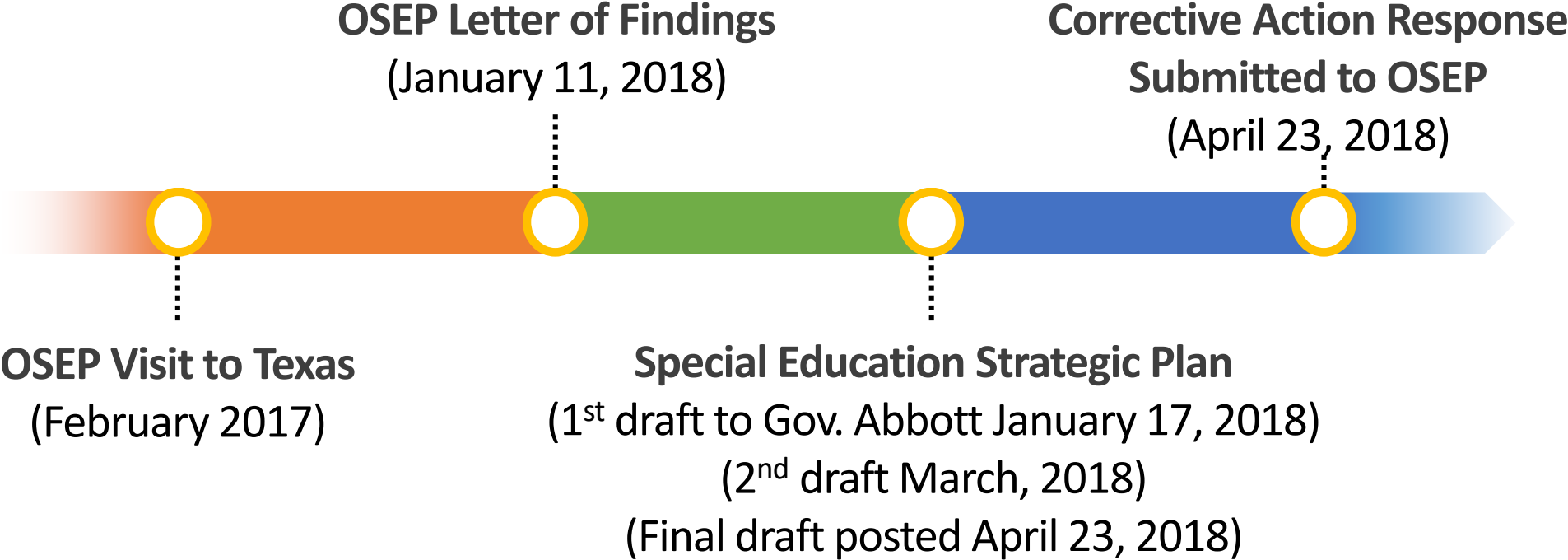


Dyslexia Panel Discussion Visuals

TCASE Interactive Conference

July 25, 2018

OSEP Corrective Actions Development Timeline



2. A plan and timeline by which TEA will ensure that each ISD will (i) identify, locate, and evaluate children enrolled in the ISD who should have been referred for an initial evaluation under the IDEA, and (ii) require IEP Teams to consider, on an individual basis, whether additional services are needed for children previously suspected of having a disability who should have been referred for an initial evaluation and were later found eligible for special education and related services under the IDEA, taking into consideration supports and services previously provided to the child.

OSEP Key Finding

Page 4 - Letter

“OSEP staff also identified many situations where ISDs engaged in practices that violated the IDEA's child find requirements, particularly in situations in which ISDs provided supports to struggling learners in the general education environment through mechanisms including RTI, Section 504, and the State dyslexia program, even though the students were suspected of having disabilities and needing special education and related services under the IDEA. As such, OSEP's monitoring demonstrated that TEA did not ensure that all ISDs in the State properly identified, located, and evaluated all children with disabilities residing in the State who were in need of special education and related services, as required by 34 CFR §300.111, and consequently, failed to make FAPE available to all eligible children with disabilities residing in the State, as required by 34 CFR §300.101.”

OSEP Quote

Page 4 – Enclosure

“Under 34 CFR §300.8, a child must meet a two-prong test to meet the IDEA definition of "child with a disability": (1) have one of the specified impairments (disabilities); and (2) because of the impairment, need special education and related services.”

OSEP Quote

Page 10 - Enclosure

“ . . . where a child is identified with dyslexia **and** needs special education and related services under the IDEA, that child must be evaluated under the IDEA, subject to parental consent. Moreover, regardless of whether a child has dyslexia or any other condition explicitly included in this definition of "specific learning disability," *where the child is suspected to need special education and related services*, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8.

Dyslexia and Related Disorders Resources Coming Soon . . .

Summer/Fall 2018

- Frequently Asked Questions (FAQ)
 - