Dyslexia Plan
RAINS INDEPENDENT SCHOOL DISTRICT

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Information in this handbook has been updated according to Texas Education Code (TEC), Texas Administrative Code (TAC), Texas Education Agency, and The Dyslexia Handbook, Revised 2014

Updated April 17, 2017
Texas Education Code (TEC) Sec. 38.003, provides the following definition of dyslexia:

(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” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, 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 International Dyslexia Association’s definition of dyslexia is as follows:

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, November 12, 2002).
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

The reading/spelling characteristics are most often associated 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)

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual’s age, educational level, or cognitive 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) (Olson, Keenan, Byrne, & Samuelsson, 2014)

**Preschool**

- Delay in learning to talk
- Difficulty with rhyming 9
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ 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/ /ə/ /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 x 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 than more appropriate words (e.g., “big” instead of “enormous”)
• 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
**Postsecondary**

Some students will not be identified prior to entering college as having dyslexia. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student’s reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with note-taking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurological, language-based disability that persists over time and interferes with an individual’s learning, it is critical that identification and intervention occur as early as possible.

**PROCEDURES FOR ASSESSMENT & IDENTIFICATION**

The identification of reading disabilities, including dyslexia, will follow one of two procedures. Rains ISD will evaluate for dyslexia through §504. On the other hand, if a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures must be followed. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student’s English language acquisition, previously identified disability, or other special needs are present.

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 shall depend on the following factors:

- Student’s reading performance
- Reading difficulties
- Poor response to supplemental, scientifically based reading instruction
- Teacher’s input
- Input from parent/guardians

**Data Gathering & Assessment**
When a student is referred for dyslexia evaluation, the process outlined by Rains ISD must be followed under the direction of the Campus 504 Coordinator in conjunction with the Campus Dyslexia Specialist. Upon referral for a consideration of an educational identification of dyslexia, the Campus Dyslexia Specialist will begin the data-gathering process outlined in the *Texas Dyslexia Handbook, Revised 2014*. All information related to the student will be considered. If it is determined that formal assessment will be done, the Campus 504 Committee will follow all processes and procedures to notify parents of the recommendation to assess, inform parents of their rights under 504 law and obtain permission for formal dyslexia assessment.

In the event that the referral is made by an ARD committee, special education processes, procedures, and policies will be followed. If a student has an IEP (Individualized Education Plan) content goals, the diagnostician will conduct the dyslexia assessment and the ARD committee will make the identification decision according to criteria specified in the *Texas Dyslexia Handbook, Revised 2014* and recorded on the district qualification criteria form.

If a student enrolls from another district with an identification of dyslexia, the Campus 504 Committee will convene to review and continue existing services, to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. The district will request from the previous district all documentation related to dyslexia and 504 identification in order to determine appropriate placement based upon student need.

If a parent brings to Rains ISD outside testing that identifies a student as dyslexic, the Campus 504 Committee will convene to determine whether an educational identification of dyslexia is appropriate and what services, if any, are needed in order for the student to be successful. All 504 processes and procedure must be followed. Prior to the 504 committee meeting, the Campus Dyslexia Specialist will review all documentation to determine if additional evaluation is needed to consider placement into the RISD Dyslexia Program. If additional assessment is required, the Campus Dyslexia Specialist will notify the Campus 504 Coordinator so that consent for assessment can be obtained. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 Committee to determine appropriate placement based upon student need.

Referrals for dyslexia evaluation will be made through the campus RtI Committee. Parents have the right to request a referral for dyslexia evaluation by contacting the Campus 504 Coordinator and submitting the request in writing.

Local evaluation for the Dyslexia program will include the following as applicable for each grade level:

- **CTOPP-2** Comprehensive Test of Phonological Processing
- **TWS-5** Test of Written Spelling
- **SRI** Scholastic Reading Inventory
- **WIST** Word Identification and Spelling Test
- **PAT-2** The Phonological Awareness Test
- **GORT-5** Gray Oral Reading Test
- **WRMT-III** Woodcock Reading Mastery Test – 3rd Edition
- **Cognitive/Intelligence Test**
Identification

The identification of dyslexia is made by a §504 Committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. In order to make an informed determination, either committee must include members who are knowledgeable about the

- Student being assessed,
- Assessments used, and
- Meaning of the collected data.

The committee members should have knowledge regarding

- The reading process,
- Dyslexia and related disorders,
- Dyslexia instruction, and
- District, state, and federal guidelines for assessment.

Instruction

Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).

- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to 26 an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowelconsonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final
stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure” (Birsh, 2011, p. 19).

- **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

- **Morphology**—“Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language” (Birsh, 2011, p. 19).

