

Boys Ranch ISD



District Dyslexia Procedures

2026-2027 School Year

DYSLEXIA SERVICES

Procedures:

The Boys Ranch ISD Board of Trustees is responsible for ensuring campuses are implementing procedures for identifying and providing appropriate, evidence-based instructional services to all students with dyslexia or related disorders. The District's procedures must be implemented according to the approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related services as described in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* ("The Dyslexia Handbook"). The District must report through PEIMS the number of students enrolled in the District who are identified as having dyslexia. The District must report both the dyslexia indicator code and the dyslexia services code. The District notes that, effective immediately, the Early Reading Indicator Data Element (ERI) will no longer be collected through PEIMS.

Definitions and Characteristics

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The International Dyslexia Association defines "dyslexia" in the following way:

Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of

severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experiences that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.

(Adopted by the International Dyslexia Association Board of Directors, October 22, 2025)

Students identified as having dyslexia typically experience primary difficulties in phonological awareness including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

Primary Reading /Spelling Characteristics of Dyslexia

- Reading words in isolation
- Accurately decoding unfamiliar words
- Oral Reading (slow, inaccurate or labored without prosody)
- Spelling

(Individuals demonstrate differences in degree of impairment and may not exhibit all characteristics listed above.)

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the name 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

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

Evidence-Based Core Reading Instruction (Tier 1)

The 86th Legislature passed House Bill 3, requiring each school district to provide a phonics curriculum that uses systematic direct instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills. Districts are required to ensure that all kindergarten, first, second, and third grade teachers complete a teacher literacy achievement academy to increase teacher knowledge and implementation of the science of teaching reading. Districts must also certify to the TEA that they prioritize placement of highly effective teachers in kindergarten through second grade and integrate reading instruments to diagnose reading development and comprehension to support each student in prekindergarten through third grade.

State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, requiring all kindergarten and first-grade public school students be screened for dyslexia and related disorders. This law also requires all students beyond first grade to be screened or tested at appropriate times.

Texas Education Code §28.006, requires each district administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension.

This law also requires districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state assessment.

Boys Ranch ISD Dyslexia Screeners/Reading Instruments

Grade	Assessment	Current Practice	2025 Update
Kindergarten	CLI - engage	CLI – engage is used for K BOY, MOY, and EOY.	BOY reading instrument administered no later than the 60 day of the school year. Dyslexia screener administered at the end of the school year
First Grade	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)	Dyslexia screener must be administered as close to the middle of the school year as possible, but no later than January 31
Second Grade	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)	Texas Primary Reading Inventory (TPRI)
7 th Grade	Texas Middle School Fluency Assessment (TMSFA)	Texas Middle School Fluency Assessment (TMSFA)	It is no longer a requirement to administer a reading diagnostic instrument to students who did not demonstrate reading

			proficiency on the grade STAAR assessment.
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Students may also be assessed at other times throughout the year, as deemed appropriate.

Parents/Guardians of each student in kindergarten, first grade, and second grade are notified if the student is determined to be at risk for dyslexia or other reading difficulties based on the results of the screeners and reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program is provided to these students.

*The District is required to consider prior screenings and testing before rescreening or retesting a student determined to have dyslexia during a prior screening or test.

Dyslexia Screening

Screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder.

Screening is not a formal evaluation.

Texas Education Code §38.003 mandates that kindergarten students be screened by the end of the school year. Considerations for scheduling the kindergarten screener may include the following factors:

1. Has adequate time for instruction been provided during the school year?
2. Has adequate time been provided to compile data prior to the end of the school year?
3. How will the timing of the screener fit with the timing of other required assessments?
4. Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk of dyslexia or

other reading difficulties?

5. Families must be notified of Kindergarten BOY reading instrument results in writing or electronically no later than the earlier of the 20th school day or the 30th calendar day after results are available.
6. Has adequate time been provided for educators to offer appropriate interventions to the student?
7. Has sufficient time been provided for decision making regarding the next steps in the screening process?

Students in first grade must be screened no later than the middle of the school year. Screening of first-grade students can begin anytime in the fall as the teacher deems appropriate. Screening for students in first grade must be concluded no later than January 31 of each school year.

Other Related Disorders

It is important to note that, while districts are required to screen all students in kindergarten and grade 1 for dyslexia and related disorders, currently, there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders.

