

Gunter ISD



DYSLEXIA PROCEDURE MANUAL

Gunter Independent School District's Dyslexia Procedure Manual has 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.tea.state.tx.us/index.aspx>

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I. Definition of Dyslexia

As defined in Texas Education Code §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 definition of 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 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, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

II. Procedures Required by State Law Prior to Formal Assessment

In accordance with TEC §28.006, Gunter ISD administers early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students’ parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students’ reading difficulties and enables them to “catch up” with their typically performing peers is implemented. Should students continue to

struggle with reading, writing, and spelling during the intensive reading instruction, then Gunter ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

Board Policy – <http://www.tasb.org/policy/pol/private/091917/>

III. Referral Process

At any time that a student continues to struggle with one or more components of reading, Gunter ISD will collect additional information about the student.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information **should** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports and/or report cards
- Samples of school work
- 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
- State student assessment program as described in TEC §39.002

Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Among the actions that Gunter ISD has available for the student is a recommendation that the student be assessed for dyslexia. Gunter ISD

recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and;
- Characteristics of dyslexia.

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)
- 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
- A limited amount of time spent in reading activities

The Student Assistance Team will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

IV. Assessment for Dyslexia

Students enrolling in Gunter ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

The procedures followed for assessment include:

1. Notify parents or guardians of proposal to assess student for dyslexia

2. Obtain parent or guardian permission to assess the student for dyslexia
3. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).
4. Inform parents or guardians of their rights under §504

Tests, assessments, and other evaluation materials will (§504):

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

Domains to Assess

Gunter ISD will administer measures that relate to the student's educational needs. Depending upon the student's age and stage of reading development, the following areas related to reading will be assessed:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading 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.

English Language Learners (This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.)

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with

the student's linguistic environment and educational background. In Gunter ISD, the LPAC (Language Proficiency Assessment Committee) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - TAKS documentation when available
 - Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE) and Texas Observation Protocol (TOP)).
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - Previous schooling in and outside of the United States.

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

Interpretation:

Test results of English Language Learners will be interpreted in light of the student's: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

V. Identification of Students with Dyslexia

The student's assessment will determine whether the student has dyslexia.

The committee must be knowledgeable about:

- The student being assessed
- The reading ability
- Dyslexia instruction
- The assessments used
- The meaning of the collected data

A committee determines placement of a dyslexic student after reviewing all accumulated data including the following areas:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- 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)
- Data-based documentation of student progress during instruction/intervention
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- The results of administered assessments
- All other accumulated data regarding the development of the student's learning and his/her educational needs

Committee Decision Points for Dyslexia Identification:

1. The student's difficulties in the area of reading will reflect one or more of the primary characteristics of dyslexia with **unexpectedly** low performance for the student's age and educational level in the following areas:

- 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 to identify dyslexia)

2. The **unexpectedly** low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological awareness
- Rapid naming
- Phonological memory

3. There should be documented evidence of unexpectedness: Unexpectedness is considered in relation to the student's other cognitive abilities, age, or educational level. This may include an average ability to learn in the absence of print or in other academic areas.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The committee of knowledgeable persons will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia
- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background.

If the committee determines that the student has dyslexia, the committee of knowledgeable persons also determines whether the student has a disability under the Rehabilitation Act of 1973, §504. Not all students with dyslexia are automatically eligible for §504. A student is considered to have a disability under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education. (See Flow Chart)

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. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEIA) will be made as needed.

Assessment of Special Education Students

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA, 2004) will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will serve as the committee of knowledgeable persons.

Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Gunter ISD may choose to accept the outside assessment, or may re-assess the student. In

either situation, the committee of knowledgeable persons will determine the identification status of a student enrolled in Gunter ISD, and the placement of the student in the dyslexia program(s).

VI. Program Description & Options

Once it has been determined that a student has dyslexia, Gunter ISD shall provide an appropriate instructional program for the student (TEC §38.003). The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Gunter ISD shall purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in the state dyslexia handbook 2007 (see Components of Instruction).
- Gunter ISD will provide each identified student access at his/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. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC§ 74.28).
- 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.
- Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Gunter ISD will provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program will include:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia

- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Components of Instruction

The instructional program will be offered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate. Components of instruction, as appropriate for the reading needs of the student, include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken 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 patterns of language so that words and sentences are 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, as appropriate to meet the instructional needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28

- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multi-sensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

VII. Timeline

The following timeline applies to students in regular education programs, or who may qualify as §504:

- Upon receipt of parent permission to assess until assessment is completed shall be 30 school days or less.
- From the completion of the assessment to the committee of knowledgeable persons meeting for determination of dyslexia and program placement shall be within two weeks.

