

**WEATHERFORD INDEPENDENT SCHOOL  
DISTRICT**

**Dyslexia Procedures Manual**

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## BACKGROUND

The purpose of this handbook of procedures related to dyslexia is to provide guidelines for the school district, campuses, teachers, and parents in the identification and instruction of students with dyslexia. While state and federal laws provide a legal framework, Weatherford Independent School District also addresses the individual needs of the students that they serve.

In Texas, the identification and instruction of students with dyslexia and related disorders is mandated and structured by two statutes and one rule. Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates testing students for dyslexia and providing instruction for students with dyslexia, and gives the State Board of Education authority to adopt rules and standards to administer testing and instruction.

Chapter 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Finally, §504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures for students. Section 504 procedures are implemented when it is determined that dyslexia substantially limits learning.

In addition to the statutes and rule related to dyslexia, the State Board of Education approved (1992) and revised (1998) a set of guidelines referred to as the *Revised Procedures Concerning Dyslexia and Related Disorders*. The present handbook, *The Dyslexia Handbook Revised 2007: Procedures Concerning Dyslexia and Related Disorders* replaces all previous handbooks and guidelines. The handbook does introduce legal changes with the addition of TEC 7.028 (b) and with revisions to TAC 74.28 (c) and (h). The handbook provides guidelines for school districts to follow as they identify and provide services for students with dyslexia. Additionally, the handbook provides school districts and parents/guardians with information regarding the state's dyslexia statutes and their relation to these federal laws: the Rehabilitation Act of 1973, §504 of the Individuals with Disabilities ACT (IDEIA).

## I. DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA

The student who struggles with reading, writing, and/or spelling often puzzles teachers and parents. The student displays adequate intelligence and receives the same classroom instruction that benefits most children. Still the student struggles with some or all of the many facets of reading, writing and/or spelling. This student may be identified as a student with dyslexia. As defined in TEC §38.003:

(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*” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The current definition from the International Dyslexia Association states:

***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 primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, education level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading real words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading (lack of reading fluency);
- Difficulty with learning to spell.

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory); and/or
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities.

## II. READING INTERVENTIONS

Some students demonstrate difficulties during early reading instruction. Two forms of assistance are available for these students. The first is through TEC §28.006. The second is through a recommendation for assessment for dyslexia. The two sources of instructional help are not sequential and must be determined solely by the student's reading needs.

The most common source of instructional help for early struggling readers is through TEC §28.006. Districts must administer early reading instruments to all students in kindergarten and grades 1 and 2 to diagnose their reading development and comprehension. (For students in special education, see TEC §28.006(g).) If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district must notify the students' parents/guardians. The district must also implement an accelerated (intensive) reading program that appropriately addresses students' reading difficulties (TEC §28.006(g)) and enables them to "catch up" with their typically performing peers.

The interventions provided to students who are determined to be at risk for dyslexia or other reading difficulties should align with the federal No Child Left Behind (NCLB) Act of 2001. NCLB requires that districts and charter schools implement reading programs using scientifically based reading research. Ongoing assessment of progress and monitoring of reading achievement gains is required for those students at risk. The most recent reauthorization of the federal Individuals with Disabilities Education Improvement Act (IDEIA) passed in 2004 is consistent with No Child Left Behind in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to intervention (RtI) is one of the criteria included in IDEIA to help in determining whether a student has a specific learning disability including dyslexia. The parents or guardians, however, always have the right to request a referral for assessment at any time.

### **III. PROCEDURES AND MEASURES FOR ASSESSING STUDENTS FOR DYSLEXIA**

Weatherford Independent School District has established written procedures based on response to intervention (RtI) for recommending and assessing students for dyslexia within general education. At any time that a student continues to struggle with one or more components of reading, WISD collects additional information about the student. WISD will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. Some of the information that the district collects is in the student's cumulative folder; other information is available from teachers and parents.

