s primary language is not English
- Irregular attendance
- Lack of experiential background
- A brain injury, disease, surgery or other health factor that would interfere with learning

Notes:

The Dyslexia Handbook – Revised 2007, Updated 2010 - Procedures Concerning Dyslexia and Related Disorders. Texas

A. IS THE STUDENT’S LISTENING COMPREHENSION (ABILITY TO COMPREHEND WHAT HE OR SHE IS LISTENING TO) STRONGER THAN THE STUDENT’S READING COMPREHENSION? YES NO

B. IS LISTENING COMPREHENSION STRONGER THAN THE STUDENT’S READING COMPREHENSION? YES NO

ASSESSMENT INSTRUMENT APPLIED	
KTEA 3 - #16	Listening Comprehension*

Qualitative Data: *Information from classroom, work samples, etc. (if using a subtest rather than a composite score, what additional data validates the subtest scores?)*

*Attention or memory issues may impact (lower) the listening comprehension score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, etc.

A. Is the student’s reading comprehension stronger than deficit areas indicated in Question 1 and Question 2? Yes No

ASSESSMENT INSTRUMENT APPLIED	AREA EVALUATED	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
KTEA 3 - #9	✚ Reading Comprehension			
GORT 5				

Dys 6: Dyslexia Testing Student Profile, Page 4 of 4

B. Is the student’s verbal ability stronger than deficit areas indicated in Question 1A and Question 2? Yes No
(the following areas can might be areas of "unexpectedness")

AREA EVALUATED	ASSESSMENT INSTRUMENT APPLIED	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Oral Language or Oral Expression;	KTEA 3 - #18 Oral Expression			
Vocabulary Knowledge	KTEA 3 - #14 Reading Vocabulary			
Math Reasoning	KTEA 3 - #2 Math Concepts & Application			
Math Computation	KTEA 3 - #4 Math Computation KTEA 3 - #8 Math Fluency			
Handwriting	KTEA 3 - #6 Writing Fluency			
Associational Fluency	KTEA 3 - #11 Associational Fluency			

Qualitative Data: *Information from the classroom, work samples, speech (if applicable) (if using a subtest rather than a composite score, what additional data validates the subtest scores?)*

4. ADDITIONAL ASSESSMENT:

NOTE: DOES THE STUDENT INDICATE A NEED TO ASSESS ADDITIONAL AREAS RELATED TO READING (I.E., ORTHOGRAPHIC PROCESSING)?

Coexisting Factors/Complications as observed by Evaluator and/or documentation submitted from classroom teacher.	Comments
ATTENTION	
VISION	
HEARING	
ATTENDANCE	
FAMILY HISTORY OF READING DIFFICULTIES	
BEHAVIOR ISSUES	
MOTIVATION	
SPEECH ISSUES	
OTHER: _____	

DYSLEXIA EVALUATION COMPLETED BY:

DYSLEXIA ASSESSOR

NOTE: STANDARD ERROR OF MEASUREMENT – An estimate of the amount of error attached to the individuals’ standard score or how much to expect a person’s obtained score to vary from his/her true score if the person administered the same test repeatedly.

LEVELLAND ISD - DYSLEXIA TESTING SNAPSHOT (FORM 7)

Student's Name: _____ DOB: _____ Age: _____
 School: _____ Date: _____ Examiner: _____

Place check mark or asterisk (*) on the chart for each assessment administered.	Below Average (Below Scale Score 90 or 25th %tile)	Average (Scale Score 90-110 or 26th-74th %tile)	Above Average (Above Scale Score 110 or 75th%tile)
Primary Characteristics:			
Word Reading			
Word Decoding			
Written Spelling			
Fluency:			
--Rate			
--Accuracy			
--Fluency			
--Comprehension			
Oral Reading Composite			
Secondary Characteristics:			
Reading Comprehension			
Written Expression / Composition			
Deficit in Phonological Processing:			
Phonological Awareness			
Phonological Memory			
Rapid Naming			
Letter Knowledge			
Coexisting Complications:			
Listening Comprehension			
Independent Reading Comp.			
Oral Language / Expression			
Vocabulary			
Mathematics			
Handwriting			
Associational Fluency			