Special education students shall follow the timelines required by federal law, under IDEA 2004.

VIII. Student Monitoring and Program Exit Criteria

No one factor is sufficient to warrant exiting a student from direct Dyslexia services. Dismissal is determined by consensus of the committee of knowledgeable persons. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- The student demonstrates sufficient progress to achieve at or above grade level in academic skills;
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards;
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher;
- The student passed the reading portion of the state assessment;
- Committee recommendation;
- Parents request in writing that the student exit the program.

If a student has shown substantial progress and the committee of knowledgeable persons determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring

services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

Students that are exited the Gunter ISD dyslexia program will receive regular monitoring during the first year.

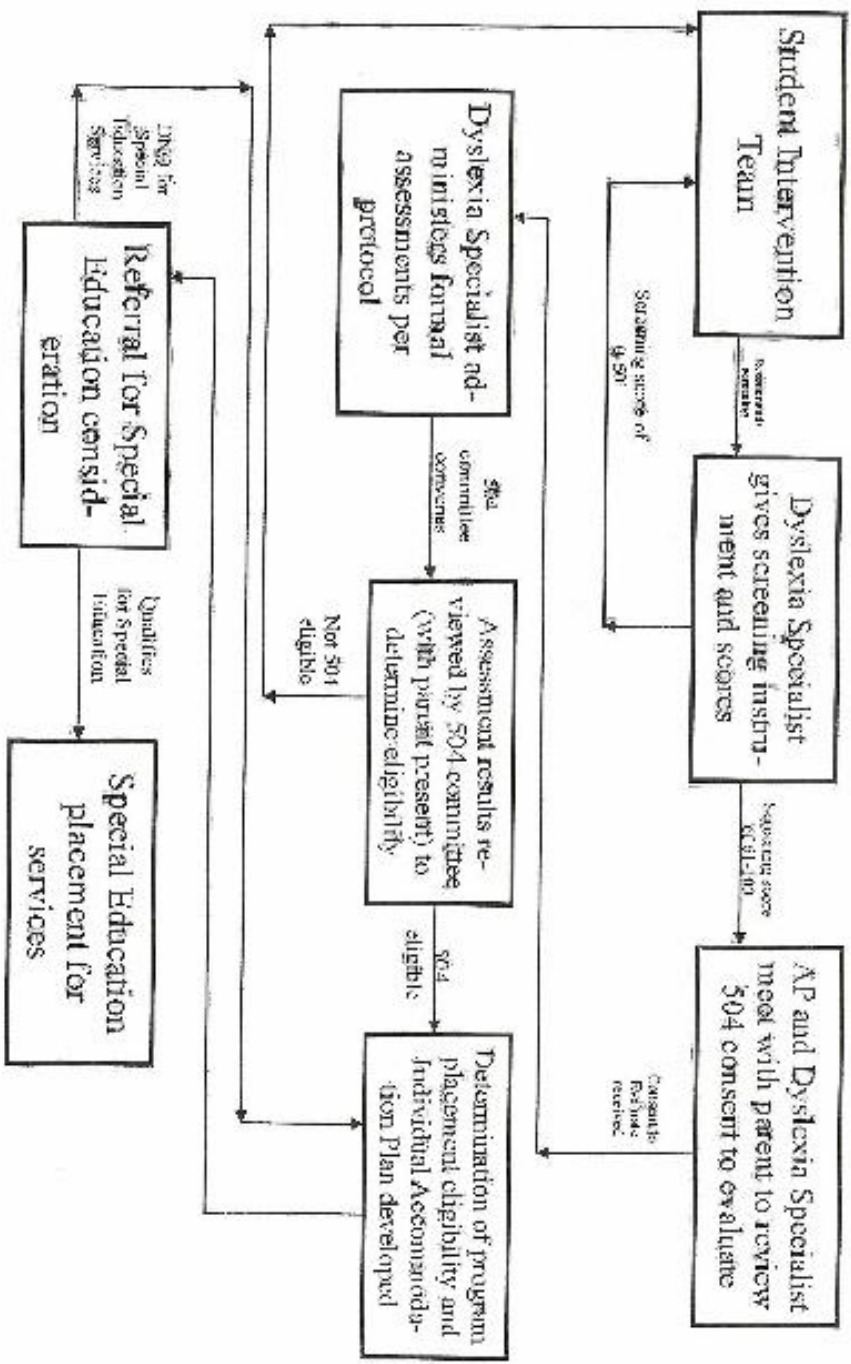
Monitoring may include, but is not limited to the collection/evaluation of:

- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

Students qualifying for dyslexia services that are identified as §504 or Special Education will follow monitoring/re-evaluation requirements outlined in federal law.

Appendixes for
Gunter ISD
Dyslexia Program
Follow

Dyslexia Identification Procedural Flowchart



NOTICE OF RIGHTS FOR DISABLED STUDENTS AND THEIR PARENTS UNDER §504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly known in the schools as "SECTION 504", is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal disabled persons who may participate in, receive benefits from, programs receiving federal financial assistance. In the public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits equal to those provided to non-disabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially; limits one or more of their major life activities, such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 also applies to students who have a record of having a substantially limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under §504, even if they do not qualify for, or receive, special education.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle parents of eligible students, and the students themselves, to have the following rights:

1. You have the right to be informed about your rights under §504. [34 CFR 104.32] The school district must provide you with written notice of your rights under §504 (this documents represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the district's §504 office and they will assist you in understanding your rights *34 CFR 104.32*

2. Under §504, your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. *34 CFR 104.33*

3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. *34 CFR 104.33*

4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. *34 CFR 104.34*

5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. *34 CFR 104.34*

6. The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under §504, and also before every subsequent significant change in placement *34 CFR 104.35*

7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35] The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, students grades, progress reports, parent observations, anecdotal reports, and TEAMS/TAAS scores. *34 CFR 104.35*

8. Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, the placement options, and the requirements that to the maximum extent appropriate, disabled children should be educated with non-disabled children. *34 CFR 104.35*

9. If your child is eligible under §504, he or she has a right to periodic re-evaluations to determine if there has been a change in educational needs. Generally, an evaluation will take place at least every three years. *34 CFR 104.35*

10. You have the right to be notified prior to any action by the District in regards to the identification, evaluation, or placement of your child. *34 CFR 104.36*

11. You have the right to an impartial due process hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement under §504. [34 CFR 104.36] You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one. *34 CFR 104.36*

12. If you wish to contest the actions of the district's §504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal or a Request for Hearing with the district's §504 Coordinator at the address below:

Mr. Kevin Worthy
GISD
P.O. Box 109
Gunter, TX 75058
(903) 433-4750

You will then be notified in writing of the hearing date, time, and place.

13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. *34 CFR 104.36*

14. On §504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's §504 Coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

15. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office, which covers Texas, is:

Office of Civil Right, Region VI
1200 Main Tower Building, Room 1935
Dallas, TX 75202
(214) 767-3959

Aviso a Padres de Estudiantes Incapacitados de sus Derechos Legales

Bajo la Sección 504 del Decreto de Rehabilitación de 1973

El Programa de Rehabilitación de 1973, conocido generalmente como la “Sección 504,” es una ley federal legislada por el Congreso de los Estados Unidos. El propósito de esta ley es de prohibir discriminación contra estudiantes incapacitados y asegurar que tengan oportunidades y beneficios educativos adecuados como los de estudiantes sin incapacidades. Bajo la Sección 504, un estudiante es considerado incapacitado si padece de un impedimento o condición física o mental que substancialmente limita una de sus actividades, como la de aprender, caminar, ver, oír, hablar, respirar, trabajar y desempeñar tareas manuales. La ley también protege a estudiantes que han tenido un impedimento o condición física o mental substancial en el pasado, ó que son considerados incapacitados aunque realmente no lo son. Estudiantes pueden ser considerados incapacitados bajo la Sección 504 y pueden recibir asistencia educativa bajo esa ley aunque no reciban educación especial. El propósito de este Aviso es de explicarle los derechos legales garantizados bajo la Sección 504 a estudiantes incapacitados y a sus padres. Los reglamentos federales que dan efecto a la Sección 504 (los cuales se encuentran en el Título 34, Parte 104 del Código Federal de Reglamentos, ó CFR) permiten a padres de estudiantes elegibles, y los estudiantes sí mismos, a tener los derechos siguientes:

