

Grand Saline ISD Dyslexia/Dysgraphia Program Guide

Policies and Procedures

Purpose

The purpose of the Grand Saline ISD Dyslexia Manual is to outline procedures for assessment, identification, and instruction of students with dyslexia and related disorders.

Dyslexia Definition

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

The current definition from the International Dyslexia Association states: 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 Board of Directors, November 2002

A few quick facts about dyslexia:

- The word dyslexia comes from the Greek language and means poor language.
- Dyslexia is a life-long status, however, its impact can change at different stages in a person's life.
- Dyslexia is not due to either lack of intelligence or a desire to learn; with appropriate teaching methods dyslexics can learn successfully.
- Early identification and treatment is the key to helping dyslexics achieve in school and in life. (Source: The International Dyslexia Association)

Program Goals

- Properly screen, assess, identify and instruct students with dyslexia so that these students can experience academic success.
- Provide appropriate accommodations to the student, emphasizing high expectations and appropriate teaching strategies.
- Effectively communicate between classroom teacher, dyslexia therapist, and special education teacher if the student qualifies for special education.

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- Provide encouragement and support to dyslexic students and assist them to develop their talents while helping the students achieve academic success in school.

General Guidelines

1. Develop awareness
- Staff development
2. Select teachers and curriculum materials
- Number of teachers needed (elementary, middle, high school)
 - Review of teacher certifications and training
 - Review of curriculum materials and teaching programs in district
3. Develop (or obtain) forms for:
- Data gathering
 - Parent/teacher observations
 - Recommend for assessment
 - Others (e.g. 504, testing, accommodation, monitoring, etc.)
4. Set-up process (and establish responsibility) for:
- Screening
 - Assessment
 - Evaluation
 - Identification (committee decision)
 - Intervention/instructional options
 - Progress monitoring
5. Determine exit criteria
6. Establish support system for exited students

Who do I talk to regarding my concerns about my student possibly having dyslexia?

It is recommended that you first contact your student's teacher to discuss your concerns related to your child's progress in reading. After talking to your student's teacher, you may wish to express your concerns to your school administration.

Legal Requirements

Grand Saline ISD EHB LEGAL

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

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District procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* available on [TEA's Dyslexia webpage](#).ⁱ Districts shall provide a copy or a link to the electronic version of the *Dyslexia Handbook* to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

19 TAC 74.28(a)-(c), (l)-(m)

Compliance Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in

connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(n)*

Screening, Testing, and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. *Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

19 TAC 74.28(d), (j)

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Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

IDEA Notice

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]

Options and Services

Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.

19 TAC 74.28(f)-(h)

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Parent Education

A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:

1. Awareness and characteristics of dyslexia and related disorders;
2. Information on testing and diagnosis of dyslexia and related disorders;
3. Information on effective strategies for teaching students with dyslexia and related disorders;
4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
7. Contact information for the relevant regional and/or district specialists.

Education Code 38.003; 19 TAC 74.28(l)

Treatment

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A 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. *19 TAC 74.28(i)*

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.

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19 TAC 74.28(e)

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*

Audiobook Program Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. *Education Code 28.006(g-2)*

The Dyslexia Handbook

Grand Saline Independent School District Dyslexia Program Policies and Procedures have been determined as per directives in *The Dyslexia Handbook* developed by the Texas Education Agency. The handbook includes a copy of the complete 504 Law. The handbook can be found at <http://www.region10.org/dyslexia/index/>.

ACCESSIBLE BOOKS FOR QUALIFYING STUDENTS WITH VISUAL, PHYSICAL, OR READING DIFFICULTIES

Accessible Books for Texas is a Benetech project funded by the Texas Education Agency (TEA) that provides on-the-ground training and support to Texas public K-12 educators, parents, and students on accessible instructional materials (AIM). Bookshare is Benetech's accessible online library which has over 500,000 titles available to individuals with print disabilities. Visit the Bookshare website for more information at: <https://www.bookshare.org/cms>

Learning Ally has 80,000 + human-narrated audio books available to individuals with print disabilities. The materials can be delivered through internet downloads and accessed using various mainstream and assistive technology devices. Through

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a contract with TEA, Learning Ally offers free memberships to Texas K-12 public and charter schools with qualifying students. Visit the Learning Ally website for more information: <https://learningally.org>.

