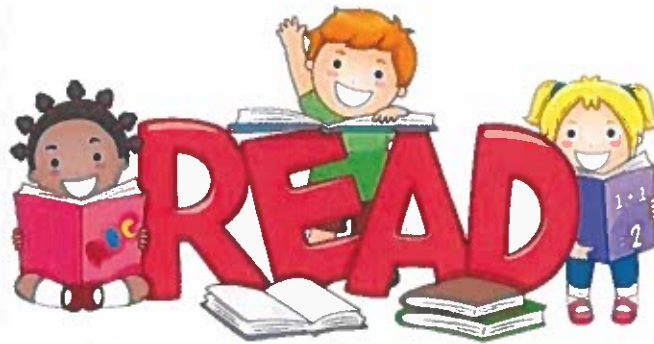


Dyslexia and Related Disorders



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FISD Information Handbook

District Dyslexia and Related Disorders Coordinator/Specialist: April Dowling

Email: aprildowling@frankstonisd.net

Phone: (903) 876-2214 Ext. 383 Room #: 12

Address: 110 Perry Street, Frankston, TX 75763

District Dyslexia or Related Disorders Coordinator/Specialist:

April Dowling

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(903) 876-2214 Ext. 383

Qualifications:

- Bachelor of Science of Interdisciplinary Studies (SFASU)
 - Early Childhood Education Pk-KG
 - Elementary Reading 1-8
 - Elementary Self-Contained 1-8
- Supplementals
 - English as a Second Language Grades PK-8
- Continuing Education
 - Texas Reading Academics Cohort Leader 2020
 - Texas Dyslexia Academy
 - Take Flight Dyslexia Therapist (in training)

This packet includes...

- Coordinator Information (above)
- Child Find
- Definitions
- Screening Information
- Referral Process
- Assessments
- Instruction/Curriculum
- Possible Accommodations
- Progress Monitoring
- Exit Criteria
- Parent Education
- 10 Facts Parents Should Know
- Common Risk Factors Associated with Dyslexia and Related Services
- Resources
- Talking Book Program with Application
- Information on eligibility, evaluation requests, and services available under IDEA as well as the Rehabilitation Act, Section 504, and the MTSS (Multi-Tiered System of Support) process

Child Find

Child Find refers to the federal requirement under the Individuals with Disabilities Education Act (IDEA) that all children in need of special education services are identified, located and evaluated.

Schools are responsible for conducting Child Find and identifying all IDEA-eligible students that reside in their jurisdiction. Child Find is not a passive activity, but rather an active process.

§504 Child Find Notice

Pursuant to Section 504 of the Rehabilitation Act of 1973, the district has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District's Section 504 Coordinator Lisa King by phone at (903) 876-2214 or by mail at 100 Perry Street, Frankston, TX 75763.

Aviso Sobre La Identificación de Students Incapacitados bajo la Section 504

Bajo la Sección 504 del Decreto de Rehabilitación de 1973, el distrito Escolar esta obligado a identificar, referir, evaluar, y proporcionar servicios educativos apropiados y gratuitos a estudiantes incapacitados que califican para recibir servicios bajo esta ley. Si usted desea mas información sobre los derechos de padres de niños incapacitados, o si tiene preguntas sobre la identificación, evaluación, y colocación de niños en el programa de Sección 504, favor de ponerse in contacto con el Coordinador de 504 del Distrito Lisa King al numero (903) 876-2214, o por correo a la siguiente dirección: 100 Perry Street, Frankston, TX 75763.

Definitions

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.

TEC §38.003(d)(1)-(2) (1995)

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

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

Dyslexia is a specific learning disability that is neurobiological 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 Boar of Directions, November 12, 2022

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that 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 with 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.

Screening

Dyslexia

Measure of Academic Progress (MAP) is used as the universal literacy screener for 1st-5th grade students. For dyslexia screeners, kindergarten uses TXKEA and first-grade uses the NWEA MAP Reading Fluency Dyslexia Screener.

All kindergarten students must be screened by the end of the year. If a student is flagged as at risk for dyslexia, an informative letter will go home to the parent/guardian along with the Student Report for Parents and dyslexia screener report. Additionally, students will begin Multitiered System of Supports (MTSS) reading interventions during the upcoming school year.