Information to be considered includes the results from some or all of the following:

- Vision screening (school may conduct screening);
- Hearing screening (school may conduct screening);
- Teacher reports of classroom concerns;
- Response to Intervention Committee (RtI) intervention plans;
- RtI ongoing assessment of progress;
- IQ and Achievement Assessment;
- Accommodations and modifications provided by classroom teachers;
- Academic progress reports (report cards);
- Samples of school work, unedited journal writing;
- Parent conferences;
- Testing for limited English proficiency;
- Speech and language screening through a referral process;
- The K-2 reading instrument as described in TEC §28.006 (Texas Primary Reading Inventory); and/or
- State student assessment program as described in TEC §39.022 (Texas Assessment of Knowledge and Skills).

Among the actions that the school has available for the student is a recommendation that the student be assessed for dyslexia. The school's RtI committee recommends assessment for dyslexia following §504 procedures.

### **III. PROCEDURES AND MEASURES FOR ASSESSING STUDENTS FOR DYSLEXIA *(continued)***

The procedures to follow include:

- Notify parents or guardians of proposal to assess student for dyslexia (§504);
- Inform parents or guardians of their rights under §504;
- Obtain parent permission to assess the student for dyslexia; and
- Administer measures only by individuals/professionals who are trained in assessments to evaluate students for dyslexia and related disorders (19 TAC §74.28).

#### **Domains to Assess**

Weatherford ISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed.

- Reading real and nonsense words in isolation (decoding);
- Phonological awareness;
- Letter knowledge (name and associated sound);
- Rapid naming;
- Fluency/rate and accuracy;
- Reading comprehension;
- Written spelling.

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, written expression, handwriting, and mathematics.

#### IV. IDENTIFICATION OF STUDENTS WITH DYSLEXIA

The Response to Intervention Committee from each campus and the district designee (Academic Language Therapist) determines if the student exhibits characteristics of dyslexia. The team must be knowledgeable about:

- The student being assessed;
- The reading process;
- Dyslexia and related disorders;
- Dyslexia instruction;
- District or charter school, state, and federal guidelines for assessment;
- The assessments used; and
- The meaning of the collected data.

The Response to Intervention Committee and designee determine the identification of dyslexia after reviewing all accumulated data including the following areas:

- Response to Intervention Committee data including progress monitoring of scientifically based interventions used;
- The observations of the teacher, district school staff, and/or parent;
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student);
- The results of administered assessments; and
- All other accumulated data regarding the development of the student's learning and his/her educational needs.

#### V. ELIGIBILITY CRITERIA

The Academic Language Therapist will assess students through a broad array of instruments including but not limited to intelligence screening, academic assessment, educational and academic history (i.e., running records, reading lists, attendance, programming, etc.), Texas Primary Reading Inventory, Texas Assessment Knowledge and Skill, District Assessment Instruments, parent and teacher information, and observation.

Weatherford ISD bases eligibility for the dyslexia program on the definition of dyslexia. For a student to be considered at risk for dyslexia, the following three decision points **must be met**:

1. Evidence of a deficit in **Phonological Processing**, including the following:
  - Phonological Awareness
  - Rapid Naming
  - Phonological Memory
2. Evidence of a deficit in one or more of the **primary characteristics** of dyslexia:
  - Reading real words in isolation
  - Decoding nonsense words
  - Reading fluency (both rate and accuracy)
  - Written spelling (an isolated difficulty in spelling would not be sufficient in identify dyslexia)
3. Evidence that the above deficits are **unexpected** in relation to:
  - The student's age, educational level, or cognitive abilities
  - The provision of effective classroom instruction

## VI. INSTRUCTION FOR STUDENTS WITH DYSLEXIA

Once it has been determined that a student is eligible for the dyslexia program, the school district shall provide an appropriate instructional program for the student. As stated in TEC §38.003:

***“In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.”***

### WEATHERFORD ISD DYSLEXIA INSTRUCTIONAL PROGRAM

The Weatherford ISD Dyslexia Instructional Program is committed to research-based programming that includes instructional strategies, components, and resource materials based on the Orton-Gillingham instructional approaches. The instructional components utilized through this program include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in the language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing;
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context);
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning;
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