SB 2075 requires school districts to notify parents of the Talking Book Program. The Talking Book Program (TBP) provides free library services to qualifying Texans with visual, physical, or reading disabilities. TBP is part of the National Library Service to the Blind and Print Disabled, a program administered by the Library of Congress. The TBP collection consists of more than 100,000 titles, including hundreds of titles in Spanish, and some in French, German, Russian, and other languages. <https://www.tsl.texas.gov/tbp/index.html>

Dyslexia Identification:

K-1 Dyslexia Screening

The early identification of students with dyslexia along with corresponding early intervention programs for these students will have significant implications for their future academic success.

State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate. Texas Education Code §38.003 mandates that kindergarten students be screened at the end of the school year. First grade screening must conclude no later than January 31 of each year. Screening of first grade students by the middle of the school year will ensure that sufficient time is provided for data gathering, evaluation, early intervention, etc., to meet the needs of students.

1. Who ultimately identifies the student as dyslexic and makes the placement decision?

The identification must be made by a school district's, or campus' committee of knowledgeable persons. This team should include two or more of the following individuals: a principal, a counselor, a reading specialist, a dyslexia specialist, a speech and language pathologist, an educational diagnostician, a special education teacher, and a teacher or other professional educator. The team must be knowledgeable about the student being assessed; reading; dyslexia and related disorders; dyslexia instruction; district, state, and federal guidelines for assessment; the assessments that were used; and the meaning of the collected data. In addition, it is suggested that the student's parent(s) be a part of this process.

This answer does not necessarily apply to students covered by IDEA. If a student is

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covered by IDEA, the placement decision would be made by the student's ARD committee which might include members of the dyslexia committee.

1. What factors must be considered by the committee before placing a student into a dyslexia program?

Identification must be determined based on the following:

- The student has not made academic progress commensurate with potential.
- The student has adequate intelligence.
- The student has the characteristics of dyslexia or a related disorder.

The student's reading difficulties and characteristics of dyslexia will be reflected or supported by low performance for the student's age and educational level in some or all of these areas:

- Reading single words in isolation;
- Word decoding (real and nonwords);
- Phonological awareness;
- Letter knowledge (name and associated sound);
- Rapid naming;
- Fluency/rate and accuracy;
- Reading comprehension; and
- Spelling.

The following factors must **NOT** be used independently to identify a student for a dyslexia program:

- The student's primary language is not English.
- The student has irregular attendance.
- The student lacks experiential background.
- The student has had a brain injury, disease, or surgery.

2. What are the school districts responsibilities in implementing the state dyslexia law?

GSISD must collect pertinent data for any student suspected of having dyslexia or a related disorder. A committee of persons knowledgeable about the student, assessment data, and appropriate instruction considers the data to determine whether the student has dyslexia and provides appropriate services for the student in an appropriate instructional program on his/her campus. If a parent received assessment information about his/her child from a private individual, the district must consider the information provided by the parent. However,

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the district determines whether the student is eligible for services for dyslexia and related disorders.