Screener Criteria

Screening measures, by definition, are typically brief assessments of a skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.

International Dyslexia Association,
Universal screening: K-2 Reading, 2017

Campus personnel are responsible for ensuring all students in kindergarten and first grade are screened for dyslexia in an appropriate and timely manner.

Boys Ranch ISD has selected CLI-engage and the TPRI as screening instruments from the Commissioner's List of Reading Instruments. Instruments used to screen

for dyslexia and other reading difficulties must address the following skills:

Kindergarten	First Grade
• Letter Sounds Knowledge or Letter Naming Fluency • Phonological Awareness	• Word Reading Accuracy or Fluency • Phonological Awareness

Observed student behaviors must be documented by individuals who administer the screening instrument. Some of the behaviors that may be observed and which should be documented are:

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

Administration of Screening Instruments/Training

Boys Ranch ISD ensures that appropriately trained and qualified individuals administer and interpret the results of the screening instrument and at a minimum, will have the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1.

Additionally, individuals administering and interpreting the screening instrument must receive training designed specifically for the selected instrument in the following:

- Characteristics of dyslexia, and other reading difficulties
- Interpretation of screening results and at-risk indicators and decisions regarding placement/services

Screening data will be shared in writing with parents.

Kindergarten/Grade 1 Universal Screening: Interpretation

After the screening has been administered, the next steps are to analyze results, identify the level of risk for each student, and make informed decisions. After results are analyzed, the student may be referred for evaluation; the school may implement an intervention, and/or continue with core instruction.

In general, students scoring below the publisher-determined cut point are considered “at risk” for dyslexia, while those who score above the cut point are considered “not at risk” for dyslexia. If a student is at risk for reading difficulties, campus personnel will provide targeted intervention provided by the appropriate staff as determined by the district. The district will continue to gather both quantitative and qualitative data information about the student.

It is important to note that the use of a tiered intervention process, such as Response to Intervention or RTI must not be used to delay or deny and evaluation for dyslexia especially when a parent or teacher observations reveal the common characteristics of dyslexia.

Screening Data Gathering

Quantitative Information	Qualitative Information
▪ Current screening instruments ▪ Previous screening instruments ▪ Formal and informal classroom reading assessments ▪ Additional brief and targeted skill assessments	▪ Observations of student during screening ▪ Other observations of student progress ▪ Teacher observations ▪ Parent/guardian input (e.g. family history, early language skills) ▪ Current work samples ▪ Work samples from earlier grades ▪ Intervention history

Based on the screening information, if a student is at risk for reading difficulties, the campus will implement an accelerated reading program that

appropriately addresses the students reading difficulties and enables them to catch up with their typically performing peers, according to TEC §28.006(g).

Interpretation of Data

A qualified team is required to review both quantitative and qualitative data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. The team must consist of individuals who:

- Have knowledge of the student
- Are appropriately trained in the administration of the screening tool
- Are trained to interpret the quantitative and qualitative results from the screening process
- Recognize characteristics of dyslexia

Ongoing Monitoring

BRISD will continue to monitor students for common risk factors for dyslexia in second grade and beyond. If regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension, it may be appropriate to consider an evaluation for dyslexia and other learning disabilities.

It is important to remember that at any point in the data review process a referral for a FILE under IDEA may be initiated. Parents also have the right to request a FILE at any time.

Procedures for the Evaluation and Identification of Students with Dyslexia

The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected as having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA)

The determination to refer a student for an evaluation must always be made on a

case-by-case basis and must be driven by data-based decisions. The basic framework is outlined below.

Data-Driven Meeting of Knowledgeable Persons

A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals may include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents. Unless the student is already served under IDEA or Section 504 the team of knowledgeable persons is not the ARD committee.

When the Data Does Not Lead to a Suspicion of Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability included in the IDEA, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

When the Data Leads to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team suspects that the student has dyslexia, a related disorder, or other disability included within the IDEA and a possible need for special education and related services, the team must refer the student for full individual initial evaluation (FIE) under IDEA. Within appropriate timelines, after parental consent is given, the student will continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions will continue being provided while the school conducts the FIE.

Once a written parent request for dyslexia evaluation has been made under the IDEA, the district must comply with the special education procedures related to Prior Written

Notice, Referral for Possible Special Education Services, and provide the parent with all information indicated above, a copy of the Notice of Procedural Safeguards and an opportunity to give written consent for an initial FIE.