- **Syntax**—“Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language” (Birsh, 2011, p. 19).

- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).

- **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

**Delivery of Dyslexia Instruction**

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- **Simultaneous, multisensory (VAKT)**—“Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2011, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).

- **Systematic and cumulative**—“Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2011, p. 19).

- **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
• **Diagnostic teaching to automaticity**—“Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student’s retention and application of skills” (Birsh, 2011, p. 19.). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).

• **Synthetic instruction**—“Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)” (Birsh, 2011, p. 19).

• **Analytic instruction**—“Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)” (Birsh, 2011, p. 19).

Upon identification, the student may be placed in one or more of the following programs:

• MTA (Multi-Sensory Teaching Approach)
• Reading I, II, or III (HS)
RECOMMENDED READING LIST

Recommended for Parents and Teachers:

Judith Birsh
• *Multisensory Teaching of Basic Language Skills*
  P.O. Box 10624, Baltimore MD 21285
  1-800-638-3775

Regina Cicci
• “What’s Wrong with Me?: Learning Disabilities at Home and at School”
  Available from: York Press, Inc.
  2712 Mt. Carmel Rd., Parkton Maryland 21120
  1-800-962-2763

Susan Hall and Louisa Moats
• *Straight Talk About Reading*
  Available from: Contemporary Books
  4255 West Touhy Ave., Lincolnwood IL 60646-1975
  1-800-323-4900, ext. 147

International Dyslexia Association
• *Basic Facts about Dyslexia: What Everyone Ought to Know*
  Available from: IDA 1-800-ABCD123 (to leave voice message/order)
  410-296-0232 (to speak to a representative)

Mel Levine, M.D.
• *All Kinds of Minds*
  • *Guidelines to All Kinds of Minds*
• *Educational Care*
• *Keeping a Head in School*
  Available from: Educators Publishing Service
  75 Moulton Street, Cambridge MA 01238
  1-800-225-5750

Betty Osman
• *No One to Play With: Social Problems of LD and ADD Children – Revised 1996 Ed.*
  Available from: Academic Therapy Publications
  20 Commercial Blvd., Novato CA 94949-6191
  1-800-442-7249
  Item # 687-8

Schwab Foundation For Learning
• *Bridges to Reading: What to do When You Suspect Your Child Has a Problem: A Kit of First-Step Strategies*
  Available from: Schwab Foundation For Learning
  [www.schwablearning.org](http://www.schwablearning.org)
  1-800-638-3775, 650-655-2410
Shaywitz, Sally, M.D.
- *Overcoming Dyslexia*
  Available from: Alfred A. Knopf
  New York, NY

Texas Education Agency
- *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*
- *Section 504: Student Issues and Public Schools*
  Available from: TEA
  512-463-9556

Priscilla Vail
- *About Dyslexia: Unraveling the Myth*
- *Smart Kids with School Problems*
  Available from: Modern Learning Press
  P.O. Box 167, Rosemont NJ 08556
  1-800-627-5867

Luke Waites, M.D.
- *Specific Developmental Dyslexia: The Present State of the Art*
  Available from: Texas Scottish Rite Hospital for Children
  222 Welborn Street, Dallas TX 75219

**Recommended for Reading to and by Children**

Joe Griffith
- *How Dyslexia Benny Became a Star: A Story of Hope for Dyslexia Children*
  Available from: Yorktown Press
  P.O. Box 795667, Dallas TX 75379-5667
  972-233-1730

Patricia Polacco
- *Thank You, Mr. Falker*
  Available from: Bookstores such as Borders, Barnes and Noble or from the publisher:
  405 Murray Hill Pkwy., East Rutherford NJ 07073

Ann Root and Linda Gladden
- *Charlie’s Challenge*
  Available from: Bookstores such as Barnes and Noble, and Bookstop:
  If unavailable, contact Linda Gladden - 512-450-0043
FORMS
Dear Parent/Guardian,

The Student Support Team (SST) has recommended that your child, ____________________________, be assessed for eligibility to receive dyslexia instruction.

This letter is to provide you with written notice that an evaluation will be performed, with your consent, to determine whether your child is eligible for dyslexia instruction.

After the evaluation, you will be invited to attend a meeting to explain the results of the testing. You will also be informed of all decisions regarding your child's program placement.

Our goal is to help your child reach his or her greatest potential. Thank you for your support as we work together to provide a quality education for your child. If you have any questions, please feel free to contact the campus counselor at 903-473-2222.

Sincerely,

Campus Counselor

USE THE FOLLOWING STEPS

Read and keep your copy of:

Sign and return:
- Receipt of Section 504 Rights
- Permission to Test

Complete and return:
- Parent Survey

After the evaluation, you will be invited to attend a meeting to explain the results of the testing. You will also be informed of all decisions regarding your child's program placement.
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 method of administration, and appropriate test selection. [34 CFR104.35]. 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. In Texas, you must submit the required notice or request in writing within one year of the action or omission giving rise to your complaint. Failure to make a timely request will result in the loss of your opportunity to pursue a due process hearing on that action or omission.

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.

Jennifer Johnson
1759 W. US Hwy 69
Emory, TX 75140
903-473-2222

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of the decision by a 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 VI
1999 Bryan Street, Suite 1620, Dallas, Texas 75201-6810, Tel. 214-661-9600
Aviso a Padres de Estudiantes Incapacitados de sus Derechos Legales bajo la Seccion 504 del Decreto de Rehabilitación de 1973

El Decreto de Rehabilitación de 1973, conocido generalmente como la “Seccion 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 Seccion 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 tambien protege a estudiantes que han tenido un impedimento o condición física o mental substanclial en el pasado, o que son considerados incapacitados aunque realmente no lo sean. Estudiantes pueden ser considerados incapacitados bajo la Seccion 504 y pueden recibir asistencia educativa bajo esa ley, incluyendo servicios educativos regulares o especiales y otra asistencia relacionada aunque no reciban educación especial segun la ley federal IDEA.

El propósito de este Aviso es de explicarle los derechos legales garantizados bajo la Seccion 504 a estudiantes incapacitados y a sus padres. Los reglamentos federales que dan efecto a la Seccion 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 Seccion 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 ayudaran a resolver sus preguntas.

2. Bajo la Seccion 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 Seccion 504. [34 CFR 104.33]. El recibir asistencia educativa bajo la Seccion 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 Seccion 504, y tambien 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 Seccion 504 en cuanto a la validez de las pruebas, su forma de administración, y las areas 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 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].

RAINS INDEPENDENT SCHOOL DISTRICT

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 está 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. En el Estado de Texas, la petición para una audiencia imparcial se debe presentar a menos de un año después de el acto u omisión que da a cabo la petición. Peticiones tardías resultaran en la perdida de oportunidad para una audiencia imparcial sobre tal acto u omisión.

Jennifer Johnson
1759 W. US Hwy 69
Emory, TX 75140
903-473-2222

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 VI
1999 Bryan Street, Suite 1620, Dallas, Texas 75201-6810, Tel. 214-661-9600
Permission to Test for Dyslexia
RAINS INDEPENDENT SCHOOL DISTRICT

Name of Student: ______________________ Date of Birth: _______________
Teacher: _______________ Grade: ________ Date: _____________________

PLEASE READ, COMPLETE, AND SIGN EACH SECTION BELOW.

Permission to Test

This is to verify that I have been informed of my child’s referral for dyslexia testing. My permission for testing is or is not granted, as indicated below.

____ YES, I grant permission for my child to be tested for dyslexia.

____ NO, I do not grant permission for my child to be tested for dyslexia.

______________________________  __________________________
Signature of Parent/Guardian   Date

Receipt of Section 504 Rights and Consent

Dyslexia testing is completed under the umbrella of Section 504. This is to verify that I have received a copy of the Notice of Rights for Disabled Students and their Parents under Section 504 of the Rehabilitation Act of 1973, which informs me of my rights throughout the identification, evaluation, and placement process.

____ YES, I received a copy of the Notice of Rights of Disabled Students and their Parents.

____ YES, I consent to an evaluation for my child under Section 504.

____ NO, I do not consent to a Section 504 evaluation for my child.

______________________________  __________________________
Signature of Parent/Guardian   Date
Notice of §504/Dyslexia Meeting
RAINS INDEPENDENT SCHOOL DISTRICT

Dear Parent/Guardian of ________________________________________,

You are invited to attend a §504 Committee meeting regarding your child. At this meeting, we will discuss the results of the dyslexia assessment and your child’s educational needs. Based on this discussion, we will decide whether or not your child qualifies for dyslexia services and/or §504 services.

NOTICE OF §504/DYSLEXIA MEETING SCHEDULED

Date: _________________________________ Time: __________________
Location: __________________________________________________________

We would very much appreciate your attendance at the meeting and your input. Your insights and contributions will be quite helpful to us in making the best decisions possible. If you have not already done so, please fill out and return the Parent Input Form. The observations you can provide of your child’s development can greatly assist the §504 Committee as we evaluate your child’s §504 eligibility.

Following the meeting, we will notify you of the Committee Decision Record and give you copies of all relevant paperwork. Please call if you have any question.

Sincerely,

§504 Coordinator
903-473-2222

Please sign and return bottom portion to the §504 Coordinator as soon as possible.

Student: _________________________________ Grade: _______________

____ Yes, I will attend the §504 meeting scheduled for ________________________.

____ No, I cannot attend at the scheduled day/time. (If NO, check one box below.)

☐ I will call and reschedule a meeting.

☐ Please hold the meeting without me. I understand that the §504 Committee will keep me informed of any educational decisions regarding my child.

Parent/Guardian (Signature): ____________________________ Date: ____________
Notice of Section 504 Evaluation Results

Date ______________

Dear Parent/Guardian/Adult Student,

This letter is to inform you that the Section 504 Committee had a meeting on ______________ to discuss your Student ________________________ (student’s name). A copy of the evaluation form is attached. After careful review of relevant evaluation data, the Section 504 Committee analyzed the data to answer the Section 504 eligibility questions. While the evaluation document provides more detail on the Committee’s decision, by way of summary, the Committee determined that

___________________________________________________________________ (provide brief summary of decision).

For Section 504-eligible Students who are in need of a Section 504 Student Services Plan: If your Student was determined §504-eligible, and in need of Section 504 Services Plan, a copy of your Student’s §504 Services Plan is also attached. You have the right to consent or refuse consent for Section 504 Services for your Student. The District will assume that you consent for your Student to receive Section 504 Services as indicated on the attached Section 504 Services Plan. You may also confirm your consent for services on the attached Section 504 Services Plan. You have the right to refuse that consent (if your student is receiving a Section 504 Services Plan following an initial evaluation) or to revoke that consent (if your student is currently receiving Section 504 Services pursuant to a Section 504 Student Services Plan). Exercise that right in writing on the attached Parent Consent for Section 504 Services Form. Section 504 Services will be provided to your Student pursuant to the attached Plan until such time as a written, signed refusal or revocation on the attached Consent Form is received by the Coordinator identified below. You may revoke consent for services at any time, and may give consent for Section 504 services at any time as long as your Student remains §504-eligible, and in need of a Section 504 Student Services Plan.

If you have any questions concerning this decision or your rights to consent to services, please call me at ______________. I will be more than happy to discuss any questions that you may have.

Sincerely,

Campus or District Section 504 Coordinator

Encl. (1) Initial Evaluation, Annual Review or Re-Evaluation
(2) Section 504 Services Plan, if Section 504-eligible, and in need of a Plan
(3) Parent Consent for Section 504 Services
Aviso de Resultados de la Evaluación Sección 504

Fecha: ______________

Querido Padre/Guardian/Estudiante Adulto:

Esta carta es para informarle que el comité de Sección 504 se reunió en ______________ (meeting date) para discutir su Estudiante ______________ (student’s name). Una copia de el documento de evaluación se encuentra con esta carta. Después de considerar cuidadosamente todos los datos de evaluación, el comité analizó esos datos para determinar si su Estudiante califica para servicios o protección bajo la ley Sección 504. Aunque el documento de evaluación contiene información más detallada sobre la decisión, el comité determinó lo siguiente:

_________________________(provide brief summary of decision).

Para estudiantes que califican bajo la ley Sección 504 que necesitan un Plan de Servicios Sección 504: Si su estudiante calificó bajo la ley Sección 504, y necesita un Plan de Servicios Sección 504, el Plan se encuentra con esta carta. Usted tiene el derecho de rechazar permiso para que estos servicios se le proporcionen a su estudiante. El Distrito Escolar asumirá que usted da permiso para que se le proporcionen servicios indicados en el Plan de Servicios Sección 504. Si gusta, puede firmar para confirmar que da permiso. Usted tiene el derecho de rechazar permiso para que estos servicios se le proporcionen a su estudiante, o puede revocar tal permiso después de darlo. Si desea revocar permiso, puede firmar en la línea apropiada de el Permiso para Servicios Sección 504. Los servicios le serán proporcionados a su estudiante hasta que el Coordinador de Sección 504 del Distrito Escolar reciba en escrito su rechazo de permiso firmado. Tiene el derecho de revocar su permiso a cualquier tiempo mientras su estudiante califique bajo la ley Sección 504 y reciba servicios bajo esa ley.

Si tiene preguntas sobre este permiso o sus derechos, favor de llamar a ______________. Con gusto le trataré de explicar sus derechos y contestar sus preguntas.

Sinceramente,

Coordinador de Sección 504

Anexo  (1) Evaluación Inicial, Reviso Annual, o Re-evaluación  
(2) Plan de Servicios de Sección 504  
(3) Permiso para Servicios de Sección 504