Dyslexia - Accommodations and Modifications

Listed below are accommodations/modifications for the §504, Admission, Review, Dismissal (ARD) Committee, or Committee of Knowledgeable Persons **to consider** for a student with dyslexia/reading disabilities:

Textbooks and Curriculum

Books/Reading

- Provide audiotapes/CDs of textbooks and have student follow the text while listening
- Provide summaries of chapters
- Use marker or highlighting tape to highlight important textbook sections
- Assign peer reading buddies
- Use colored transparency or overlay
- Review vocabulary prior to reading
- Provide preview questions
- Use videos/filmstrips related to the readings
- Provide a one-page summary and/or a review of important facts
- Do not require student to read aloud
- Talk through the material one-to-one after reading assignments

Curriculum

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)

Classroom Environment

- Provide a computer for written work
- Seat student close to teacher in order to monitor understanding
- Provide quiet during intense learning times

Instruction and Assignments

Directions

- Give directions in small steps and with as few words as possible
- Break complex direction into small steps—arrange in a vertical list format
- Read written directions to student, then model/demonstrate
- Accompany oral directions with visual clues
- Use both oral and written directions
- Ask student to repeat; check for understanding

Writing

- Use worksheets that require minimal writing
- Provide a “designated note taker;” photocopy another student’s or teacher’s notes
- Provide a print outline with videotapes and filmstrips

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- Allow student to use a keyboard when appropriate
- Allow student to respond orally
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of a writing assignment (elaboration, voice, etc.)
- Allow student to dictate answer to essay questions
- Reduce copying tasks
- Reduce written work

Math

- Allow student to use a calculator without penalty
- Use visuals and concrete examples
- Use grid paper to help correctly line up math problems
- Present information in small increments and at a slower pace
- Take time to reteach if student is struggling to understand
- Read story problems aloud
- Break problems into smaller steps

Grading

- Provide opportunity to test orally
- Allow student to type responses
- Read test to student
- Evaluate oral performances more than written
- Avoid penalizing for spelling errors, reversals, etc.

Testing

- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade
- Provide typed test materials, not tests written in cursive
- Allow student to respond on tape, with a typewriter, or by dictating answers to a tutor for assessment
- Allow tests to be taken in a room with few distractions

Homework

- Reduce reading assignments
- Accept work dictated by student to a parent/tutor
- Limit amount of time to spend on homework; have parents verify time spent on assignments

Instruction for Students with Dyslexia

Grand Saline ISD utilizes Take Flight :A Comprehensive Intervention for Students with Dyslexia and has implemented Reading Horizons a reading program for students with dyslexia and related disorders.

Descriptors related to instructional components:

- Phonemic Awareness – instruction in this area enables students to detect, segment, blend, and manipulate sound in spoken language.

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- 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
 - Morphology – study of meaningful units of language such as prefixes, suffixes, and roots.
 - Semantics – meaning of language such as vocabulary, analogies, figurative language, multiple meanings, etc.
 - Syntax – set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence structure and variation, and the mechanics of language.
 - Pragmatics (social use of language) – involves a set of rules that dictate communicative behavior in three main areas: reasons for which we communicate; different codes or styles of communication necessary in a particular context; and conversation or discourse.
- Linguistic - directed toward proficiency and fluency with the patterns of language.
- Process Oriented strategies
 - Step-by-step in a precise sequence in order to develop a reliable set of procedures for decoding and encoding that lead to word recognition, fluency and comprehension.

Descriptors related to instructional approaches:

Explicit, Direct Instruction:

- Teachers must directly explain and demonstrate all skills and concepts to students with no assumption of prior skills.
- Teachers must present reading and writing skills sequentially and cumulatively. Instruction must follow the logical order of the language, beginning with the easiest and most basic elements and progressing systematically to a more difficult level. Concepts are reviewed and reinforced providing the student with ample and extended practice.

Individualized - instruction with ongoing assessment that meets the specific learning needs of each student.

Intensive, highly concentrated - instruction that maximizes student engagement.

Meaning-based - instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

Simultaneous Multisensory – teaching should be simultaneously visual, auditory, kinesthetic/tactile in order to enhance learning and memory.