First grade students must be screened no later than January 31 of each year. If a student is flagged as at risk, an informative letter will go home to the parent/guardian along with NWEA Reading Fluency Dyslexia Screener report. Additionally, the assistant principal will hold a meeting with the diagnostician, dyslexia coordinator, principal, and teacher in February to evaluate all data to discuss next steps.

If a student is in second-grade or above, the teacher will complete SST paperwork, collecting all required data, and turn it in to the principal. The SST committee will then meet to determine next steps.

****If a sixth-grade student fails to demonstrate proficiency on the grade 6 state reading assessment, as a 7th grader, they will be screened.**

Dysgraphia

If a student is suspected of having dysgraphia, the teacher will complete SST paperwork, collecting all required data, and turn it in to the principal. The SST committee will then meet to determine next steps.

Referral Process

All concerns regarding behaviors and academics go through the SST (Student Success Team), even parent requests. Completed SST packets go in the campus admin's box. The SST committee will determine next steps based on data (teacher observations, MAP, STAAR, student work, etc.). If dyslexia or related services, including dysgraphia testing is needed, the SST committee will inform the COOP diagnostician, as dyslexia and related disorders are served under IDEA.

Evaluation Assessments

Dyslexia

- **Comprehensive Test of Phonological Processing (CTOPP2)**- assesses phonological awareness, phonological memory, and rapid naming
- **Developmental Reading Inventory (DRI)**- an informal assessment of pre-reading skills such as knowledge of alphabet, sound/symbol associations, and letter formation
- **Decoding Skill Test (DST)**- provides diagnostic information, such as the student's basal vocabulary level, word recognition in isolation and context, decoding of one and multisyllabic real and nonreal words, phonic pattern decoding deficiencies, and oral fluency
- **Individual Reading Inventory (IRI)**- determines the student's independent, instructional, and frustration reading levels
- **Test of Written Spelling-5 (TWS-5)**- norm-referenced test of spelling that yields a more valid estimate of how well an examinee spells words in written form
- **Gray Oral Reading Tests-5 (GORT-5)**- series of short stories designed to measure rate, accuracy, fluency (rate + accuracy), and comprehension
- **Test of Word Reading Efficiency (TOWRE2)**- The Sight Word Efficiency Subtest assesses the number of context-free real words a student can accurately identify within 45 seconds. The Phonemic Decoding Efficiency Subtest measures the number of pronounceable non-words a reader is able to decode within 45 seconds
- **Woodcock Reading Mastery Test-III (WRMT-III)**- subtests measure listening comprehension, word attack, and word comprehension skills

Dysgraphia

The list of questions below must be considered when making a determination regarding dysgraphia.

- Does the data show a pattern of low writing and spelling ability that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?
- Does the pattern indicate the student has dysgraphia?
- Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

Once dysgraphia has been identified, there are further eligibility questions the Section 504 or ARD committee must still consider.

Within 45 calendar days of completion of the written evaluation report, the ARD committee will determine whether the student who has dysgraphia is eligible under IDEA as a student with a specific learning disability. The student is eligible for services under IDEA if he/she has dysgraphia, and because of the dysgraphia, needs special education services.

If the student with dysgraphia is found eligible for special education, the student's IEP must include appropriate writing instruction.

Instruction/Curriculum

Dyslexia

Curriculum- Take Flight or Pre-Flight

Dysgraphia

Curriculum- Writing Without Tears

1. Show students how to hold a pencil.
2. Model efficient and legible letter formation.
3. Provide multiple opportunities for students to practice effective letter formation.
4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
5. Have students practice writing letters from memory.
6. Provide handwriting fluency practice to build students' automaticity.
7. Practice handwriting in short sessions.
8. Cursive writing

—Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Accommodations

Accommodations are based on individual student needs and are meant to level the playing field so to speak. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation. Decisions about accommodations are based on individual student need. Student input should be considered when choosing and using accommodations. Additionally, testing accommodations must be instructional accommodations as well.

Educators should analyze data pertaining to the use and effectiveness of accommodations (assignment/test scores with and without the accommodation, observations, etc.) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm that a student still struggles in certain areas and should continue to use the accommodation.