Instructional approaches include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative.
- Individualized instruction to meet the specific learning needs of each student in a small group setting
- Meaning-based instruction that is directed toward purposeful reading and writing with an emphasis on comprehension and composition.
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

## VII. SPECIAL EDUCATION REFERRAL

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. In such cases, a referral to special education for evaluation and possible identification as disabled within the meaning of the Individuals with Disabilities Education Act of 2004 (IDEIA) should be made as needed. This recommendation should be made through the student's Response to Intervention and/or §504 committee. ***In Texas, a student who is identified as dyslexic without another learning disability is served through the general education dyslexia instructional program.***

If the student with dyslexia is found eligible for special education, the admission, review, and dismissal (ARD) committee must include appropriate reading instruction on the student's individualized education program (IEP).

If a student with dyslexia is referred for special education, districts follow IDEIA, 2004. In IDEA, §1401 (30), dyslexia is considered one of a variety of etiological foundations for "specific learning disability." 34 CFR 300.8 (c)(10) states that "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. The disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

## VIII. Assessment / Program Placement Procedures

1. Assessment will be completed by persons adequately trained in administration of instruments. Initial assessment will be done by the Dyslexia Coordinator or her designee.
2. The original assessment report will be sent to the campus counselor and a copy will be held by the District Special Programs Office.
3. The committee of knowledgeable persons/§504 committee will meet to inform parents of the results of the evaluation, determine programming, and determine whether or not the student is eligible for §504.
4. If the student is eligible for Dyslexia services, the committee of knowledgeable persons/ §504 committee will plan for services with a written accommodation plan, including interventions and classroom and testing accommodations. A 504 tracking form will be submitted to the District Special Programs Office.
5. If the student is not eligible for Dyslexia services, the committee of knowledgeable persons/ §504 committee will send a 504 tracking form to the District Special Programs Office stating the student is ineligible.

## **IX. Dyslexia Program Instruction**

1. Instructional approaches must be explicit, individualized, and multisensory in nature.
2. Instruction in the dyslexia program is supplemental to the student's general education or special education reading curriculum.
3. Progress Monitoring will be on an ongoing basis using program benchmark measures and informal teacher measures.
4. Annual Assessment – Each student in the district dyslexia program will be assessed at the end of the year using the Woodcock Reading Mastery test and the Test of Written Spelling. Annual assessment form will be completed for the §504 committee and a copy sent to the District Special Programs Office.

## **X. Dyslexia Program Exit Guidelines**

Based on research and best practices, dyslexia instruction is presumed to be a short term (2 -3 years) intervention targeted to giving the student effective learning strategies. A student will be recommended for exit from the program if one of the following conditions is met. Monitoring and §504 accommodations may still apply.