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Dyslexia Resources

Books:

- All Kinds of Minds by Mel Levine, M.D.
- Basic Facts About Dyslexia & Other Reading Problems by Louisa Cook Moats, Karen E. Dakin (new)
- Beginning to Read: Thinking and Learning About Print—A Summary by Marilyn Jager Adams
- Dyslexia, Fluency, and the Brain by Maryanne Wolf
- Dyslexia: Theory and Practice of Instruction, Third Edition by Diana Brewster Clark, Joanna Kellog Uhry
- English Isn't Crazy! by Diana Handbury King
- Helping Children Overcome L.D. by Gerome Rosner
- Homework Without Tears: A Parent's Guide for Motivating Children To Do Homework and To Succeed in School by Lee Canter, Lee Hausner
- How Dyslexic Benny Became a Star: A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith
- Informed Instruction for Reading Success: Foundations for Teacher Preparation by The International Dyslexia Association
- Josh: A Boy With Dyslexia by Caroline Janover
- Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders by Mel Levine, M.D.
- Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution by Jonathan Mooney, David Cole
- Multisensory Teaching of Basic Language Skills, 2nd Edition by Judith R. Birsh (Ed.)
- My Name is Brian Brian by Jeanne Betancourt
- Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at An Level by Sally Shaywitz, M.D.
- Parenting a Struggling Reader by Susan L. Hall, Louisa C. Moats
- Proust and the Squid, The Story and Science of the Reading Brain by Maryanne Wolf (new)
- Reading David: A Mother and Son's Journey Through the Labyrinth of Dyslexia by Lissa Weinstein, Ph.D.

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- Smart Kids with School Problems: Things to Know & Ways to Help by Pricilla Vail
- Speech to Print by Louisa C. Moats
- Straight Talk About Reading: How Parents Can Make a Difference During the Early Years by Susan L. Hall, Louisa C. Moats
- The Difficult Child by Stanley Turecki, M.D., Leslie Tonner
- The Many Faces of Dyslexia by Margaret Byrd Rawson
- The Misunderstood Child: Understanding and Coping with Your Child's Learning Disability by Larry B. Silver, M.D.
- The Read Aloud Handbook by Jim Trelease
- The Source for Dyslexia and Dysgraphia by Regina Richards
- The Tuned-in, Turned-on Book about Learning Problems by Marnell Hayes
- The Voice of Evidence in Reading Research by Peggy McCardle, Vinita Chhabra
- The Worst Speller in Jr. High by Caroline Janover, Rosemary Wellner
- "What's Wrong with Me?" Learning Disabilities at Home and School by Regina Cicci

Assistive Technology:

Technology Supports for Struggling Readers

www.texasat.net/docs/Struggling.%20read.Tech.Links.pdf

ⁱ TEA Dyslexia webpage: <https://tea.texas.gov/academics/dyslexia/>

State Dyslexia Helpline: 800-232-3030

Special Education Helpline: 855-773-3839

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Dysgraphia Plan

Definition and Characteristics of Dysgraphia

Texas Education Code §38.003 requires school districts to consider and evaluate for dyslexia and dysgraphia:

"*Related disorders*" include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific development dyslexia, developmental dysgraphia, and developmental spelling disability.

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

For purposes of identification and assessment, Grand Saline ISD will use the following definition of "dysgraphia":

Dysgraphia is a neurological disorder that involves handwriting. It is a written language disorder in serial production of strokes to form a handwritten letter and involves not only motor skills but also language skills - finding, retrieving and producing letters, which is a sub-word 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 and Wolf, 2016)

Primary characteristics of dysgraphia include difficulty with:

- Handwriting legibility, automaticity, and fluency
- Spelling (orthographic processing)
- Fluency and/or quality of composition (putting thoughts on paper)

Associated Cognitive Processes include:

- Orthographic processing - affecting automaticity and spelling
- Graphomotor processing - affecting legibility, speed, and volume

Procedures for the Assessment and Identification of Students with

Dysgraphia

Parents/guardians always have the right to request a referral for a dysgraphia assessment at any time. Once a parent request for dysgraphia assessment has been made, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be

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evaluated following the guidelines outlined in this section. If the school does not suspect a disability and determines that evaluation would not be warranted, the parents/guardians must be given a copy of their due process rights. While §504 is silent on prior written notice, best practice is to provide a parent the reasons an evaluation is denied. The Office for Civil Rights (OCR) recommends that districts provide documentation that the denial was based on data to support there is no disability.