Parents/guardians always have the right to request a referral for a Dyslexia evaluation at any time. Once a written parent request for dyslexia evaluation has been made to the appropriate administrator, the school district is obligated to review the student's data history to determine whether there is reason to suspect the student has a disability and must respond within 15 school days. If a disability is suspected the student needs to be evaluated following the guidelines outlined the IDEA. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, and a copy of the *Notice of Procedural Safeguards*.

Data Gathering

When evaluating a student for dyslexia, the collection of various data will provide information regarding factors that may be contributing to the student's struggles with reading and spelling.

The academic history of each student will provide the school with 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 that 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 include, but are not limited to the following:

• Vision and hearing screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Parent conference notes • Samples of classwork • K-2 and 7th grade reading instrument	• Student statewide assessments results (if applicable) • Observations of instruction provided to the student • Attendance records • Curriculum-based assessments measures • Instructional strategies provided and student's response to the instruction • Screening data • Parent Survey
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Language Proficiency

The Language Proficiency Assessment Committee (LPAC) maintains documentation that is necessary to consider when identifying EB students with Dyslexia. Since the identification and service delivery process for dyslexia must be aligned to the students linguistic environment and educational background, involvement of the LPAC is required. Additional data sources for English Learners may include:

- Home Language Survey
- Designation of the students' level of language proficiency
- Texas English Language Proficiency Assessment System (TELPAS) information in the four domains of Listening, Speaking Reading and Writing
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the US
- Type of language program model provided and language of instruction

Formal Evaluation

A formal evaluation is not a screening. It is an individualized evaluation used to

gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student has a pattern of evidence that indicates dyslexia. As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, the Multidisciplinary team (MDT) must include at least one member with specific knowledge regarding

- The reading process,
- Dyslexia and related disorders, and
- Dyslexia instruction

TEC 29.0031 (b) states this member must

- (1) Hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;
- (2) Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE (e.g. CALT, Wilson Level II/Therapist)
- (3) If a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003. If the person qualified under subdivision (1) or (2) is not available, the individual must register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs); register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and document training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

This member must also sign a document describing the member's participation in the evaluation of the student.

Parents will be provided

- Prior Written Notice
- Notice of Procedural Safeguards
- Overview of Special Education for parents form
- Opportunity for parent to provide written consent to evaluate

When formal evaluation is recommended, the school will complete the evaluation process as outlined in the IDEA.

Domains to Assess Specific to Dyslexia

Academic Skill	Cognitive processes	Possible additional areas
• Letter knowledge • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (both rate, accuracy, and prosody) • Reading comprehension • Spelling	• Phonological/Phonemic Awareness • Rapid naming of symbols or objects	• Listening comprehension • Vocabulary • Verbal expression • Written expression • Handwriting • Mathematical calculation/reasoning • Memory for letter or symbol sequences (orthographic processing) • Phonological memory • Verbal working memory • Processing speed

Review and Interpretation of Data and Evaluations

When considering the condition of dyslexia, ARD committee members should include at least one member who has specific knowledge regarding:

- The reading process
- Dyslexia and related disorders, and
- Dyslexia instruction

The ARD committee will review the FIIE and all available data to determine eligibility for special education and related services. When a student is determined to have dyslexia and the data shows a need for specially designed instruction, then the student meets the two prongs of special education eligibility. That is, the student has a qualifying disability – as dyslexia is an SLD under the IDEA and state law – and demonstrates a need for specially designed instruction.

The ARD committee must consider test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors.

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence 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 (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

When determining phonological awareness deficits, the MDT should examine subtest scores, including discrete phonological awareness skills, instead of limiting interpretation to composite scores, since a deficit in even one skill will limit reading progress.

If the MDT determines the student exhibits weakness in reading and spelling, the MDT 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.

Therefore, it is not one single indicator but a preponderance of data (both formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected.

Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia and the need for special education and related services. The following questions must be considered when making a determination regarding dyslexia:

- Do the data show the following characteristics of dyslexia?
 - Difficulty with accurate and/or fluent reading
 - Poor spelling skills
 - Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If, through the evaluation process, it is established that the student meets the criteria for dyslexia, then the student meets the first prong of eligibility under the IDEA. For the criterion of Specific Learning Disability, dyslexia is an SLD and will be noted as SLD. The condition of dyslexia, if identified, must be documented and used in the student's evaluation report and any resulting IEP.