Below are examples of possible classroom accommodations:

Dyslexia

- Note-taking assistance/Copy of notes (teacher or peer provided)
- Not counting off for spelling
- Additional time on class assignments and tests
- Reduced/shortened assignments (Is dependent on the TEKS being evaluated within an assignment or test)
- Preferential seating
- Oral reading of written directions
- Word banks
- Audiobooks
- Text to speech (online)
- Speech to text (online)
- Oral administration for tests
- Small group testing

Dysgraphia

- The rate of producing written work
 - The volume of the work to be produced
 - Allow more time for written tasks including note taking, copying, and tests
 - Reduce the length requirements of written assignments
 - Provide copies of notes or assigning a note taking buddy to assist with filling in missing information
 - Allowing the student to audio record important assignments and/or take oral tests
 - Allowing the use of technology (speech to text software, etc.)
 - Allowing the student to use cursive or manuscript, whichever is most legible and efficient
 - Allowing the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
 - Offering an alternative to a written project such as an oral report, dramatic presentation, or visual media project
- Speech to text (online)

Progress Monitoring

Progress monitoring dyslexia students is important. Students with dyslexia or learning difficulties will need many repetitions to solidify the neural pathways to make reading automatic. So often, the number of repetitions needed of students with dyslexia is 40-200 repetitions. (“A Principal’s Primer for Raising Reading Achievement.”, p. 66). Students and parents will receive information about homework assignments in a daily folder. Students will have reading homework every day which may include handwriting, repeated accurate practice (RAP), instant words, oral reading, and rate.

Students will be monitored at the beginning, middle, and end of the school year as well as at the completion of each Take Flight book. Results at each check point will be sent home to parents. Take Flight curriculum will provide means to progress monitor single-word decoding skills and reading rate. The single-word decoding instrument will supply information about the students’ progress in learning to decode 44 correspondence rules, and 87 affixes. In addition, DIBELS, Words Their Way Spelling Inventory, and the Fry Sight Words list will be used to track reading fluency, spelling, and high frequency words.

Students’ reading fluency growth will be checked weekly using a narrative text in the Take Flight reading rate packet beginning Book Three of the program. Students will practice previous learning through timed, repeated practice to improve reading fluency. Parents will receive results once a packet is completed.

Program Exit Criteria

Students may complete the current dyslexia and/or related disorders or dysgraphia curriculum, but will continue to be identified as such. Only through a Section 504 or ARD meeting will a student exit services, including if a parent specifically requests dismissal.

Parent Education Program

The coordinator of Dyslexia and Related Disorders will have a parent meeting to go over the program at least once per year. The Fisd website has a dyslexia webpage that includes information about awareness, characteristics, testing, accommodations, qualifications of the coordinator, and contact information for the district and region. This Dyslexia and Related Disorders Fisd Handbook is distributed to parents upon their child entering the program.

10 Facts Parents Should Know

<https://www.nessy.com/us/parents/dyslexia-information/10-facts-every-parent-needs-know/>

Having a good understanding of the type of difficulties caused by dyslexia will help you support your child. After you have learned about dyslexia, explain it to your child. Knowing there is both a reason and a solution will help them to deal with it.

1. At the end of a day of reading and writing a child with dyslexia is exhausted.

This is because the brain is less efficient at processing letters and sounds so it has had to work much harder. When they get home give your child 'down time' to relax and switch off before attempting homework.



2. Kids with dyslexia may have good and bad days for no apparent reason.

Some days they can seem to remember then other days everything is forgotten. Don't despair with the right approach you will get there in the end.

3. Dyslexia affects everyone differently in many ways

After 100 years of research there is no one definition of dyslexia because it covers so many different areas. Lots of different skills are used to read, that is why it is so important to identify and understand an individual's learning strengths and where there is a weakness.

How do you learn best?



Using a program like [Dyslexia Quest](#) will give a snapshot of six core learning areas strongly linked to dyslexia.