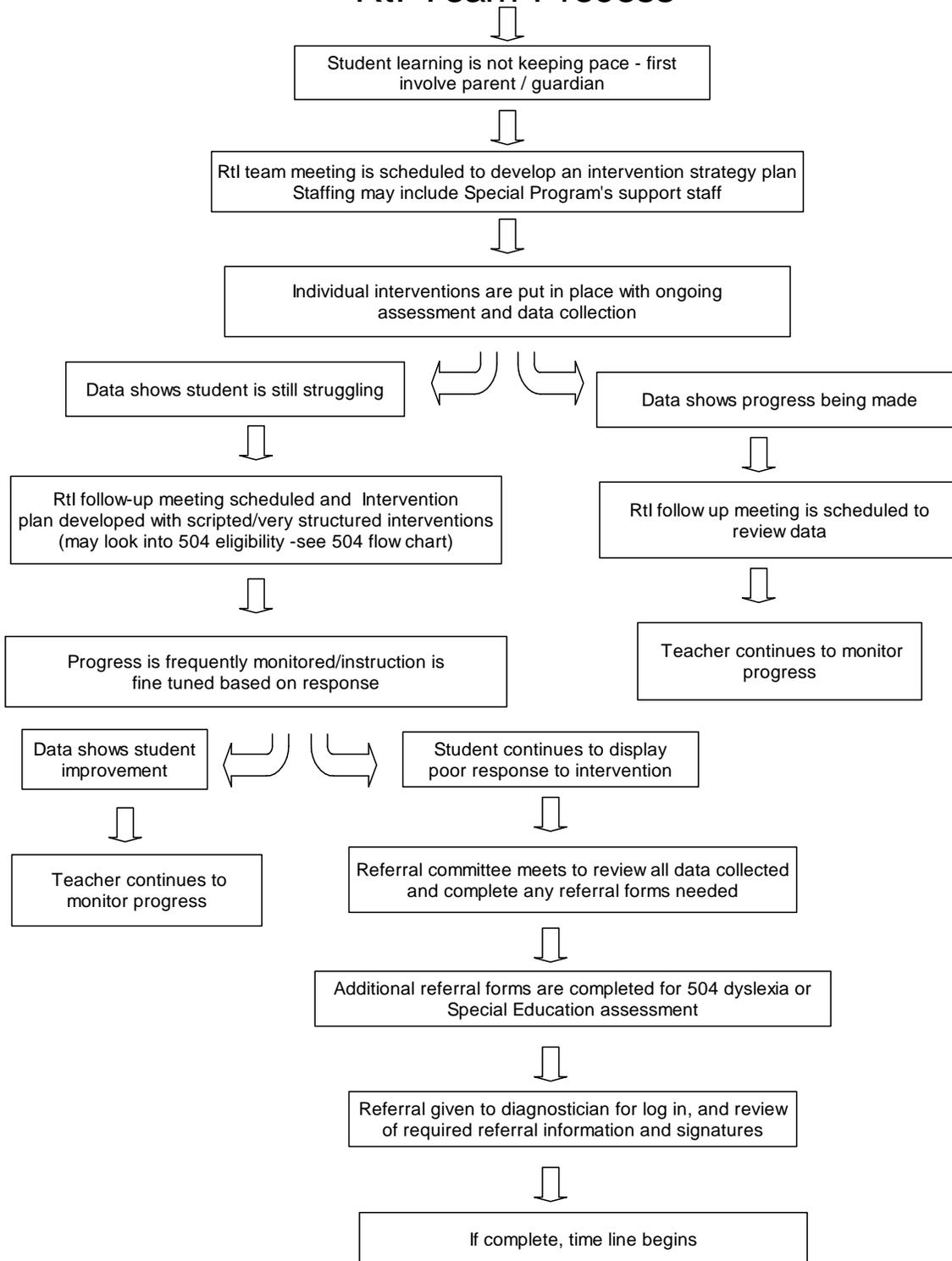
1. The student successfully completes the program as demonstrated by the final program benchmark report.  
OR
2. The student must complete formal exit testing consisting of the Woodcock Reading Mastery and Test of Written Spelling showing age appropriate skills.  
OR
3. Despite intensive daily instruction for up to 3 years, the student does not show expected improvement a committee of knowledgeable people may meet to recommend that the student be referred for special education assessment and be dismissed from the program.

After a recommendation for dismissal has been made, the dismissal form will be given to the 504 committee chair for further review by the committee.

Reevaluation and re-entry into the program may be considered if the student is experiencing dyslexia related academic difficulty in the future.

# FORMS

# Rtl Team Process



# The 504 Process

Student has a disability substantially limiting one or more major life activity: learning, seeing, hearing, breathing, walking, speaking, working, caring for self

Student doesn't have an identified disability but has difficulty in class  
1. Refer to RtI team for general behavior and/or academic interventions (may include BIP)  
2. If RtI interventions work, no 504 referral is needed  
3. If RtI is used correctly and progress not seen, refer to 504

## Referral Process

Campus 504 Coordinator sends the following to parents:  
1. Notice of Referral and Consent for Evaluation which includes date of initial 504 meeting  
2. Notice of Parent and Student Rights under 504  
3. Parent Input for Section 504 Evaluation  
4. Consent of Release of Medical Records  
5. All input forms are completed by initial 504 meeting