LEVELLAND ISD – SIGNATURE PAGE FOR USE IN DETERMINATION OF DYSLEXIA AND ELIGIBILITY BY THE §504 COMMITTEE (FORM 9)

Student: _____ Grade: _____ Campus: _____ Date: _____

After considering informal and standardized evaluations and all other data available regarding this student’s academic progress, this 504 Committee has reached the following conclusions:

- _____ 1. Placement into Remedial Strategies is recommended.
- _____ 2. Data support an educational identification of dyslexia.
- _____ 3. Placement in a Dyslexia Instructional Program is indicated.
- _____ 4. Referral for Special Education services is indicated.
- _____ 5. Modifications and accommodations as outlined on the attached for appear to be appropriate at this time.
- _____ 6. Educational need of accommodations (not related to dyslexia) are indicated.
- _____ 7. No modifications needed at this time.
- _____ 8. Data are inconclusive with regard to dyslexia.
- _____ 9. 504 Placement is indicated. Reason: _____

FOR THE §504 COMMITTEE:

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 the §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.

- Collect signatures of those in attendance.

___ Dyslexia Teacher/Specialist	Signature: _____
___ Principal/Administrator	Signature: _____
___ General Education Teacher	Signature: _____
___ General Education Teacher	Signature: _____
___ Sp. Ed. Representative (if needed)	Signature: _____
___ Counselor/Diagnostician	Signature: _____
_____	Signature: _____
Parent/Guardian	Signature: _____
Parent/Guardian	Signature: _____

LEVELLAND ISD - TEXAS DYSLEXIA LAW AND SECTION 504 INITIAL EVALUATION

[The following form is to be used when the §504 Committee is conducting an Initial Evaluation to determine eligibility under the Texas Dyslexia Law together with §504 eligibility and for Periodic Re-Evaluations (every three years) for Section 504-eligible students with dyslexia.]

Student:	Date of Birth:
Grade:	Campus:
Referred by:	Position/Relation to Student:
Date of Referral:	Today's Date:

Required Texas Dyslexia Law and §504 Committee Membership:

By regulation, the Section 504 Committee is a group of knowledgeable people. List each member attending and check the area of knowledge each provides. Use this chart to document proper attendance. *Each type of knowledge must be present for the Committee to be properly constituted under Texas law for Dyslexia purposes, and Federal law for Section 504 purposes.* Note that Committee members can have more than one type of knowledge. For each member, check all boxes of knowledge that apply. (Attach an additional sheet if necessary).

Name of Committee Member	Position/Title	This member has knowledge of.....
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The Meaning of the Evaluation Data & the dyslexia assessment
		<input type="checkbox"/> The Placement Options
		<input type="checkbox"/> The reading process
		<input type="checkbox"/> Dyslexia and related disorders
		<input type="checkbox"/> Dyslexia instruction
		<input type="checkbox"/> District or charter school, state & federal guidelines for assessment
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The Meaning of the Evaluation Data & the dyslexia assessment
		<input type="checkbox"/> The Placement Options
		<input type="checkbox"/> The reading process
		<input type="checkbox"/> Dyslexia and related disorders
		<input type="checkbox"/> Dyslexia instruction
		<input type="checkbox"/> District or charter school, state & federal guidelines for assessment
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The Meaning of the Evaluation Data & the dyslexia assessment
		<input type="checkbox"/> The Placement Options
		<input type="checkbox"/> The reading process
		<input type="checkbox"/> Dyslexia and related disorders
		<input type="checkbox"/> Dyslexia instruction
		<input type="checkbox"/> District or charter school, state & federal guidelines for assessment
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The Meaning of the Evaluation Data & the dyslexia assessment
		<input type="checkbox"/> The Placement Options
		<input type="checkbox"/> The reading process
		<input type="checkbox"/> Dyslexia and related disorders
		<input type="checkbox"/> Dyslexia instruction
		<input type="checkbox"/> District or charter school, state & federal guidelines for assessment
		<input type="checkbox"/> The Child
		<input type="checkbox"/> The Meaning of the Evaluation Data & the dyslexia assessment
		<input type="checkbox"/> The Placement Options
		<input type="checkbox"/> The reading process
		<input type="checkbox"/> Dyslexia and related disorders
		<input type="checkbox"/> Dyslexia instruction
		<input type="checkbox"/> District or charter school, state & federal guidelines for assessment