If it is determined that the student has an IDEA eligible condition such as a dyslexia or a related disorder and the ARD committee (including parents or guardians), determines there is a need for specialized program of instruction, because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include **any appropriate special education and related services, and general education programs and services**, including standard protocol dyslexia instruction.

If the student is identified as having dyslexia but is determined by the ARD committee as not eligible for special education and related services because the student is determined not to need dyslexia instruction, the student may be eligible to receive accommodations under Section 504.

Critical, Evidence-Based Components of Dyslexia Instruction

- Phonological awareness (recognize and manipulate sounds in words)
- Sound-Symbol association (sounds letters make)
- Syllabication (breaking words into parts)
- Orthography (knowing how to spell words)
- Morphology (prefixes, roots, suffixes)
- Syntax (knowledge of how words are arranged in meaningful sentences)
- Reading fluency (reading connected text with ease)
- Reading comprehension (understanding what you read)

Evidence-based dyslexia programs and instruction are considered specially designed instruction (SDI) and therefore special education services, so the provision of those services must follow the IDEA requirements. This means that evidence-based dyslexia instruction is only available to students who are served under the IDEA. The provision of an evidence-based dyslexia program is not considered a regular education aid or service appropriate for a Section 504 plan. LEAs must ensure the provision of evidence-based dyslexia instruction addresses the critical, evidence-based components and methods of delivery.

Evidence based dyslexia instruction must be:

- Evidence-based and effective for students with dyslexia;
- Taught by an appropriately trained instructor; and
- implemented with fidelity.

Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described below. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

The ARD committee, when discussing how a student will access an LEA's evidence-based dyslexia program, must address the following:

- How the program addresses the required components of dyslexia instruction described in the handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented with a focus on one or more components.
- How the program addresses the required instructional delivery methods described in the handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented to meet the student's needs;
- The fidelity statements/requirements that are included with the program, and how those will be delivered and/or intensified for the student; and
- Confirm that the provider of dyslexia instruction (PDI) is fully trained in the instructional materials to implement the program and how to differentiate the program, as determined by the ARD committee.

Delivery of Dyslexia Instruction

It is critical that the delivery of content be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Boys Ranch ISD utilizes Reading by Design: An Individualized Literacy Intervention. This program delivers a systematic, multisensory approach aligned with research-based practices for developing literacy and designed for students with basic reading difficulties, such as dyslexia. It follows an intensive, explicit, and cumulative design for remediation of reading and writing components outlined in the Dyslexia Handbook. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote

reading and writing automaticity. Students receive Reading by Design instruction in accordance with the recommended frequency and duration outlined in the plan.

Student Progress Reports

Any student that is provided with an evidence-based reading program must have a progress report prepared and communicated to a parent specifically on the student's progress as a result of that program at least once per grading period. To the extent that an IEP goal progress report does not comply with this requirement for a student receiving special education, a separate progress report should be sent by the provider of dyslexia instruction.

Instructional Intervention Consideration for Emerging Bilinguals with Dyslexia

Emerging Bilingual (EB) students receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving. Interventionists working with EB students should have additional training on the specialized needs of EB students.

Dyslexia instruction for EB students must incorporate the ELPS. Some strategies to consider include the following:

- Establish routines so that EB students understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student

- Provide extra time for the EB students to process the English language. This is especially necessary during the early stages of second language development
- Provide extra time for the EB students to formulate oral and written responses
- Emphasize text that includes familiar content and explain the structure of the test.

Providers of Dyslexia Instruction

- Must be fully trained in the LEAs adopted instructional materials for students with dyslexia; and
- Is not required to be certified as a special educator unless he or she is employed in a special education position that requires the certification.
- The completion of a literacy achievement academy does not satisfy the requirements for being fully trained in the LEA's adopted instructional materials.
- A paraprofessional cannot be the person providing instruction to students in the evidence-based dyslexia program.

PDI and Special Education Collaboration

When the Provider of Dyslexia Instruction (PDI) is not the certified special education teacher who works with the student, collaboration is mandatory for the development and implementation of the student's Individualized Education Program (IEP).