## Evaluation Process

Campus 504 Coordinator  
1. Distributes evaluation forms to appropriate parties  
2. Informs all relevant staff of date / time of 504 meeting  
3. All evaluation forms are completed before 504 meeting

## 504 Meeting

Campus 504 Coordinator facilitates meeting utilizing  
1. 504 Meeting Summary and Accommodation Plan  
2. 504 Evaluation and Manifestation form, as appropriate and  
3. Behavior Intervention Plan is created if appropriate

## After the Meeting

504 Coordinator:  
1. Sends parent Notice of 504 Evaluation Results  
2. Ensures all appropriate staff receives copy of Accommodation Plan, and  
3. Places Notice of 504 Identification in Student Folder  
4. Send a copy to Travis to be placed in central file

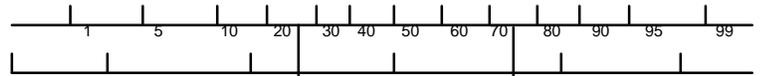
# Characteristic Profile of Dyslexia – Revised 2007

NAME:  
SCHOOL:

DATE OF BIRTH:  
DATE OF TEST:

AGE:  
GRADE:

Percentile  
Standard Score



## UNDERLYING CAUSE:

PHONOLOGICAL PROCESSING

PHONOLOGICAL AWARENESS

Phonological Memory

RAPID NAMING

Letter Knowledge

BELOW AVERAGE Below 90	AVERAGE 90 - 109	ABOVE AGEVAGE 110+

## CHARACTERISTICS

DECODING

WORD RECOGNITION

ORAL READING FLUENCY

SPELLING

RATE  
ACCURACY


## OUTCOMES: Variable Impact

READING COMPREHENSION

Written Expression


## COGNITIVE/ACADEMIC ABILITY

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## COEXISTING COMPLICATIONS OR ASSETS

Oral Language

Attention

Mathematics

Handwriting

Behavior / Emotions

COMPLICATION

ASSET


"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 Board of Directors, International Dyslexia Association, November 2002.

Texas Scottish Rite Hospital for Children 1995-2008, Gladys Kolenovsky, M. A.

**Weatherford Independent School District  
Annual Student Progress Report- Dyslexia**

**Student Name:** \_\_\_\_\_  
**Classroom Teacher:** \_\_\_\_\_  
**Dyslexia Support Teacher:** \_\_\_\_\_  
**Date of Report:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Campus:** \_\_\_\_\_

The student is involved in:  
 \_\_\_ Special education \_\_\_ Speech \_\_\_ 504 \_\_\_ ARI

**Reading Assessment**

Woodcock Reading Mastery Test

	End of year last year FORM _____			End of year this year FORM _____		
	GLE	Standard Score	Percentile	GLE	Standard Score	Percentile
Word Identification						
Word attack						
Word comprehension						
Passage comprehension						
Basic skills cluster						
Comprehension cluster						
Total reading						

Test of Written Spelling

	End of year last year FORM _____			End of year this year FORM _____		
	GLE	Standard Score	Percentile	GLE	Standard Score	Percentile
Total Words						

TAKS \_\_\_ Orally administered \_\_\_ Orally assisted administration

Reading	
Writing	
Math	
Social Studies	
Science	

Alternate Assessment \_\_\_ Orally administered \_\_\_ Orally assisted administration

Reading	
Writing	
Math	
Social Studies	
Science	

Attach a copy of the most recent report, if applicable.