Procedural Checklist: For an Initial §504 & Dyslexia Evaluation, complete Questions 1-5. If this is a Re-Evaluation, there is no requirement for parental consent (mark Question 1 “N/A”, and complete the other four questions). Please verify by checkmark that each requirement is completed before proceeding.				
1. Verify that the parent consented to §504 <i>initial</i> evaluation, Form 5 (Does not apply to re-evaluations)				
2. Verify that the §504 Committee is a group, including a person with knowledge in each of the required areas.				
3. Verify the Student’s dominant language:			Dominant language of the home:	
4. Verify that the parent received Notice of Parent Rights under §504				
5. Verify <i>how</i> the parent was informed of the date, time, and place for this evaluation (check one)				
In writing	By Phone	In Person	Other:	
NOTE on current special education eligibility or pending special education evaluation: If the student being assessed is either currently eligible under special education (regardless of eligibility category) or is currently undergoing special education evaluation, a dyslexia evaluation under Section 504 is inappropriate, and dyslexia assessment should be pursued under the authority of the student’s ARD Committee and pursuant to the IDEA procedural safeguards.				

Texas Dyslexia Evaluation Data. Pursuant to the Dyslexia Handbook, Revised 2007, Updated 2010 (Blue Book) instructions, the Section 504 Committee will begin the evaluation by determining the student’s eligibility under the Texas Dyslexia Law. The evaluation data reviewed by the §504 Committee to make the dyslexia eligibility decision included data from the following areas (mark with a check to document that each area of required data was reviewed.)		
Observations of the teacher, district or charter school staff, and/or parent		
Data gathered from the classroom (including student work and results of classroom measures) and information found in the student’s cumulative folder (including the developmental and academic history of the student).		
The results of administered assessments (including both formal and informal measures), appropriate for the student’s level of reading development, including: reading real words in isolation; decoding nonsense words; phonological awareness; letter knowledge (name and associated sound); rapid naming; orthographic processing; fluency/rate and accuracy; reading comprehension; and written spelling. Previously administered Dyslexia assessments must be considered.		
Data-based documentation of student progress during instruction and intervention		
LPAC documentation (where applicable)		
All other accumulated data regarding the development of the student’s learning and the student’s educational needs.		
Texas Dyslexia Law Eligibility. In making the determination of dyslexia eligibility, the Committee reviewed the evaluation data identified above (including the formal dyslexia assessment), and considered the factors required by the Dyslexia Blue Book as fully described therein. Based on that data, mark each area of consideration with “Agree” or “Disagree.”		
Dyslexia Eligibility Factors	Agree	Disagree
The student has received conventional (appropriate) reading instruction;		
The student has experienced an unexpected lack of appropriate progress in the areas of reading and written 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 (see the primary characteristics and review the student’s underlying cognitive processes associated with dyslexia as explained in the Blue Book); AND		
The student’s lack of progress was not due to sociocultural factors such as language differences, irregular attendance or lack of experiential background.		

