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| Dyslexia Essential Components Worksheet |

*Directions:* This worksheet contains both *procedural* and *substantive* Texas state dyslexia requirements, according to the Texas Education Code (TEC) § 38.003, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419, the Texas Administrative Code (TAC), 19 TAC § 74.28, and *The Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders (2018) (The Dyslexia Handbook)*.

We recommend that schools or local education agencies (LEAs) develop teams to work together to complete this worksheet. Teams should NOT view this as a part of TEA’s special education [differentiated monitoring and support process](https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support). Rather, teams should use this tool to gather evidence about, and reflect on, their current dyslexia programming to strengthen internal systems and programming. This document is for your internal use only and should not be submitted to TEA.

This worksheet contains six **items** that are key for implementing a schoolwide dyslexia program: (1) screening, (2) evaluation and identification, (3) instruction, (4) parent/guardian participation, (5) written documentation requirements, and (6) teacher training. Teams are asked to consider each **component**, provide a **source of evidence** to confirm that component, and list any **action steps** needed to meet or exceed the minimal requirements. A list of **resources** is available at the end of this worksheet.

**School:** Click or tap here to enter text. **LEA:** Click or tap here to enter text. **Date:** Click or tap here to enter text.

**Person/s Completing Worksheet:**

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| Item | Components | Documentation | Action Steps |
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| Goal: *Screening procedures accurately identify students who are at-risk of having dyslexia in order to provide early identification and intervention.* | | | |
| **Screening** | Screen or test for dyslexia at appropriate times as required by state law (TEC § 38.003).  Report through the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) the number of enrolled students who have been identified as having dyslexia (TEC §42.006(a-1)).  Meet state requirements regarding screening by grade span and administration timelines. (TEC §38.003(a); TEC §28.006(c)-(c-1)):   * Kindergarten students screened before the end of the school year, * Grade 1 students screened before January 31 (*The Dyslexia Handbook,* p. 10). * Administer K–2 early reading instruments, * Administer Grade 7 reading instruments for students who were not proficient on Grade 6 STAAR.   Report, in writing, to a student’s parent or guardian the student’s results on reading instruments (TEC §28.006 (e)). | Evidence Source:  Click or tap here to enter text. | Click or tap here to enter text. |
| **Goal:** *The evaluation and identification of students with dyslexia is multi-faceted and involves both federal and state requirements. Therefore, it is imperative that districts and schools have systems that encourage timely evaluation and identification of students with dyslexia in order to provide proper intervention.* | | | |
| Evaluation and Identification | The district has written procedures for identification and monitoring implementation for students with dyslexia and related disorders. (19 TAC § 74.28).  Procedures are in place to provide early identification, intervention, and support. (TEC § 28.006(g)-(g-1)).   * Apply the results of early reading instruments to instruction. (TEC § 28.006(d)). * Ensure rescreening or re-evaluation for the purposes of accommodations does not occur until after current testing has been reviewed. (TEC § 38.003(b-1)). * Ensure that identification of dyslexia is made by an Admission, Review, and Dismissal (ARD) or Section 504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data. (*The Dyslexia Handbook,* p. 98). * When evaluation for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable, of:   + - the IDEA (34 C.F.R. §§ 300.304-300.306, 300.309);     - Section 504 (34 C.F.R. §104.35).   Procedures and systems for identification of, students with dyslexia are implemented consistently across all sites. (19 TAC §§ 74.28(b), (i); TEC §38.003). | Evidence Source:  Click or tap here to enter text. | Click or tap here to enter text. |
| **Goal:** *The goal is to ensure that materials used to instruct students with dyslexia are evidence-based and include the components outlined in The Dyslexia Handbook.* | | | |
| **Instruction** | Purchase or develop programs that include critical, evidence-based components of dyslexia instruction (19 TAC § 74.28(e); *The Dyslexia Handbook,* pp. 40-42).  Procedures and systems for instruction of students with dyslexia are implemented consistently across all sites. (19 TAC §§ 74.28(b), (i); TEC §38.003).  Implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia (TEC §38.0032 (B)).  Provide students with services of a teacher trained in dyslexia and related disorders (TAC §74.28(i)) | Evidence Source:  Click or tap here to enter text. | Click or tap here to enter text. |
| **Goal:** *The goal is to ensure procedures are in place in order to communicate, notify, and inform parents/guardians throughout the process of evaluation and identification of dyslexia. It is imperative that these procedures are systemic in nature and implemented consistently throughout all sites (e.g., district, school, and grade levels).* | | | |
| **Parent/Guardian Participation** | Procedures are in place to communicate, notify, and inform parents. These procedures include the following:  Inform parents/guardians of all services and options available to students eligible under the IDEA and Section 504. (19 TAC § 74.28(h)).  Notify parents/guardians of proposal to evaluate students for dyslexia in writing at least five school days before evaluation or identification. (TAC §74.28(f)).  Provide parents/guardians of children suspected to have dyslexia or a related disorder a copy of or link to *The Dyslexia Handbook.* (19 TAC § 74.28(j)).  Provide a parent /guardian education program. (19 TAC §74.28 (k)).  Inform parents/guardians of their rights under the IDEA or Section 504. (34 C.F.R. § 300.504 (IDEA Procedural Safeguards Notice), § 104.36 (Section 504 Procedural Safeguards)).  Obtain parent or guardian permission to evaluate student for dyslexia or related disorder (34 C.F.R. § 300.300). | Evidence Source:  Click or tap here to enter text. | Click or tap here to enter text. |
| **Goal:** *Documentation is required through both state and federal laws. As with other items, it is imperative that sites establish procedures for obtaining the required documentation.* | | | |
| **Required Written Documentation** | Procedures are in place for obtaining the following documentation:  Documentation that the notice of evaluation has been provided in writing to parent/guardian  Documentation that parents/guardians were provided notice of their rights (procedural safeguards)  Documentation of parent/guardian consent for evaluation  Documentation of the evaluation data  Documentation of decisions made by the committee of knowledgeable persons  Documentation of eligibility, services, and placement options and decisions  Notification to parents in writing at least 5 school days before the LEA proposes to initiate or change the identification, evaluation, or placement of a student.  Prior written notice is also required at least 5 school days before an LEA refuses to evaluate | **Evidence Source:**  Click or tap here to enter text. | Click or tap here to enter text. |
| **Goal:** *Educators must be adequately trained in order to evaluate, identify, and instruct students with dyslexia.* | | | |
| **Teacher Training** | Provide ongoing training about dyslexia to educators to ensure that campus planning and decision-making committee addresses dyslexia instructional strategies and professional development activities (19 TAC §§ 74.28(e), 232.11; TEC § 21.0054(b)).  Ensure all teachers providing dyslexia services are trained in dyslexia and related disorders (19 TAC § 74.28(i)).  Ensure educators receive adequate training to administer each screening instrument and evaluation measures (19 TAC § 74.28(d)). | Evidence Source:  Click or tap here to enter text. | Click or tap here to enter text. |

