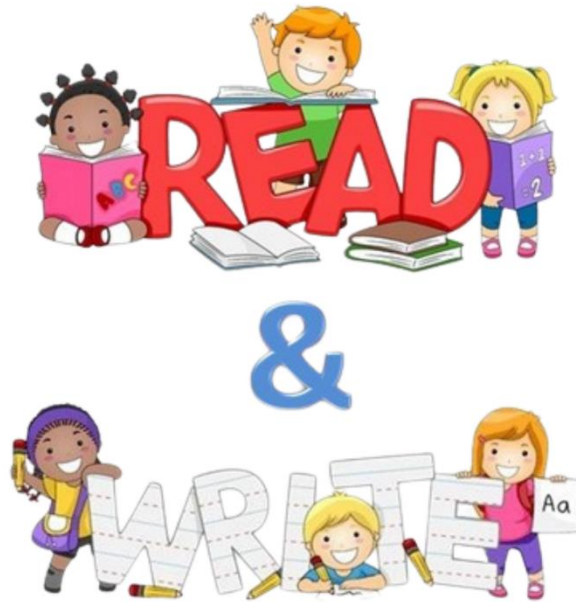


Dyslexia and Related Disorders



FISD Information Handbook

District Dyslexia and Related Disorders 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 Specialist: April Dowling

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 Academies Cohort Leader 2020-2021
 - Texas Dyslexia Academy
 - Take Flight Dyslexia Therapist
 - ALTA Member- CALT-C
-

FISD Elementary Principal:

Melanie Blackwell

melanieblackwell@frankstonisd.net

(903) 876-2214 Ext. 228

FISD High School Principal:

Edgar Rodriguez

edgarrodriguez@frankstonisd.net

(903) 876-3219 Ext. 224

Anderson County COOP

Rep: Katie Abbott

kabbott@acsec.net

(903) 876-3685

Diagnostician: Connie McGhee

cmcghee@acsec.net

(903) 876-3685

FISD Middle School Principal:

Cindy Owens

cindyowens@frankstonisd.net

(903) 876-2215 Ext. 240

Region VII

Angela Venters, M. Ed., LDT, CALT

aventers@esc7.net

(903) 988-6788

Elem Campus Dyslexia PEIMS Admin:

Melissa Wimmer

melissawimmer@frankstonisd.net

This packet includes...

- Qualifications and Contact Information (above)
- Screening Information
- Referral Process
- Evaluation Assessments
- Accommodation Information
- Progress Monitoring
- Exit Criteria
- Parent Information
- 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

Screening

Dyslexia

All kindergarten students must be screened by the end of the year; TXKEA is used for this. 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. The assistant principal will hold a meeting with the diagnostician, dyslexia coordinator, principal, and teacher before summer break to evaluate all data to discuss next steps. Additionally, students will begin Multi Tiered 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; NWEA Measure of Academic Progress (MAP) Reading Fluency Dyslexia Screener is used for this. If a student is flagged as at risk, an informative letter goes home to parent(s)/guardian(s) along with the NWEA Reading Fluency Dyslexia Screener report. The assistant principal will then hold a meeting with the diagnostician, dyslexia specialist, principal, and teacher in February to evaluate data for next steps.

If a student is in second-grade or above, MAP Reading Growth is used to determine a student's reading development and comprehension. Per data, the teacher will complete Student Success Team (SST) paperwork, collect all required data, and turn it in for the SST committee to determine next steps; parents are notified if their child is at risk for dyslexia or other related difficulties.

Texas Middle School Fluency Assessment (TMSFA) Texas Education Code (TEC) §28.006(c-1) requires that students who do not meet the passing standard on the Grade 6 State of Texas Assessment of Academic Readiness (STAAR) reading test must be administered a reading assessment at the beginning of grade 7. The Texas Middle School Fluency Assessment (TMSFA) was developed with Texas students to be a valid and reliable instrument for determining students' areas of instructional need. The TMSFA is based on valid and reliable scientific research, thoroughly measures each domain of development, and is user-friendly. The following three domains of development are assessed using the TMSFA.

1. Text Comprehension (Reading)
2. Word Analysis
3. Fluency

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 administrator's box. The SST committee will determine next steps based on data (teacher observations, MAP, STAAR, student work, etc.). If dyslexia or related services testing is needed, the SST committee will inform the COOP diagnostician, as dyslexia and related disorders are served under IDEA.

Evaluation Assessments

Dyslexia: TOD™ Tests of Dyslexia

Dysgraphia: The list of questions below must be considered when making a determination.

- 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?

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. Decisions about accommodations are based on individual student need. 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.

Progress Monitoring

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 home practice in a daily folder. Students will have items to practice every day which may include handwriting, repeated accurate practice (RAP), instant words, oral reading, and rate. A progress report based on the evidence-based reading program will be sent home each grading period.

Program Exit Criteria

Students may complete the current dyslexia and/or related disorders curriculum, but will continue to be identified as such. A student may only exit a specialized dyslexia program through an ARD meeting, including parental requests.