Section 504 Eligibility Determination						
As directed by Congress in the ADA, the Section 504 Committee understands that the definition of disability “shall be construed in favor of broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act.”						
1. Does the student have a physical or mental impairment? If so, please identify the impairment(s) in the box below. <i>Notes (1) This is an educational determination only, and not a medical diagnosis for purposes of treatment. (2) Impairments that are episodic, in remission or mitigated should also be listed. (3) OCR guidance indicates that in “virtually every case,” diabetes, epilepsy, bipolar disorder and autism will result in eligibility under Section 504. Extensive documentation or analysis should not be required for these impairments.</i>					Eligibility Question #1	
					Yes	No
If you answered “yes” to Question 1, identify the impairment(s) here.						
2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? If so, identify the major life activity or major bodily function by checking the appropriate box or boxes. <i>Note: For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability was present or active.</i>					Eligibility Question #2	
					Yes	No
Major Life Activities include, but are not limited to:						
Caring for oneself	Eating	Lifting	Learning	Communicating		
Performing manual tasks	Sleeping	Bending	Reading	Working		
Seeing	Walking	Speaking	Concentrating	Other:		
Hearing	Standing	Breathing	Thinking	Other:		
Functions of immune system	Bowel function		Endocrine function	Brain function		
Normal cell growth	Bladder function		Respiratory function	Digestive function		
Reproductive function	Neurological function		Circulatory function	Other:		
3. Does the physical or mental impairment <u>substantially limit</u> a major life activity? <i>Notes: (1) “Substantially limits” does not mean “significantly restricted.” (2) This question asks whether the person evaluated is substantially limited in performing a major life activity as compared to the “average student” of the same grade or age or as compared to “most students” of the same grade or age. (3) The ADA requires that when making this determination, the Committee should not consider the ameliorative (helpful or positive) effects of mitigating measures (except for ordinary eyeglasses or contact lenses). (4) The fact that the impairment is episodic (the impact of the impairment is sometimes substantially limiting, but not always), or in remission, does not preclude eligibility if the impairment would substantially limit a major life activity when active.</i>					Eligibility Question #3	
					Yes	No
If Eligibility Question 3 is answered “no,” explain why the student is not substantially limited and describe how the committee addressed the positive impact of mitigating measures (what measures are used by/for the student, and what was their impact?):						

<p>Section 504 Plan & Placement (completed only if each of the three preceding questions were answered “Yes.”).</p> <p>Does the student need Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers? <i>Notes: (1) If the student’s needs are so extreme as to require special education and related services, a referral to special education should be considered. (2) If the student’s impairment is in remission, and creates no need for services or accommodations, the student is not in need of a §504 Services Plan. (3) If the student’s needs are currently addressed by mitigating measures with no need for additional services or accommodations, and the mitigating measures are provided or implemented by the student, with no action required by the school, the student is not in need of a §504 Services Plan.</i></p> <p>If the Plan and Placement question is answered “no,” explain why the student does not need a Section 504 Services Plan:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">Plan & Placement Question</th> </tr> <tr> <td style="width: 50%; padding: 5px; text-align: center;">Yes</td> <td style="width: 50%; padding: 5px; text-align: center;">No</td> </tr> </table>	Plan & Placement Question		Yes	No
Plan & Placement Question					
Yes	No				

Analyzing the results of the Committee’s answers

1. If all four questions are answered “YES”, the student is eligible for both the nondiscrimination and FAPE (Section 504 Services Plan) protections of Section 504. The Section 504 Committee will create a Section 504 Services plan for this student.
2. If only the first three questions are answered “YES”, the student is eligible for the nondiscrimination protections of Section 504, together with manifestation determination, procedural safeguards, and periodic Re-Evaluation (at least ever three years) or more often as needed. The Section 504 Committee will not create a Section 504 Services Plan at this time as the student’s needs are currently being met as adequately as his nondisabled peers. Should such a need develop, the §504 Committee shall re-convene and develop an appropriate Section 504 Services Plan at that time.
3. If any of the first three answers is “NO”, the student is not eligible for Section 504 nondiscrimination protection and is not eligible for a Section 504 Services Plan.