4. With the right help someone with dyslexia can learn to read and spell but **they will never stop having dyslexia**

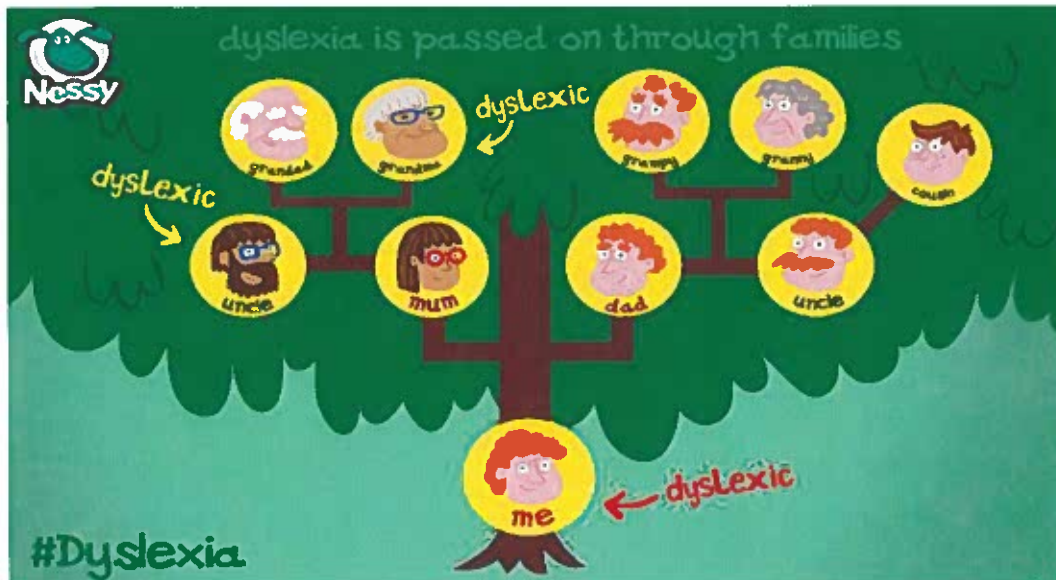
Dyslexia is a neurological problem that affects other areas like remembering phone numbers, forgetting books, losing sports kit or remembering spoken instructions.



5. It will take them much longer to do reading and writing tasks

Ask the teacher how long they expect homework to take and explain that this is how long they will be working.

6. Dyslexia is passed on through families



Chances are that one of the child's parents, grandparents, aunts, or uncles has dyslexia.

DCDC2 is a dyslexia gene

Can you think of anyone in your family who might have dyslexia?

7. Many children with dyslexia have low self-esteem

Failing at school causes distress and to overcome the difficulties caused by dyslexia they have to start to believe in themselves again. Parents must praise every small accomplishment.

8. There are lots of different names for dyslexia

Dyslexia is a word that covers a range of difficulties. When tests are given, they often only have time to look at a few specific areas so the report will identify this area with a different name. Here are some of the other words that all mean dyslexia.

- Learning difference
- Specific learning difficulty
- Developmental reading disorder
- Auditory processing disorder
- Phonological processing deficit
- Cognitive reading disorder
- Visual processing difficulty

9. People with dyslexia are often creative

There are many ways this creativity can show itself. Ideas, music, acting, design, technology, art or even sports.

Focus upon things they are good at.

Praising even small achievements helps to maintain self-esteem.

10. Lots of people have dyslexia – it's nothing to be ashamed of!

- Dyslexia is the most common cause of reading, writing, and spelling difficulties.
- At least 1 in ten people have dyslexia and some statistics suggest 1 in 5.
- Yet many remain undiagnosed, untreated, and struggling with the impact of their dyslexia.
- More than 2 million people in the UK are severely affected.
- Over 40 million American adults have dyslexia.
- With determination and creative ideas many dyslexics become successful after they have left school.

Common Risk Factors Associated with Dyslexia and Related Services

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
- 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/ /a~/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

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

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

Fourth Grade through Sixth Grade

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

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell 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 notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

More information: <https://ldaamerica.org/types-of-learning-disabilities/>

Resources

https://www.esc7.net/apps/pages/index.jsp?uREC_ID=2377417&type=d&pREC_ID=2222520

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

<https://tea.texas.gov/academics/special-student-populations/texas-dyslexia-handbook-2021.pdf>

<https://txfrankstonisd.schoolinsites.com/dyslexia>

<https://childmind.org/guide/parents-guide-to-dyslexia/>

<https://spedsupport.tea.texas.gov/topics/child-find>

Other Ways to Support a Child with Dyslexia

For any child who is struggling, it is particularly important to encourage the things he enjoys and excels at, so that he feels confident in some areas. This could be sports, theater, art, science, debate team or anything else that makes him feel good at something.

Sharing stories of successful individuals with dyslexia might also help reinforce that it has nothing to do with intelligence.