1. Usted tiene derecho a ser informado de sus derechos bajo la Sección 504. [34 CFR 104.32]. El distrito escolar debe darle información escrita sobre sus derechos (este Aviso precisamente sirve para informarle de sus derechos). Si necesita que le expliquen ó clarifiquen cualquiera de los siguientes derechos, los dirigentes apropiados del distrito escolar le ayudarán a resolver sus preguntas.
2. Bajo la Sección 504, su hijo/a tiene derecho a una educación apropiada diseñada para satisfacer sus necesidades educativas individuales tan adecuadamente como los estudiantes sin incapacidades. [34 CFR 104.33].
3. Su hijo/a tiene derecho a servicios educativos gratuitos, con la excepción de costos que normalmente se les cobran también a estudiantes sin incapacidades (o a sus padres). Companías de seguros, y otras terceras personas/programas similares, no son libres de sus obligaciones normales para proporcionar ó pagar por servicios para un estudiante considerado incapacitado bajo la Sección 504. [34 CFR 104.33]. Recibiendo asistencia educativa bajo la Sección 504 no disminuye su derecho a recibir otra asistencia pública ó privada de cualquier tipo.
4. Su hijo/a tiene derecho a equipo, clases, edificios, servicios y actividades comparables a las que son proporcionadas a estudiantes sin incapacidades. [34 CFR 104.34].
5. Su hijo/a tiene derecho a equipo, clases, edificios, servicios y actividades comparables a las que son proporcionadas a estudiantes sin incapacidades. [34 CFR 104.34].
6. Su hijo/a tiene derecho a una evaluación antes de determinar una colocación educativa o programa de asistencia bajo la Sección 504, y también antes de cualquier cambio importante en colocación subsecuente. [34 CFR 104.35].
7. Procedimientos utilizados para administrar pruebas y otras evaluaciones educativas deben cumplir con los requisitos de la Sección 504 en cuanto a la validez de las pruebas, su forma de administración, y las áreas necesarias de evaluación. [34 CFR 104.35]. El distrito considerará información de diversas Fuentes y orígenes, incluyendo, por ejemplo: pruebas de aptitudes y aprovechamiento, recomendaciones de maestros, reportes de condición física, antecedentes sociales y culturales, análisis de comportamiento adaptado, reportes médicos, calificaciones, reportes de progreso, observaciones de los padres, anécdotas de maestros, y calificaciones en los exámenes estatales TAKS, entre otras. [34 CFR 104.35].

(Guarde esta forma para sus expedientes.)

8. Las decisiones de colocación educativa deben realizarse por un grupo de personas (llamado el comité 504) que conocen la situación de su hijo/a, el significado de los resultados de las evaluaciones, las opciones de colocación, y la obligación legal de asegurar el ambiente educativo que permita el máximo contacto con estudiantes no incapacitados. [34 CFR 104.35].

9. Si es considerado incapacitado bajo la Sección 504, su hijo/a tendrá derecho a que se le den nuevas pruebas y evaluaciones a ciertos tiempos, para determinar si sus necesidades educativas han cambiado. Generalmente evaluaciones educativas se pondrán al corriente para cada hijo/a incapacitado por lo menos cada tres años. [34 CFR 104.35].

10. Usted tiene derecho a que el distrito escolar le avise antes de tomar cualquier acción en relación a la identificación, evaluación o colocación educativa de su hijo/a. [34 CFR 104.36].

11. Usted tiene derecho a examinar archivos y documentos relacionados a la educación de su hijo/a (normalmente archivos y documentos con relación a la identificación, evaluación o colocación educativa de su hijo/a). [34 CFR 104.36].

12. Usted tiene derecho a un proceso judicial imparcial si no esta de acuerdo con los acciones del distrito en relación a la identificación, evaluación, o colocación educativa de su hijo/a. Usted tiene la oportunidad de participar personalmente en el proceso judicial y de ser representado/a por un abogado, si desea contratarlo. [34 CFR 104.36].