Special instructions for implementing the decision:

1. For students eligible under both the Texas dyslexia law and Section 504: The Committee should develop appropriate services using Form 12.
2. For students determined eligible for Section 504, but not under the Texas dyslexia law: The Committee should consider appropriate services utilizing Form 12.
3. For students eligible under the Texas dyslexia law but not eligible for Section 504: The Committee should consider appropriate accommodations including dyslexia services. These accommodations and services should be documented on the appropriate local form. *Do not use Form 12 for a student who is not §504-eligible.*

Section 504 Committee’s Decision: The Section 504 Committee’s analysis of the eligibility criteria as applied to the evaluation data indicates that at this time (check the appropriate box or boxes):	
Not §504 Eligible. The student is not eligible under Section 504.	
§504 Eligible + Plan + Dyslexia Services. The student is identified as dyslexic, is eligible under Section 504, and will receive a Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The Plan will include dyslexia services. The student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation (at least ever three years) or more often as needed, as well as the nondiscrimination protections of Section 504.	
§504 Eligible + Plan + No Dyslexia Services. The student is eligible under Section 504, and will receive a Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation (at least ever three years) or more often as needed, as well as the nondiscrimination protections of Section 504.	
§504 Eligible + No Plan (In Remission). The student is eligible under Section 504, but will not require a Section 504 Services Plan because the physical or mental impairment is in remission, and there is no current need for services. The student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation or more often as needed, as well as the nondiscrimination protections of Section 504. Should need for a Plan develop, the Section 504 Committee shall reconvene and develop an appropriate Section 504 Services Plan.	
§504 Eligible + No Plan (Mitigating Measures). The student is eligible under §504, but will not require a §504 Services Plan because the student’s needs are met as adequately as his nondisabled peers due to the positive effect of mitigating measures currently in use. The student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should need for a Plan develop, the §504 Committee shall reconvene and develop an appropriate §504 Services Plan. This result applies when the mitigating measures are neither provided by nor implemented by the School.	
§504 Eligible + No Implemented Plan (Refusal/Revocation of Consent for Services). The Student is eligible under §504, but will not be served under a §504 Services Plan at this time because the Student’s Parent has either refused consent for initial Section 504 Services or has revoked consent for continued Section 504 Services. The Parent’s action is documented in Form 11. The Committee will complete the Section 504 Services Plan (Form 12), but the Plan will not be implemented due to the Parent’s refusal to consent or revocation of consent. The Student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation or more often as needed, as well as the nondiscrimination protections of §504. Should the Parent desire Section 504 Services for the Student, the Parent will notify the §504 Coordinator to convene a Section 504 Meeting.	
Continued §504 Eligibility. The student remains eligible under Section 504, and will receive an updated Section 504 Services Plan that governs the provision of a free appropriate public education to the student. The student will receive manifestation determination, procedural safeguards, periodic Re-Evaluation (at least ever three years) or more often as needed, as well as the nondiscrimination protections of §504. (For use with Re-Evaluations).	
Dismissal from §504. The student is no longer eligible for Section 504 and is exited from the program. The student will now receive regular education without Section 504 services. The student will receive the nondiscrimination protections of Section 504 as a student with a record of an impairment, together with procedural safeguards, but will not receive manifestation determination, or periodic Re-Evaluation (at least ever three years).	
IDEA Eligible & §504 Dismissal. The student has been determined special education eligible by an ARD Committee/IEP Team. Consequently, the student is no longer served through a Section 504 Committee and is exited from the program. The student will receive a free appropriate education through the ARD Committee/IEP Team, together with the nondiscrimination protections and procedural safeguards of Section 504.	
Other (please describe)	