The PDI and the special education teacher must collaborate on all areas of the student's IEP and progress monitoring. Additionally, the certified special education teacher is required to be involved in the implementation of the student's IEP through direct, indirect, or support services, and this includes working in collaboration with the PDI. The special education teacher is also likely to collaborate with the PDI on the development of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the student's annual goals related to dyslexia. Documentation of the consultation/collaboration will be noted in the

student's IEP.

Instructional Accommodations for Students with Disabilities

In addition to dyslexia instruction, accommodations provide a student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom.

Accommodations are not one size fits all; rather the impact of dyslexia on each individual student determines the necessary accommodation. Decisions about accommodations are individualized and made by the ARD committee or the 504 committee.

Examples of reasonable classroom accommodations:

- Copies of notes
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs.

Dysgraphia

Definition and Characteristics of Dysgraphia

Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing)

and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems in spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Dyslexia and Dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Characteristics of dysgraphia include the following:
• Variably shaped and poorly formed letters • Excessive erasures and cross-outs • Poor spacing between letters and words • Letter and number reversals beyond early stages of writing • Awkward, inconsistent pencil grip • Heavy pressure and hand fatigue • Slow writing and copying with legible or illegible handwriting

Additional consequences of dysgraphia may include:
• Difficulty with unedited written spelling • Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system

- Part of a developmental disability that has fine motor deficits (intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition
- Association with generalized developmental motor or coordination difficulties
- Impaired spelling or written expression with typical handwriting (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Procedures of Identification of Dysgraphia

The referral process for dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.

The first step in the evaluation process, data gathering, should be an integral part of the district's process for any student exhibiting learning difficulties.

Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure DURNIG HANDWRITING
- Excessive erasures
- Poor spacing between/inside words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- "b" and "d" reversals *beyond developmentally appropriate time*
- Inability to copy words accurately
- Inability of student to read what was previously written

- Overuse of short familiar words such as “big”
- Avoidance of written tasks
- Difficulty with visual-motor integrated sports or activities.

Schools should recommend evaluation for dysgraphia if the student demonstrates impaired or illegible handwriting that is unexpected for the students' age/grade or impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade.

Data Gathering

When a student continues to struggle with one or more components of writing, schools must collect additional information. Schools should use information that has been previously collected as well as current information to evaluate the student's academic progress and determine any actions needed.

Examples of Cumulative Data to Collect:

• Vision screening • Hearing screening • Teacher reports of classroom concerns about handwriting, spelling or written expression • Classroom handwriting assessments • Classroom spelling assessments • Samples of written work • Accommodations or interventions provided • Academic progress reports • Gifted/talented assessments • Samples of written schoolwork (both timed and untimed)	• Observation of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • Attendance • Curriculum-based assessment measures • Instructional strategies provided and student's response to the instruction • Universal screening • Parent survey
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Formal Evaluation

The next step in the process is formal evaluation. When formal evaluation is recommended, the school will complete the evaluation process as outlined in IDEA. Procedural safeguards under the IDEA will be followed.

Areas for evaluation of dysgraphia include:

Academic Skills	Cognitive Processes	Possible Additional areas
Letter formation Handwriting Work/sentence dictation (timed and untimed) Copying of text Written expression Spelling Writing fluency (both accuracy and fluency)	Memory for letter or symbol sequences (orthographic processing)	Phonological awareness Phonological memory Working memory Letter retrieval Letter matching

To make an informed determination the ARD committee must include members who are knowledgeable about the handwriting process, dysgraphia and related disorders, dysgraphia instruction, and district or charter school, state, and federal guidelines for evaluation.

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities the following questions must be considered to determine the identification of dysgraphia:

- Do the data show the following characteristics and consequences of dysgraphia?
 - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
 - Difficulty with unedited written spelling
 - Low volume of written output as well as problems with other

aspects of written expression

- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities, and the provision of effective classroom instruction?

If dysgraphia has been identified then a determination must be made regarding the most appropriate way to serve the student. The ARD committee will determine whether the student is eligible under IDEA as a student with a specific learning disability. The student is eligible under IDEA if he/she has dysgraphia and needs special education services. If the student is found eligible, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

If a student is identified and not considered a student with a disability under the IDEA, then the student may receive appropriate accommodations and services under Section 504.

Instruction for Students with Dysgraphia

The researched based elements for effective instruction of handwriting are the same for all students, however, for students identified as having dysgraphia the intensity, frequency and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or the ARD committee.