Supportive tools and technology can help your child navigate difficult problems:

- Audio books can be a great alternative to reading
- Typing on a computer or tablet instead of writing
- Apps that can help make learning fun by turning phonological awareness into a game
- Old-fashioned rulers can help kids with dyslexia read in a straight line, which might help keep them focused

Emotional Support

Like most learning disabilities, dyslexia often has hidden costs. If your child has dyslexia, he may feel frustrated or embarrassed if asked to do things — like reading out loud — that are difficult for him, especially during class or when other students are present. But the problems can often go beyond school. Dyslexia's impact on day-to-day activities — playing board games, following directions or even reading clocks accurately — can cause kids to feel self-conscious and avoidant.

Helping your child understand her learning disorder can give her the tools she needs to manage her dyslexia — both academically and emotionally.

- Talk to her about the difficulties dyslexia can cause and be specific: “You know how you have a hard time reading signs, or copying notes from the board? That’s dyslexia.”
- Acknowledge her struggles and praise hard work — even if the results aren’t perfect: “I understand how challenging that reading assignment was. I was so proud of how hard you worked on it.”

- Help her identify specific strengths: “That drawing you made of our family had such vivid colors and details. You’re a great artist.”
- Combat negative self-talk: If your child starts saying things like “I’m just stupid,” don’t ignore it. Instead, check out [these ideas](#) for helping kids who are too hard on themselves.

The Dyslexia Handbook

English

<https://tea.texas.gov/academics/special-student-populations/texas-dyslexia-handbook-2021.pdf>

Spanish

<https://tea.texas.gov/academics/special-student-populations/spanish-dyslexia-handbook.pdf>

Elem Campus Dyslexia PEIMS Admin:

Melissa Wimmer

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Elementary Principal:

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Middle School Principal: Cindy Owens

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(903) 876-2215 Ext. 240

Secondary Principal: Edgar Rodriguez

edgarrodriguez@frankstonisd.net

(903) 876-3219 Ext. 224

Anderson County COOP (903) 876-3685

Rep: Katie Abbott

kabbott@acsec.net

Diagnostician: Carmen Ryals

cryals@acsec.net

Region VII

Angela Venters, M. Ed.

(903) 988-6700

<https://www.esc7.net/page/CIA.dyslexia.home>

Talking Book Program | Texas State Library and Archives Commission

<https://www.texas.gov/resources/talking-book-program-texas-state-library-and-archives-commission>

The Talking Book Program provides free library service to Texans of all ages who are unable to read standard print material due to visual, physical, or reading disabilities-whether permanent or temporary. Our books are available on digital cartridge, Braille, large print, and cassette, and we loan playback equipment to be used with TBP materials. Our materials can also be downloaded from the Web via BARD by registered readers. And best of all, books are delivered right to your door. All of the items are sent and returned through the mail free of charge. The program offers more than 80,000 titles in fiction and nonfiction, plus 80 national magazines for adults and children.

Eligibility

The Talking Book Program is available not only to Texans with visual impairments, but also to those who have physical or learning disabilities that prevent them from using standard print. Qualified patrons include Texas residents of all ages who:

- are legally blind (vision in the better eye is 20/200 or less after correction, or the widest diameter of visual field is no greater than 20 degrees);
- have prescription glasses, yet are unable to read standard print material without additional magnification devices;
- have physical limitations that prevent them from holding books or turning pages; or
- have reading disabilities due to an organic dysfunction, as certified by a medical doctor (M.D. or D.O.).

Veterans

By law, the Talking Book Program gives priority service to veterans of the United States armed forces who have received honorable discharges from military service. Documentation that verifies a veteran's status, such as a copy of the DD-214 form, must be submitted with the application.

To Register

To begin using our free service, you need to complete an [application](#) and have it certified; eligibility requirements are listed above.

Certifying Authorities

The list of professionals who are authorized to sign the application form are listed on the last page of the form, which states:

"Certifying authority" is defined to include doctors of medicine and osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, vocational rehabilitation counselors, home teachers, and superintendents). In the absence of any of these, certification may be made by professional librarians. In the case of a Reading Disability, the certifying authority must be a doctor of medicine or osteopathy. Certifying authorities are not permitted to certify relatives.

Please note that only medical doctors or doctors of osteopathy may certify the application of a Texan with a reading (learning) disability, such as dyslexia or attention deficit disorder.