LEVELLAND ISD - SECTION 504 &/OR DYSLEXIA STUDENT SERVICES PLAN

Date:	
Student Name:	Date of Birth:
School:	Grade:
Student's Impairments:	

Type of meeting generating initial Plan or changes to Section 504 Services Plan			
	Initial Evaluation		Manifestation Determination Evaluation
	Annual Review/ As Needed Review		Periodic Re-Evaluation (every three years)
Other:			
Certificate of Plan Distribution (Please indicate understanding for Plan implementation, or N/A as appropriate. Each person in receipt initials to indicate receipt of Plan and understanding of his or her responsibility to implement the Plan. Documentation verifying receipt of plan will be kept on file with _____.)			
Date & Initials	Person Responsible	Date & Initials	Person Responsible
	Parent/Adult Student		Administrator
	English/Language Arts teacher		Counselor
	Math teacher		Testing Coordinator
	Science teacher		Dyslexia Teacher
	Social Studies teacher		Other:
	PE teacher		Other:
	Fine Arts teacher		Other:
	Vocational teacher		Other:
Signature of 504 Coordinator or other person verifying delivery of Plan:			
Matching of Need and Services. Please use the following tool to ensure that each of the student's needs identified in the evaluation are addressed in the Services Plan. (Attach additional pages where necessary).			
Each disability-related student need identified by the evaluation	Services, accommodations, and reasonable modification of policies, practices or procedures designed to address the need		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Note: Teachers are responsible to the following modifications. Those areas with a MUST be implemented.

CURRICULUM AREAS						ACCOMMODATIONS
Math	Reading / ELA	Science	Social S. / History	Elective		
Adaptation of Materials:						
						Outlines and Study Guides
						Recordings of required reading
						Study Aides
						Manipulatives
						Assistive Technology
						Other:
Physical Adaptation:						
						Delivery of prescription medication
						Frequent restroom breaks
						Moderate limitation to physical activity
						Severe limitations on physical activity
						Preferential Seating
						Other:

Behavior Management:

Regular discipline plan can be followed: _____ YES _____ NO

LEVELLAND ISD - SECTION 504 &/OR DYSLEXIA STUDENT SERVICES PLAN

CURRICULUM AREAS						ACCOMMODATIONS
Math	Reading	Science	Social	Elective		Date:
Student	Name:		Studies			
School:						Classroom Instruction Only (Testing Accommodations are on next page):
						Reading assignments and instructions aloud
						Repeat instructions/provide more detailed directions
						Shortened assignments/modified projects
						Use CMC for receipt of testing accommodations
						Use CMC for receipt of classroom accommodations
						Use tutoring/assistance
						Extended time (% _____ added or ratio of _____)
						Provide note taking assistance (copy of teacher's notes at student request)
						Calculator
						Use of STAAR Testing Accommodations for classroom assessments.
						Other:

The Student Support Team determines that these accommodations constitute the least restrictive environment for this student.

Chairman, Student Support Team

Date

Dys 10: Section 504 Services Plan, page 3 of 4

LEVELLAND ISD - Section 504 STAAR Testing Accommodations

Student: _____ Campus: _____ Date: _____ Gr: _____

Which test is most appropriate for student: _____ STAAR (with accommodations)
 _____ STAAR-A (attach eligibility form)

Is student identified with Dyslexia? _____ Yes _____ No

NOTE: These Accommodations MUST be practiced routinely and effectively for all testing in the classroom to be able to use on state testing.

Type I-This type of accommodation is available for students who have a specific need and who routinely, independently, and effectively use the accommodation during classroom instruction and testing.