Parent Information

FISD has a dyslexia webpage that includes many resources, including an electronic version of the TEA Dyslexia Handbook. This FISD handbook is also distributed to parents upon their child entering the program as well as a paper copy of the TEA Dyslexia Handbook.

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://txfrankstonisd.schoolinsites.com/dyslexia>

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

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

The Dyslexia Handbook

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

Spanish: <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook-2024-spanish.pdf>

Talking Book Program | Texas State Library and Archives Commission

<https://www.texaslibraryandarchives.org/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.

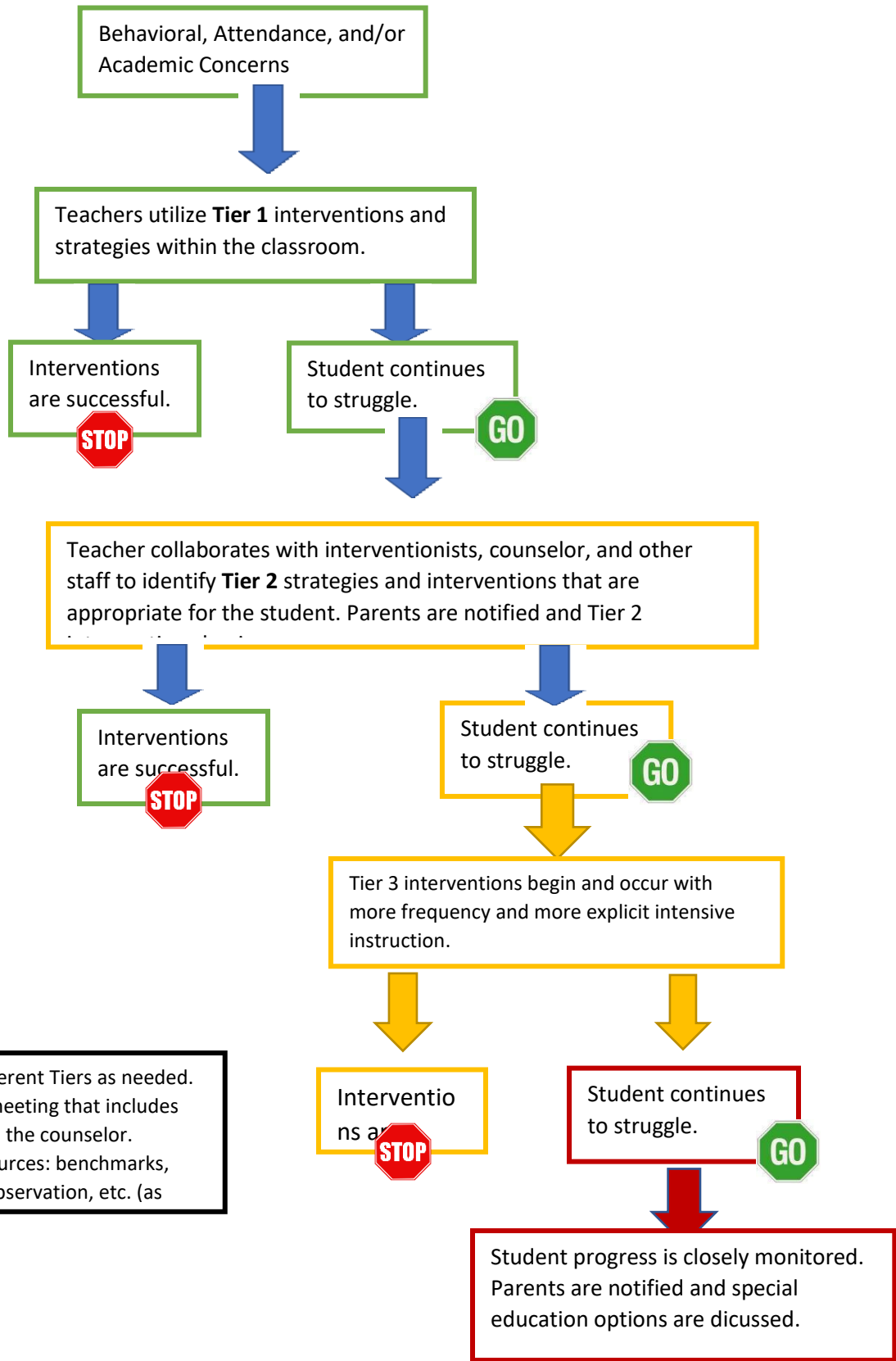
Best of all, books may be downloaded from the Internet or delivered right to your door through the mail free of charge. Make your selections from a variety of catalogs or let one of our reader consultants assist you. You may contact us by phone, mail, or e-mail.

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 MTSS Chart



Students may move between the different Tiers as needed. Data is reviewed once a month at a meeting that includes admin, teachers, MTSS specialist, and the counselor. Progress is based on multiple data sources: benchmarks, unit tests, MAP, screeners, teacher observation, etc. (as

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?