13. Si desea protestar ó disputar las acciones del Comité 504 del distrito a través de una audiencia imparcial, debe presentar un Aviso de Apelación escrito ante el Coordinador 504 del distrito, en la siguiente dirección:

Mr. Kevin Worthy Coordinadora §504
GISD
Gunter Independent School District
P.O. Box 109
Gunter, TX 75058
(903) 433-4750

Se fijará una fecha para una audiencia ante un oficial imparcial, ye serán notificados por escrito de la fecha, hora, y lugar de la audiencia.

14. Si usted está en desacuerdo con la decisión final del oficial imparcial de audiencia, tiene derecho a apelar esa decisión a una corte de jurisdicción adecuada; normalmente, la corte federal local. [34 CFR 104.36].

15. En cuanto a otros aspectos de la Sección 504 que no tengan que ver con la identificación, evaluación y colocación educativa de su hijo/a, usted tiene el derecho a presentar una queja local ante el Coordinador 504 del distrito (o su representante), quien investigará la situación, teniendo en consideración la situación, en un esfuerzo de llegar a una resolución rápida y justa.

16. Usted también tiene derecho a presentar una queja ante la Oficina de Derechos Civiles de el Departamento de Educación de los Estados Unidos. La dirección de la Oficina Regional a la cual pertenece este distrito es:

Director,
Office of Civil Rights, Region VI,
1999 Bryan Street, suite 2600
Dallas, Texas 75201,
Tel. (214) 880-2459

(Guarde esta forma para sus expedientes.)

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Information from Educational Records

Page 1 of 2

Student's Name _____	DOB _____	Age _____	Grade _____
Address _____		Phone _____	Sex _____
Parent/Guardian _____	School _____	Date: _____	

Compiled by: _____ Position: _____

YES NO Is this student currently enrolled in school?
If no, explain:
 YES NO Has this student been retained? If yes, list grade level(s):

YES NO Has this student been referred for special education services before?
 YES NO Has this student been suspended for disciplinary reasons during the current school year? If yes, explain:

REQUIRED ATTACHMENTS:

HOME LANGUAGE SURVEY

COPY OF STANDARDIZED TEST RESULTS (READING INVENTORY, TAKS, ITBS, ETC.)

COPY OF CURRENT AND PREVIOUS YEAR'S GRADES

Language test: _____ Date: _____

For a student identified as limited English proficient, what have been the Language Proficiency Assessment Committee's recommendations and what interventions have been utilized:

ATTENDANCE

This student has been absent _____ days out of _____ school days this year to date.

Reasons:

Compared to last year, this year this student has been absent: MORE LESS ABOUT THE SAME

List all schools previously attended:

**Information from Educational Records
Page 2**

Student: _____	DOB: _____	Campus: _____
Parent Name: _____		

Home Language Survey: Student language: _____ Home language: _____ Attach copy

LPAC: YES NO Date: _____

Year: _____ Grade: _____			Year: _____ Grade: _____			Year: _____ Grade: _____		
Qualifying Condition-			Qualifying Condition-			Qualifying Condition-		
Medical	Date	Results	Medical	Date	Results	Medical	Date	Results
Vision			Vision			Vision		
Hearing			Hearing			Hearing		
Other: _____			Other: _____			Other: _____		
TAKS	Pass/Com/Fail	Scaled Score	TAKS	Pass/Com/Fail	Scaled Score	TAKS	Pass/Com/Fail	Scaled Score
Reading			Reading			Reading		
English/LA			English/LA			English/LA		
Math			Math			Math		
History/S.S.			History/S.S.			History/S.S.		
Science			Science			Science		
Attendance	Concern (# of days)		Attendance	Concern (# of days)		Attendance	Concern (# of days)	
Unexcused Ab.	YES _____	NO _____	Unexcused Ab.	YES _____	NO _____	Unexcused Ab.	YES _____	NO _____
Excused Ab.	YES _____	NO _____	Excused Ab.	YES _____	NO _____	Excused Ab.	YES _____	NO _____
Tardies	YES _____	NO _____	Tardies	YES _____	NO _____	Tardies	YES _____	NO _____
Student Activities			Student Activities			Student Activities		
Other Standardised Test			Other Standardised Test			Other Standardised Test		
TPRI	ITBS		TPRI	ITBS		TPRI	ITBS	
DRP	Other		DRP	Other		DRP	Other	



Health Information

Student's Name _____	DOB _____	Age _____	Grade _____
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VISION

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

Results:

As a result of the screening, is there any indication of a need for further assessment or adjustment?
YES NO If YES, explain:

Has any follow-up treatment been recommended? If yes, explain:
YES NO

HEARING

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

Results:

As a result of the screening, is there any indication of a need for further assessment or adjustment?
YES NO If YES, explain:

Has any follow-up treatment been recommended? If yes, explain:
YES NO

HEALTH

Does student exhibit any signs of health or medical problems? If yes, cite observations:
YES NO

Is there a need for further assessment or referral of a medical problem? If yes, explain:
YES NO

Is student receiving any medication at school? If yes, specify:
YES NO

Does this student require adaptive equipment or assistive technology? If yes, specify:
YES NO

Does this student come to the clinic frequently with physical complaints (headaches, stomachaches)?
YES NO If yes, explain.

SIGNATURE OF PERSON COMPLETING THIS SECTION

POSITION

DATE

Information from Classroom Teacher

Student's Name _____	DOB _____	Age _____	Grade _____
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NOTE: Attach samples of student's work.

What instructional concerns do you have about this student?

- | | |
|--|--|
| <input type="checkbox"/> poor progress acquiring basic reading skills
<input type="checkbox"/> poor progress acquiring basic math skills
<input type="checkbox"/> difficulty in spelling | <input type="checkbox"/> difficulty producing written work
<input type="checkbox"/> few appropriate cognitive learning strategies
<input type="checkbox"/> other:
<input type="checkbox"/> none |
|--|--|

What behavioral concerns do you have about this student?

- | | |
|---|---|
| <input type="checkbox"/> poor attention and concentration
<input type="checkbox"/> noncompliance with teacher directives
<input type="checkbox"/> excessively high/low activity level
<input type="checkbox"/> difficulty following directions
<input type="checkbox"/> easily frustrated | <input type="checkbox"/> extreme mood swings
<input type="checkbox"/> difficulty working with peers
<input type="checkbox"/> difficulty staying on task
<input type="checkbox"/> other:
<input type="checkbox"/> none |
|---|---|

RATE STUDENT'S SKILLS IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR N=NOT OBSERVED
 For Sections A, B, C, and D: Rate student in relation to other students of the same AGE.

	English	Other: _____
A. Receptive Language Skills		
1. Comprehends word meanings	1 2 3 4 5 N	1 2 3 4 5 N
2. Follows oral instructions	1 2 3 4 5 N	1 2 3 4 5 N
3. Comprehends classroom discussion	1 2 3 4 5 N	1 2 3 4 5 N
4. Remembers information just heard	1 2 3 4 5 N	1 2 3 4 5 N
B. Expressive Language Skills		
1. Displays adequate vocabulary	1 2 3 4 5 N	1 2 3 4 5 N
2. Uses adequate grammar for general understanding	1 2 3 4 5 N	1 2 3 4 5 N
3. Expresses self fluently when called upon to speak	1 2 3 4 5 N	1 2 3 4 5 N
4. Relates a sequence of events in order (telling a story)	1 2 3 4 5 N	1 2 3 4 5 N
5. Organizes and relates ideas and factual information	1 2 3 4 5 N	1 2 3 4 5 N
C. Emotional/Behavioral/Social		
1. Generally cooperates or complies with teacher requests	1 2 3 4 5 N	
2. Adapts to new situations without getting upset	1 2 3 4 5 N	
3. Accepts responsibility for own actions	1 2 3 4 5 N	
4. Makes and keeps friends at school	1 2 3 4 5 N	
5. Works cooperatively with others	1 2 3 4 5 N	
6. Has an even, usually happy, disposition	1 2 3 4 5 N	
7. Is pleased with good work	1 2 3 4 5 N	
8. Initiates activities independently	1 2 3 4 5 N	
9. Responds appropriately to praise and correction	1 2 3 4 5 N	
10. Resists becoming discouraged by difficulties or minor setbacks	1 2 3 4 5 N	
D. Motor Coordination		
1. Exhibits adequate gross motor coordination (walking, running, etc.)	1 2 3 4 5 N	
2. Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.)	1 2 3 4 5 N	



Information from Parents

Student Name _____	DOB _____	Age _____	Grade _____
Address _____		Phone _____	Sex _____
Father's Name: _____		Mother's Name _____	

YES NO Student's parents have been contacted. Method of contact: LETTER TELEPHONE CONFERENCE

Contacted by: _____	Position: _____	Date: _____
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GENERAL INFORMATION (If additional space is needed, please use the back of this page.)