Check if Needed

	Math	ELAR	Writing	Science	SS
	Eng I, II (Gr 4&7)				

Basic Transcribing	_____	_____	_____	_____	_____
Calculation Devices	_____	_____	_____	_____	_____
Dictionary	_____	_____	_____	_____	_____
Extra Time (Same Day)	_____	_____	_____	_____	_____
Individualized Structured Reminders	_____	_____	_____	_____	_____
Mathematic					
Manipulatives (dyslexia only)	_____	_____	_____	_____	_____
Oral/Signed Administration Read ALL	_____	_____	_____	_____	_____
Read By Request	_____	_____	_____	_____	_____
(Note: Choose "Read by Request" for all tests that will be taken as STAAR A)					
Spelling Assistance	_____	_____	_____	_____	_____
Supplemental Aids (dyslexia only)	_____	_____	_____	_____	_____

Other (Not restricted to Accommodation Triangle)

Additional: _____

Additional: _____
 Additional: _____

Initial as completed

Dys 11: Parental Consent for Section 504 Services

_____ 2 copies sent to Parent

_____ 1 copy signed and returned

[Use this form to document parental consent for Section 504 services, as well as a parent's Refusal to Consent to initial services and Revocation of Consent for continued services]

LEVELLAND ISD - PARENTAL CONSENT FOR SECTION 504 &/OR DYSLEXIA SERVICES

Date Sent/Mailed:	Student's Name:	
Campus:	Grade:	Student ID #:
Parents:		
Address:		
Home Phone:	Work Phone:	

Parent Consents to Section 504 Services.

I have been provided a copy of the Section 504 Student Services Plan for my Student together with Notice of my Parent Rights under Section 504. I understand my rights and the offer of services in the Services Plan.

_____ I CONSENT to my Student's receipt of services offered in the attached Section 504 Student Services Plan.

 Parent/Guardian signature Parent/Guardian printed name Date

Parent Refuses Consent or Revokes Consent for Section 504 Services.

I have been provided a copy of the Section 504 Student Services Plan for my Student together with Notice of my Parent Rights under Section 504. I understand my rights and the offer of services in the Services Plan. I understand that the District will assume that I consent to my Student's receipt of Section 504 Services as indicated on the attached Section 504 Student Services Plan unless I indicate my refusal to consent or revocation of consent on this form, sign this form, and return this form to the school.

_____ I REFUSE CONSENT for my Student's receipt of services offered in the attached Section 504 Student Services Plan. (Initial provision of Section 504 Services).

_____ I REVOKE CONSENT for my Student's continued receipt of services offered in the attached Section 504 Student Services Plan. (Student is currently receiving Section 504 Services).

I understand that because I have refused consent for Section 504 services or revoked consent for continued Section 504 services, the attached Section 504 Student Services Plan will not be distributed to school staff, and that the services and accommodations listed on the Plan will not be implemented for my Student.

I understand that the school's offer of a Section 504 Student Services Plan remains open to me as long as my child remains eligible for services under Section 504, and that at any time I can provide consent for my Student's receipt of services by contacting the District's Section 504 Coordinator _____ (name) at _____ (phone) to schedule a Section 504 Committee meeting.

 Parent/Guardian signature Parent/Guardian printed name Date

The parent has made clear his/her refusal to consent to the initial provision of Section 504 Services or revocation of consent for continued Section 504 Services, but refuses to sign. The employee signature is provided by a witness to that refusal or revocation.

Name Title Date
Initial as completed

Dys 11: Parental Consent for Section 504 Services (Spanish)

____ 2 copies sent to Parent
____ 1 copy signed and returned

[Use this form to document parental consent for Section 504 services, as well as a parent's Refusal to Consent to initial services and Revocation of Consent for continued services]

LEVELLAND ISD - PERMISO PARA SERVICIOS DE SECCION 504 &/OR DYSLEXIA SERVICIOS

Fecha de Envio:	Nombre de Estudiante:	
Escuela:	Grado:	Numero ID #:
Padres:		
Dirección		
Teléfono (casa):	Teléfono (trabajo):	

Padre da permiso para servicios de Seccion 504

He recibido una copia de el Plan de Servicios de Seccion 504 para mi estudiante, junto con el Aviso a Padres de Estudiantes Incapacitados de sus Derechos Legales bajo la Seccion 504. Entiendo mis derechos y los servicios incluidos en el Plan de Servicios.