When a referral for dysgraphia assessment is made, districts should ensure that evaluation procedures are followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore, it is beneficial for districts to consider the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a). The OCR looks to state timelines as a guideline when defining the "reasonable amount of time" should a complaint be filed regarding the evaluation procedures.

Procedures for Assessment

The identification of writing disabilities, including dysgraphia, will follow one of two procedures. A district will typically evaluate for dysgraphia through §504. On the other hand, if a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures must be followed. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present. The first step in the assessment process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.

Formal Assessment

Notification and Permission

When formal assessment is recommended, the school completes the evaluation process as outlined in §504 or IDEA 2004. Through the §504 process, the school completes the evaluation as outlined using the following procedures: 1. Notify parents/guardians of the proposal to assess student for dysgraphia (§504). 2. Inform parents/guardians of their rights under §504. 3. Obtain written permission from parents/guardians to assess the student for dysgraphia. 4. Assess student, insuring that individuals/professionals who administer assessments have training in the evaluation of students suspected of having dysgraphia. Note:

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The §504 process is used most frequently unless a referral to special education is indicated. See paragraph below.

Referral to Special Education

At any time during the assessment for dysgraphia, identification process, or instruction related to dysgraphia, students might be referred for evaluation for special education services. At times, students will display additional factors that may complicate the identification of dysgraphia and may require more support than what is available through general education. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004 (20 U.S.C. §1400 et seq.) should be made. If the student is being assessed as part of a special education evaluation or is already served in special education and a dysgraphia evaluation is requested, IDEA 2004 procedures must be followed. Information regarding special education procedures may be found on The Legal Framework for the Child-Centered Special Education Process website at <https://framework.esc18.net>. The notices and consents must be provided in the native language of parents/guardians or other mode of communication used by parents/guardians unless it is clearly not feasible to do so (§504, §74.28(d)). Additional information regarding special education is located in the section titled 'Review of Data by the Admission, Review, and Dismissal (ARD) Committee-When Is It Appropriate?'.

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the committee (§504 or ARD) must then determine if the student has dysgraphia. If the student has dysgraphia, the committee also determines whether the student has a disability under §504. A student has a disability under §504 if the physical or mental impairment (dysgraphia) substantially limits one or more major life activities, such as the specific activity of writing and/or spelling (34 C.F.R. §104.3(j)(1)).

Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity (writing and/or spelling), must not consider the ameliorating effects of any mitigating measures the student is using. If the §504 committee does not identify dysgraphia, but the student has another condition or disability

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that substantially limits the student, eligibility for §504 services related to the student's other condition or disability should be considered. The §504 committee will also consider whether the student is eligible for accommodations. This is a separate determination from the determination that the student has dysgraphia. Based on the data, if the committee (§504 or ARD) determines that weaknesses are indicated in writing and spelling, the committee, based on the student's pattern of performance over time, test profile, and response to instruction, will determine the intervention plan. Refinement of that plan will occur as the student's response to instruction is observed.

Instruction for Students with Dysgraphia

Once it has been determined that a student has dysgraphia, Grand Saline ISD shall provide an appropriate instructional program for the student. The following procedures will be followed:

- The §504 or ARD committee will make instructional decisions for a student with dysgraphia.
- Grand Saline ISD shall purchase a writing program or develop their own writing program for students with dysgraphia.
- Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.
- Parents/guardians of students eligible under IDEA 2004 will be informed of all services and options available to the student under that federal law.

Teachers of dyslexia and/or dysgraphia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia and dysgraphia programs.

Program Contacts

Debby Morse, Assistant Superintendent/District 504 Coordinator
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Tammy Barber, Dyslexia Specialist
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Gina Holland, Dyslexia Specialist
gholland@grandsalineisd.net, 903-962-7526