Dyslexia Instructional support services recommendation for \_\_\_\_\_ Academic year

\_\_\_\_\_ Minute sessions  
\_\_\_\_\_ times per week  
\_\_\_\_\_ During school calendar year  
\_\_\_\_\_ Summer support services recommended

Curriculum    \_\_\_\_\_ Alphabetic Phonics        \_\_\_\_\_ Wilson

Ending schedule \_\_\_\_\_

Last Grapheme \_\_\_\_\_

Last BM Passed \_\_\_\_\_

Comments and other special concerns:

**Weatherford Independent School District**  
Dismissal Form- Dyslexia

**Student Name:** \_\_\_\_\_  
**Classroom Teacher:** \_\_\_\_\_  
**Dyslexia Support Teacher:** \_\_\_\_\_  
**Date of Report:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Campus:** \_\_\_\_\_

The student was initially referred because of poor performance in:

**Reading Assessment**

Woodcock Reading Mastery Test

	End of year last year FORM _____			End of year this year FORM _____		
	GLE	Standard Score	Percentile	GLE	Standard Score	Percentile
Word Identification						
Word attack						
Word comprehension						
Passage comprehension						
Basic skills cluster						
Comprehension cluster						
Total reading						

**Test of Written Spelling**

	End of year last year FORM _____			End of year this year FORM _____		
	GLE	Standard Score	Percentile	GLE	Standard Score	Percentile
Total Words						

TAKS \_\_\_ orally administered \_\_\_ orally assisted administration

Reading	
Writing	
Math	
Social Studies	
Science	

SDAA \_\_\_ orally administered \_\_\_ orally assisted administration

Reading	
Writing	
Math	
Social Studies	
Science	

TPRI- Attach a copy of the most recent report, if applicable.  
 Alphabetic Phonics final benchmark measures \_\_\_\_\_

WADE \_\_\_\_\_

OR

\_\_\_\_\_ despite intensive daily instruction, the student is not achieving the expected progress in the dyslexia instruction program and a Special Education referral needs to be made.

Based on the data, it is recommended that the student be dismissed from the Dyslexia program.

<b>Signature</b>	<b>Title</b>	<b>Signature</b>	<b>Title</b>

This form should be retained in the student's cumulative folder.

## Contacts for Further Information

An electronic copy of The Dyslexia Handbook, Revised 2007 is available at: [www.tea.state.tx.us](http://www.tea.state.tx.us) and at: [www.region10.org/Documents/dyslexia/](http://www.region10.org/Documents/dyslexia/)

State Dyslexia Consultant  
Region 10 Education Service Center  
400 E. Spring Valley Road  
Richardson, TX 75083-1300  
1-800-232-3030  
[www.region10.org](http://www.region10.org)

Director of Reading  
Texas Education Agency  
Division of Curriculum  
1701 N. Congress Avenue  
Austin, TX 78701-1494  
(512) 463-9581  
[www.tea.state.tx.us](http://www.tea.state.tx.us)  
[www.tea.state.tx.us/curriculum/elar/index.html](http://www.tea.state.tx.us/curriculum/elar/index.html)

For more information regarding the Rehabilitation Act of 1973, §504, contact:

The Office for Civil Rights/Department of Education  
Dallas Regional Office/Region VI (Arkansas, Louisiana, Mississippi, Texas)  
1999 Bryan Street, Suite 1620  
Dallas, Texas 75201  
(214) 661-9600  
Fax (214) 661-9587

Weatherford ISD  
184803

CURRICULUM DESIGN  
SPECIAL PROGRAMS

EHB  
(LEGAL)

**DYSLEXIA AND RELATED DISORDERS** The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders. In accordance with the State Board of Education's Procedures Concerning Dyslexia and Related Disorders (*Dyslexia Handbook*).

**IDENTIFICATION AND TESTING** Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student.

A program for early identification, intervention, and support for students with dyslexia must be available, as outlined in the *Dyslexia Handbook*.

**TREATMENT** Each school shall provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus.

**READING PROGRAM** The District may purchase a reading program or develop its own reading program, as long as the program is characterized by the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components in the State Board dyslexia guidelines and in the professional development activities specified by the District and/or campus-level committees.

**NOTICE TO PARENTS** The District shall inform parents and guardians of students eligible under Section 504 [see FB] of all services and options available to the student under that statute.

**PARENT EDUCATION** The District shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.

*Education Code 38.003; 19 TAC 74.26*

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