_____ Doy mi permiso para que se le proporcionen los servicios indicado en el Plan de Servicios de Seccion 504

Firma de Padre Nombre de Padre Fecha

Padre rechaza o revoca permiso para servicios de Seccion 504

He recibido una copia de el Plan de Servicios de Seccion 504 para mi estudiante, junto con el Aviso a Padres de Estudiantes Incapacitados de sus Derechos Legales bajo la Seccion 504. Entiendo mis derechos y los servicios incluidos en el Plan de Servicios. Entiendo que el Distrito Escolar asumirá que doy permiso para servicios de Seccion 504 como indicado en el Plan de Servicios de Seccion 504, al menos de que indique que rechazo o revoco tal permiso en escrito en este documento, con mi firma, y le entregue este documento firmado al Distrito Escolar.

_____ Rechazo permiso para que se le proporcionen servicios de Seccion 504 a mi estudiante como indicados en el Plan de Servicios de Seccion 504.

_____ Revoco mi permiso para que se le continúe proporcionando servicios de Seccion 504 a mi estudiante como indicados en el Plan de Servicios de Seccion 504.

Entiendo que mi rechazo o revocación de permiso para servicios de Seccion 504 significa que el Plan de Servicios de Seccion 504 no sera distribuido a los maestros de mi estudiante o otros empleados del Distrito Escolar, y que los servicios indicados en tal Plan de Servicios no seran llevados a cabo.

Entiendo que el Plan de Servicios de Seccion 504 le seguirá siendo asequible tanto tiempo como su estudiante califique bajo la ley Seccion 504, y que a cualquier tiempo puedo ponerme en contacto con el Coordinador de Seccion 504 del Distrito Escolar _____ al teléfono _____ para convenir una junta y dar permiso para que se le proporcionen los servicios indicados en el Plan de Servicios.

Firma de Padre Nombre de Padre Fecha

El padre del estudiante rechaza o revoca permiso para que se le proporcionen servicios de Seccion 504 al estudiante

pero rehusa firma este documento para confirmar su decisión. El siguiente empleado del Distrito Escolar declara que es testigo de tal decisión.

Nombre _____ Puesto _____ Fecha _____

LEVELLAND ISD – SECTION 504 / DYSLEXIA PROGRAM EXIT FORM

Name: _____ Meeting Date: _____ Grade: _____
Address: _____
Street Apt. # _____ City, State _____ Zip Code _____
Telephone: (Home) _____ (Work) _____ (Cell) _____
School of Attendance: _____

Student meets eligibility requirements under Section 504, yet accommodations are not necessary.

If no, must provide evaluation report and relevant information.

Provide evidence including student grades, attendance, behavior/discipline records, academic record, medical history, Section 504 Plan, assessment data, and relevant documents including a written evaluation report on the response checked above.

Check all that apply:

- Current placement provides sufficient support.
- Medication serves to prevent condition from impacting a major life activity.
- Parent/guardian request to exit student from Section 504 accommodations (Provide documentation in the written evaluation report as stated above.)
- Other (Please provide relevant documentation as stated above.)

The 504 team recognizes that a meeting to review this decision may be called at any time by any member of the team.

_____ I have received the "MDUSD Notice of Parent/Guardian and Student Rights" and MDUSD Board Policy 6164.6.

_____ I agree with the determination noted above.

_____ I do not agree with the determination noted above and understand that I have rights set forth in the Procedural Safeguards provided to me.

Parent/Guardian Signature: _____ Date: _____

Signature of others participating in the Section 504 Team Meeting:

Administrator/Designee: _____ Date: _____

Teacher(s): _____ Date: _____

_____ Date: _____

Student: _____ Date: _____

Others: Title Date