Mail Application

After you have completed the application, and it has been signed by a professional to certify your eligibility, please mail it to:

Talking Book Program
Texas State Library & Archives Commission
PO Box 12927
Austin TX 78711-2927

Our Collection

Similar to a public library, we have over 80,000 titles available in a wide variety of categories, including classics, romances, science fiction, mysteries, westerns, children's selections, and more. Our books are available on digital cartridge, Braille, large print, and audiocassette.

In addition, we have magazines available through digital download, cassette, Braille and large print. You may choose from more than 80 different magazines: Reader's Digest, Newsweek, Guideposts, and Texas Monthly, to name a few. Plus, we have a special collection of books by Texas authors, books about Texas, and books in Spanish.

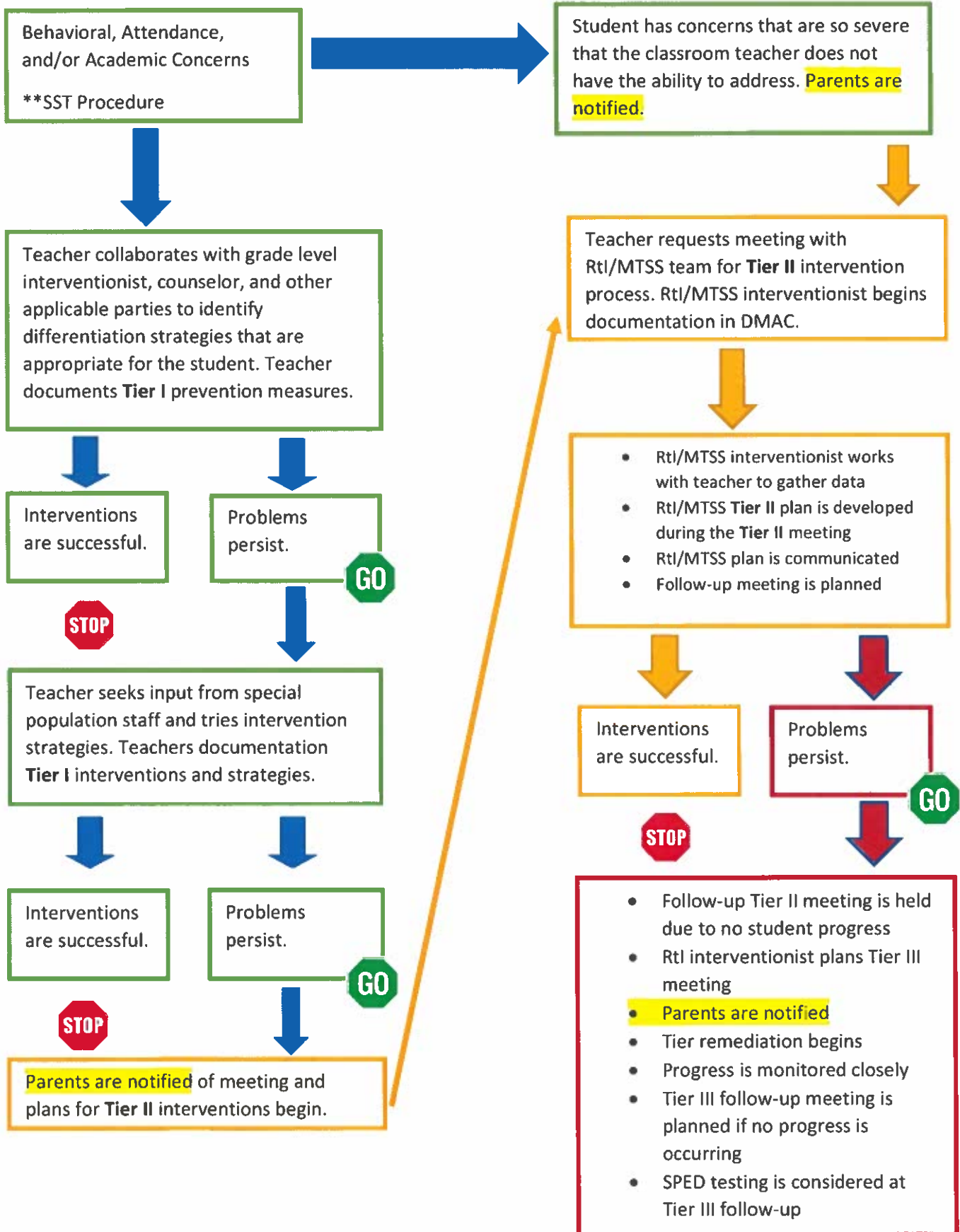
Best of all, books may be downloaded from the Internet or delivered right to your door through the mail free of charge. Make your selections from a variety of catalogs or let one of our reader consultants assist you. You may contact us by phone, mail, or e-mail.