## Resources

| Item | Resource |
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| Screening | * *The Dyslexia Handbook* (pp. 7–20)   + Criteria for English and Spanish Screening Instruments (p. 2)   + Sources and examples of screening data (p. 15)   + Universal Screening and data review for reading risk (p. 17) * The National Center on Intensive Intervention [Screening Tools Chart](https://charts.intensiveintervention.org/chart/academic-screening) * [TEA Technical Assistance: Child Find and Evaluation Guide](https://tea.texas.gov/sites/default/files/FINAL%20Child%20Find%20and%20Evaluation%20-%20complete_11.1.19_accessible-locked.pdf) |
| Evaluation and Identification | * *The Dyslexia Handbook* (pp. 21–38)   + Areas for Evaluation (p. 30)   + Questions to Determine the Identification of Dyslexia (p. 32)   + Pathways for the Identification and Provision of Instruction for Students with Dyslexia (pp. 35, 159) * [Frequently Asked Questions](https://tea.texas.gov/sites/default/files/Dyslexia%20FAQ%20March%202019.pdf) * [OSERS Letter](https://texasedu.sharepoint.com/sites/ext/drss/Shared%20Documents/TEA%20guidance%20documents/guidance-on-dyslexia-10-2015.pd.pdf)—Guidance on Dyslexia * [Texas Dyslexia Identification Academy: Dyslexia Foundations](https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2018-06/about) |
| Instruction | * [National Center on Improving Literacy](https://improvingliteracy.org/school) * [Reading lesson plans from the National Center on Intensive Intervention](https://intensiveintervention.org/intervention-resources/literacy-strategies) * [Texas Dyslexia Identification Academy: Dyslexia Foundations](https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2018-06/about) * [TEA Guidance: Dyslexia, Dysgraphia, and Dyscalculia in the IEP](https://tea.texas.gov/sites/default/files/Dyslexia%20in%20the%20IEP%206.3_accessible%208.1.pdf) * [Provision](https://texasedu.sharepoint.com/sites/ext/drss/Shared%20Documents/TEA%20guidance%20documents/Provision%20of%20Services%20for%20Students%20with%20Dyslexia%20and%20Related%20Disorders%20-%20Revised%20June%206%202018.pdf) of Services for Students with Dyslexia- TAA Letter |
| Parental Participation | * *The Dyslexia Handbook* (p. 116) * [SPEDTex](https://www.spedtex.org/) * [Texas State Partners Resource Network](https://prntexas.org/?s=dyslexia) * [Texas Project FIRST](http://www.texasprojectfirst.org) |
| Required Written Documentation | * *The Dyslexia Handbook* (p. 149) * [TEA Technical Assistance: Child Find and Evaluation Guide](https://tea.texas.gov/sites/default/files/FINAL%20Child%20Find%20and%20Evaluation%20-%20complete_11.1.19_accessible-locked.pdf) * [TEA Guidance on Procedural Safeguards Production and Required Dissemination](http://www.esc4.net/SPED/childfind/child_find_resources.html) * [Notice of Procedural Safeguards](http://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf) |
| Teacher Training | * *The Dyslexia Handbook*    + Minimum training requirements for educators providing dyslexia services (p. 44) * [Iris Peabody Center](https://iris.peabody.vanderbilt.edu) * [Explicit Instruction Course Materials](https://intensiveintervention.org/intensive-intervention-features-explicit-instruction)—National Center on Intensive Intervention * [Mathematics Course Materials](https://intensiveintervention.org/intensive-intervention-math-course)—National Center on Intensive Intervention |
| General Resources | * [Accredited courses from Texas Education Agency](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Dyslexia_Requirements_for_Educator_Preparation_Programs) * [Section 504](https://www.navigatelifetexas.org/en/education-schools/section-504)—TX Department of Health and Human Services * [Dyslexia Test Accommodations](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftea.texas.gov%2FStudent_Testing_and_Accountability%2FTesting%2FStudent_Assessment_Overview%2FAccommodation_Resources&data=02%7C01%7Csbenz%40air.org%7C7563ea6b6de149a162a408d7997c74ad%7C9ea45dbc7b724abfa77cc770a0a8b962%7C0%7C0%7C637146632125460287&sdata=n5z02fXPrDJ5U6VznoNHQgrIv8ymaYcUbe1iEgi1Ty8%3D&reserved=0)—2019–2020 Accommodation Resources * [Provision of Services for Students with Dyslexia and Related Disorders](https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Provision_of_Services_for_Students_with_Dyslexia_and_Related_Disorders) |