Hierarchy of Handwriting Instruction	
Posture	• Feet are flat on the floor • Back is straight • Paper slanted so edge is parallel to writing arm • Paper anchored with non-writing hand • Pencil grip and position correct

Grip	• Normal tripod grip with pencil resting on first joint of middle finger with the thumb and index fingers holding the pencil in place at a 45 degree angle
Letter Formation	• Emphasis placed in the following order: • Shape • Proportion • Size • Rhythm/fluency • Slant
Sequence	• Lower case letters first; Capitals as needed beginning with first letters of student name • Manuscript-group by stroke formation • Cursive – group by beginning approach stroke • Letters • Syllables • Words • Phrases • Sentences • Paragraphs

Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing including planning, generating, reviewing/evaluating, and revising different genre including narrative, informational, compare and contrast and persuasive compositions.

Delivery of Intervention

Content should be delivered consistently with the principles of effective intervention for students with dysgraphia including the following:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity

*Students will also benefit from systematic, explicit instruction in spelling, as well as writing.

Instructional Accommodations for Students with Disabilities

In addition to instruction, accommodations provide the student with disabilities effective and equitable access to grade-level or course instruction in the general education classroom.

Accommodations are not one size fits all. Decisions about which accommodations to use are individualized and made by the ARD committee or the 504 committee.

Resources

The Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.

Links:

TEA Dyslexia Website-

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

TEA Dyslexia Handbook-

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook->

TEA Dyslexia Handbook (Spanish)-

[https://tea.texas.gov/sites/default/files/Spanish_Dyslexia Handbook](https://tea.texas.gov/sites/default/files/Spanish_Dyslexia_Handbook)

TEA Dyslexia PEIMS-Coding Overview

https://tea.texas.gov/sites/default/files/peims_dyslexia_flowchart-8-17-22.pdf

Additional Resources

Visit the Texas State Library Archives Commission to learn more about the Talking Book Program. The District is only required to notify parents of students diagnosed with dyslexia about the Talking Book Program (TBP). Parents should also be informed of other programs, in addition to TBP, such as Learning Ally and Bookshare. Learning Ally is an audio resource highly recommended and used throughout our program. Visit the SPEDTEX website to learn more about specific disabilities, your child's rights, and the school's responsibilities. Review the Parent's Guide to the Admission, Review, and Dismissal Process, and the Notice of Procedural Safeguards document.



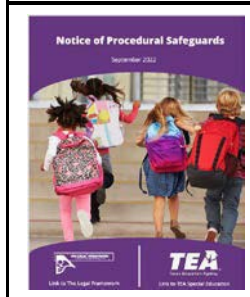
Child Find Public Awareness

The LEA's responsibility for child find is for all children with disabilities ages 0-21. The LEA is responsible for identifying, locating, and evaluating all children with disabilities who need special education and related services. The LEA's responsibility for free, appropriate, public education (FAPE) is for children with disabilities ages 3-21. Services must be available to ALL eligible students by their third birthday.

<https://childfindtx.tea.texas.gov/documents/ChildFindPosterLtr.pdf>



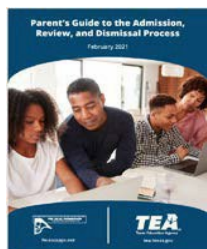
[Visit the SPEDTEX site for additional information](#)



Notice of Procedural Safeguards **Rights of Parents of Children with Disabilities**

The Individuals with Disabilities Education Act (IDEA), as amended in 2004, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under IDEA and its implementing regulations. This document, produced by the Texas Education Agency (TEA), is intended to meet this notice requirement and help parents of children with disabilities understand their rights under IDEA.

https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf



Parent's Guide to the Admission, Review, and Dismissal Process

This guide was developed by the statewide leadership for the Legal Framework project team and the Texas Education Agency (TEA) in response to the requirement in the Texas Education Code §26.0081. This guide is designed to give you, as the parent of a child who is or may be eligible for special education and related services, a better understanding of the special education process and of your procedural rights and responsibilities so that you will be able to fully participate in the decision-making process regarding your child's education.

https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf

Available Audio Text options:

Talking Book Program: https://www.tsl.texas.gov/tbp/reading_disabilities

Learning Ally: <https://learningally.org/>

Bookshare: <http://www.accessiblebooks4tx.org/>

Texas College and Career Readiness Support Center: <http://txccrsc.org/>