Equipment

We provide special playback equipment that is needed to listen to our recorded books and magazines. The equipment is on loan to you for as long as you use our service.

Machines may also be purchased from other sources. For information on purchasing machines, call the Disability Information and Referral Center toll free at 1-800-252-9605 or in the Austin area at 512-463-5458, or go to the NLS factsheet "Sources for Purchase of Cassette Players and Player-Recorders Compatible with Recorded Materials Produced by the National Library Service (NLS)" at <http://www.loc.gov/nls/reference/factsheets/sources.html>.

Frankston ISD RtI/MTSS Chart



FISD Section 504

Elementary

Lisa King- lisaking@frankstonisd.net

Middle School and High School

Kim McGuffey- kimcguffey@frankstonisd.net

Section 504 Information

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that a child with a disability has equal access to an education.

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified individual with disabilities in the United States shall, solely by reason of her or his disability, as defined in section 706(8) of this title be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program, or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service." (29 U.S.C. Sec.794)

Americans with Disabilities Act (ADA)

The purpose of the Americans with Disabilities Act is to make sure that people with disabilities have the same rights and opportunities as everyone else.

Americans with Disabilities Act Amendments Act (ADAAA)

The ADAAA made a number of significant changes to the definition of "disability" under the Americans with Disabilities Act.

Determination of Eligibility

To determine eligibility under Section 504, the committee of knowledgeable persons must consider all the following questions:

1. Does the learner have a physical or mental impairment?
2. Does the physical or mental impairment affect one or more major life activities including major bodily functions?
3. Does the physical or mental impairment substantially limit a major life activity? It is important to specifically identify what the substantial limitations are and how they impact learner performance and progress.
4. Does the learner require Section 504 services in order for his/her educational needs to be met as adequately as those of non-disabled peers?

WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?

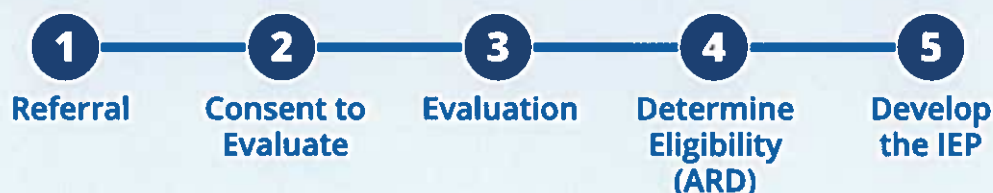


- ▶ If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- ▶ Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the **special education process**.

Steps to Begin Special Education:



Receiving Special Education Services:



More information about your rights as a parent can be found below:



spedtex.org
1-855-773-3839

SPEDTEX
Special Education Information Center

**Special Education
Help for Parents**



Parents Guide to the ARD Process
bit.ly/ParentsARD



Notice of Procedural Safeguards
bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

1 REFERRAL FOR SPECIAL EDUCATION EVALUATION IS MADE.



A referral is:

- ▶ Required by law when a public school feels that your child may have a disability that requires special education services to be successful.
- ▶ Called a *request* for a special education evaluation when a parent makes it. A request should be made in writing to the proper staff member. The school will respond with information on whether it will proceed with an evaluation.

The school must respond in writing within 15 school days.



2 YOU WILL BE ASKED WHETHER YOU **CONSENT** FOR THE SCHOOL TO EVALUATE YOUR CHILD.



Consent to evaluate is:

- ▶ Permission you choose to give for specially trained personnel to evaluate and assess your child in specific areas.
- ▶ Used by the school to start the timeline by which the school must complete your child's evaluation.

With some exceptions, an evaluation must be completed within 45 school days.