FATHER'S OCCUPATION _____	WORK NUMBER _____	MOTHER'S OCCUPATION _____	WORK NUMBER _____
---------------------------	-------------------	---------------------------	-------------------

Who has legal authority to make educational decisions for this child? _____

With whom does the child live? Please specify: _____

OTHER CHILDREN IN THE HOME			OTHER ADULTS IN THE HOME		
Name	Age	Relationship	Name	Age	Relationship

<p>What are some of your child's strengths?</p> 	<p>Please describe your child's behavior at home. (For example, is he/she generally well-behaved? Have there been any recent changes in behavior? How does he/she get along with other family members, neighbors, playmates?)</p>
---	---

<p>What does your child do when not in school? (For example, watch TV, read, part-time job, play with other children.)</p> 	<p>What activities does the family do together? (For example, watch TV, go camping, participate in hobbies or sports.)</p>
--	--

<p>What methods of discipline work for you and your child at home? (For example, extra chores, early bedtime, rewards for good behavior.)</p>	<p>What time does your child go to bed at night?</p> <p>Does your child eat breakfast?</p>
<p>Have there been any important changes within the family during the last three years? (For example, job changes, moves, births, deaths, illnesses, separations, divorce.)</p>	<p>Have any family members had learning problems?</p>
<p>Have you been notified that your child is experiencing problems in school? What were you told?</p>	<p>What do you think is causing the problem?</p>
<p>Do you help your child with their homework? About how long does it take your child to complete their homework? Which subject is the most difficult for you all to work on together?</p>	<p>Has your child mentioned problems with school? Have they told you how he/she feel about the problem?</p>
<p>Briefly share any other important information that would help the team in developing educational interventions for your son/daughter:</p>	

HEALTH HISTORY

YES NO Were there any problems before, during, or immediately after birth? If yes, please explain.

Compared to other children in the family, this child's development has been:

SLOWER ABOUT THE SAME FASTER

Briefly describe any serious illnesses, accidents, or hospitalizations. Please give your child's age at the time of the illness, accident, or hospitalization.

YES NO Is your child under the care of a physician for a medical problem? If yes, please explain.

YES NO Is your child now taking any medicines or herbal supplements? If yes, please explain.

YES NO Does your child appear to have any other physical health problems, including allergies which would interfere with their ability to learn? If yes, please explain.

YES NO Has your child ever taken medicine for a long period of time? If yes, please explain.

YES NO Do you know of any side effects the medicine might have which would impact your child's ability to progress in the classroom? If yes, please explain.

YES NO Does your child use any special equipment or technology to improve functioning? If yes, please explain.

YES NO Are there any health concerns you would like us to be aware of? If yes, please explain.

YES NO Has your child been evaluated by an outside individual or agency? If yes, please attach a copy of the evaluation.

YES NO Is your child receiving services from another agency? If yes, please explain.

SIGNATURE OF PARENT _____

DATE _____

SIGNATURE OF PERSON COMPLETING THIS SECTION
(If information was obtained by parent interview)

POSITION

DATE

EL EQUIPO DEL AYUDA DEL ESTUDIANTE

Información social de la historia para el padre

Nombre del Estudiante: _____ Fecha de nacimiento _____

Nombre del padre _____ Nombre de la madre _____

Dirección de casa _____ Dirección de casa _____

Ciudad _____ Código postal _____ Ciudad _____ Código postal _____

Teléfono _____ / _____ Teléfono _____ / _____
casa trabajo casa trabajo

Ocupación _____ Ocupación _____

¿Viven los padres del estudiante en casa? sí no ¿Si no, con quién vive el estudiante? _____

¿Quién tiene autoridad legal para tomar las decisiones educativas para su hijo(a)? _____

¿Los padres son separados o divorciados los padres? sí no ¿Si sí, cuando? _____

Nombres de Hermanos:

Nombre

edad

¿vive en el mismo hogar?

