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

Parents (or guardians) may request dyslexia assessment and should contact the campus dyslexia specialist to request a meeting. The committee working with the parent will make the final decision in all testing needs.

Data Gathering *

CMIT: (if campus wants the meeting to discuss student concerns)
§504: (if parent is requesting dyslexia testing)

Documentation and intervention based upon data and instructional need; teacher monitors

Once dyslexia evaluation has been determined, §504 procedures must be conducted:

1. Notification of evaluation
2. Parent informed of rights under §504
3. Parent’s signature of consent before any formal assessments for reading/learning disability

Assessment Process

Data Review
The data must be reviewed, interpreted and presented to the §504 Committee so that it can make informed decisions about the student being evaluated.

§504 Committee identifies eligibility and program placement.

Student does not have dyslexia. Intervention strategies put in place.
Special Education Evaluation should be conducted whenever it appears to be appropriate.
Documentation and Placement into Dyslexia Program

* Parents (or guardians) of students in K-2 will be notified if the student is determined to be at risk of dyslexia or other reading difficulties (TEC §28.006) from the TPRI screener.

* Parents (or guardians) may request dyslexia assessment and should contact the campus dyslexia specialist to request a meeting. The committee working with the parent will make the final decision in all testing needs.
DECISION PROCESS FOR DYSLEXIA AND OTHER RELATED DISORDERS
IDENTIFICATION, INTERVENTION, AND PLACEMENT
DECISION PROCESS FOR IDENTIFICATION

The identification process begins when the teacher notes that a student is having difficulty with reading, spelling, handwriting, and alphabet skills and exhibits the characteristics for dyslexia. This process requires a look at the factors causing the student’s disability.

Difficulties in the following areas:
_____ reading comprehension  _____ oral language  _____ math computation
_____ word recognition  _____ written language  _____ math concepts
_____ spelling  _____ handwriting  _____ alphabet concepts
_____ phonological awareness  _____ reading fluency

Are any of the following a possible cause of the school difficulty?

1. Prolonged or frequent absenteeism
2. Lack of proficiency in the English language
3. Problems in the home or limited experiential background
4. Physical causes such as vision, hearing, illness or disease, which could cause learning difficulty
5. Accident or surgical history

If the above can be ruled out as a cause for difficulty, proceed to the following descriptors.

• Average to above intelligence (look at nonverbal in addition to verbal)
• Difficulty learning to read ______ estimated level ______ fluency level
• Difficulty with reading comprehension – variable degrees of difficulty
• Difficulty with spelling ______ estimated level
• Strengths in math and science concepts ______ estimated math level
• High abilities in three-dimensional thinking (artistic, creative, good reasoning ability, imagination, etc.)
• Consistently better oral classroom performance than written performance
• Cramped or illegible handwriting (Placement in a dyslexia class is not appropriate if this is the only area of difficulty noted.)
• A demonstrated ability to learn in non-academic areas (hobbies, mechanical, sports, building, etc.)
• A learning difficulty specific to the area of language arts (reading, spelling, handwriting, comprehension)
• Grades that are consistently higher in some areas and lower in other areas.
  Low grades in ____________  High grades in ________
• A retention  Repeated grade ____________
If the majority of answers to the above are YES, then the campus needs to collect data on the following elements to proceed with the evaluation process.

1. A developmental, medical, behavioral, academic, and family history
2. A measure of general academic functioning and performance
3. Information on cognitive processing (language, memory, auditory-motor integration, reasoning abilities, and executive functioning)
4. Specific oral language skills related to reading and writing processing
5. Classroom and district assessments to determine level of proficiency in basic skills of reading and math

6. Formal, informal, and classroom observations should include the following:
   • single word decoding
   • oral and silent reading in context (evaluate rate, fluency, comprehension and accuracy)
   • reading comprehension
   • listening comprehension
   • reading fluency
   • spelling
   • written expression: sentence writing as well as story or essay writing
   • handwriting sample

7. Progress monitoring data and anecdotal notes from interventions implemented should be included.

**Considerations for Assessment Process:**

1. Exhibiting reading characteristics associated with dyslexia
2. Unexpected lack of appropriate academic progress in reading
3. Adequate intelligence, the ability to learn to read
4. Appropriate instruction and intervention
5. Lack of progress not being due to sociocultural factors such as language differences, inconsistent attendance, and lack of experiential background