3 EVALUATION IS DONE BY A GROUP OF TRAINED PROFESSIONALS.



An evaluation is:

- ▶ Called a *Full Individual and Initial Evaluation (FIE)*, which includes a written report of education recommendations and information about your child's strengths, interests, and challenges. Professionals with training in the suspected disability must participate, e.g., someone like a licensed dyslexia therapist if dyslexia is suspected.
- ▶ Done at no cost to you. If you do not agree with the school's evaluation, you may ask for an *Independent Educational Evaluation (IEE)*. This would be done by someone who is not employed by the school.



4 ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETS TO DETERMINE IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.

The ARD committee is:

- ▶ A team, including you, teachers, school administrators, those with special expertise about your child, and professionals with special training about the suspected disability.
- ▶ In this meeting, discussing your child's evaluation report, identifying your child's strengths and areas of need, and then determining whether your child has a disability and the need for special education services.



Once the evaluation report is done, an ARD committee typically has 30 calendar days to determine eligibility and develop the IEP.



5

IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES, THEN THE ARD COMMITTEE WILL ALSO DEVELOP AN **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**.



An IEP is:

- ▶ A collection of information that identifies your child's disability, shows your child's current strengths and areas of need, identifies goals to be worked on, and shows the special education and related services that are required for your child to be successful.
- ▶ A document that a school must follow once the process for developing it is complete, and you consent to your child receiving services. Services would begin as soon as possible.

You have the right to participate in the development of the IEP and agree or disagree to your child getting special education services.



MOVING FORWARD: RECEIVING SPECIAL EDUCATION SERVICES

Once an IEP has been developed, it is the school's responsibility to implement the IEP. Schools must offer the services, accommodations, and supports described in the IEP, and school staff will monitor your child's progress toward the goals in the IEP.

- ▶ You will receive progress reports on your child's IEP goals at least once each grading period.
- ▶ The ARD committee will meet and review your child's IEP at least annually.
- ▶ As a member of the ARD committee, you will discuss the need for an updated evaluation at least every three years.
- ▶ You can ask for an ARD committee meeting at any time.
- ▶ You can revoke your consent to special education services. In other words, you can tell the school in writing that you want your child's special education services to stop being provided.
- ▶ Special rules are in place for school discipline. If your child's disability is found to be the reason why the misbehavior occurred, then the ARD committee may, in certain situations, change the disciplinary consequence.



IF DISAGREEMENT OCCURS:

During each ARD committee meeting, you will be an active participant, discussing your child's specific needs with school staff as you work to come to a consensus on the best path forward. But from time to time, you may disagree with school decisions. Under the federal law IDEA, you have formal rights to disagree with special education decisions made by the school, both in the *steps to begin special education* and while *receiving special education services*. Dispute resolution options include filing state complaints, requesting mediation, and requesting a due process hearing. State facilitators are also available to help ARD committees reach consensus on IEPs.

WHAT IS IN AN IEP?:

The IEP must address certain elements for your child, including:

PLAAFP

- » *Present Levels of Academic Achievement and Functional Performance (PLAAFP)*: The ARD committee writes down your child's skills, abilities, and challenges based on the evaluation report and other data.

Goals

- » Measurable annual **goals**: Goals are developed to focus on your child's specific needs and to describe when your child is expected to make progress.
 - If your child has dyslexia, for example, a goal might focus on improvement in a specific area of reading development or fluency within a certain amount of time.

Instruction & Services

- » A description of the **specially designed instruction, related services, and supplementary aids and services** that will be provided. The instruction and services will vary based on the specific needs of your child. For example, if your child has been identified with dyslexia:
 - The specially designed instruction would likely include a regularly scheduled time for instruction by a highly trained provider using a program that has been shown to help students with dyslexia and in accordance with the [Dyslexia Handbook](#);
 - Related services might include support to improve your child's fine motor skills from an occupational therapist if he or she also struggles with handwriting; and
 - Supplementary aids and services might include documenting your child's need for speech to text options for writing assignments.

Assessments

- » Information on how your child will participate in state and districtwide **assessments**, including whether accommodations like extra time are necessary.

Transition

- » **Transition** services: When your child turns 14, the IEP must begin to document plans for your child after high school and how your child's special education services will be adjusted to work on those plans.

Placement

- » The IEP notes the educational **placement** of your child. Placement decisions are guided by a requirement to provide education in the least restrictive environment (LRE). The goal of LRE is to have your child included in classrooms and settings with children without disabilities as much as appropriate based on your child's unique needs.