Nombre	edad	¿vive en el mismo hogar?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Nombres de otros que viven en su hogar:

Nombre

Relación

Nombre	Relación
_____	_____
_____	_____

Describa cómo su hijo(a) se comporta con otros miembros de la familia. _____

Describa cómo su hijo(a) se comporta en su hogar, los métodos de la disciplina usted utiliza y cómo su hijo(a) reacciona a la disciplina. _____

¿Hay una historia de problemas de aprendizaje o de problemas de salud serios en su familia? sí no Si sí, por favor describa. _____

¿Había problemas antes, durante o inmediatamente después del nacimiento de su hijo(a)? sí no Si sí, por favor describa. _____

¿A qué edad hizo su hijo(a) las siguientes cosas?: se sentó sin ayuda __ gateó __ caminó sin ayuda _____
comenzó a hablar _____ empezó a responder las preguntas __ habló en oraciones _____

Describa cualquier problema(s) durante infancia o niñez (gritaba excesivamente, de comer, de dormir, etc.) _____

Describe cualquier problema serio de salud que su hijo(a) tiene ahora o ha tenido en el pasado. Incluya cualquier hospitalización. _____

¿Ha tenido su hijo(a) cualquiera de estas evaluaciones de la salud?

	Fecha	Donde	Resultados Significativos
____ Neuroológico	_____	_____	_____
____ Psicológico	_____	_____	_____
____ Discurso de hablar	_____	_____	_____
____ Audición	_____	_____	_____
____ Visión	_____	_____	_____

Describe cualquier tratamiento que tenga su hijo(a) para las condiciones físicas o emocionales. _____

Nombre y describa cualquier medicamento que su hijo(a) toma regularmente. _____

Nombre, número de teléfono y dirección del doctor. _____

Nombre las escuelas que su hijo(a) ha asistido.

Grado	Escuela	Ciudad
_____	_____	_____
_____	_____	_____

¿Su hijo(a) ha repetido un grado? ? sí no ¿Si sí, qué grado(s)? _____

Describe cualquier problema que su hijo(a) esté experimentando en escuela. _____

¿Cuándo se intentó usted por primera vez con un problema? _____

¿Qué cree usted que está causando la problema? _____

¿Cuáles son algunas de las fuerzas de su hijo(a)? _____

¿Han habido cambios importantes dentro de su familia durante los tres años pasados? _____

Firma de la persona que llena estas formas _____

Fecha

Entregue esta forma por favor a la oficina de la escuela. _____

Characteristic Profile of Dyslexia

NAME:

DATE OF BIRTH:

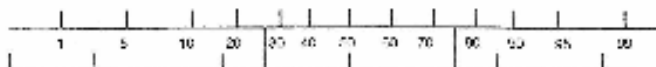
AGE:

SCHOOL:

DATE OF 1LST:

GRADE:

Percentile
Standard Score



UNDERLYING CAUSE:

PHONOLOGICAL PROCESSING

PHONOLOGICAL AWARENESS

Phonological Memory

RAPID NAMING

Letter Knowledge

50	75	100	125	150
BELOW AVERAGE Below 90		AVERAGE 90 - 109		ABOVE AVERAGE 110+

CHARACTERISTICS

DECODING

WORD RECOGNITION

ORAL READING FLUENCY

SPELLING

RATE
ACCURACY

OUTCOMES: Variable Impact

READING COMPREHENSION

Written Expression

COGNITIVE/ACADEMIC ABILITY

--	--	--

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.



Dyslexia Committee Decision Record

Date _____

After considering observations, informal and standardized assessments and all other data available regarding the academic progress of

Student's Name

The committee has reached the following decision(s):

- _____ 1. Data supports an educational identification of dyslexia.
- _____ 2. Regular education should continue with placement in Dyslexia Instructional Program
- _____ 3. Referral for Special Education is appropriate
- _____ 4. Accommodation and Modifications as outlines on the attached form appears to be appropriate at this time.
- _____ 5. Data does not support evidence of dyslexia.

Members of Committee:

_____	_____
_____	_____
_____	_____
_____	_____

Comments/Observations and Conclusions:

PLACE IN PERMANENT RECORD



STATEMENT OF SERVICE

_____ received services in the
Dyslexia Program at Gunter Independent School District from
_____ to _____.

Date _____

Dyslexia Coordinator

DO NOT DISCARD



EXIT FROM DYSLEXIA SERVICE

Dear Parent,
Assessment of your child, _____, as outlined in the
Dyslexia Procedures Manual, has been administered and reviewed. This data indicates that
your child has experienced continuous successful performance. Therefore, services in the
Dyslexia Program are no longer needed.

Date _____

Dyslexia Committee Members:
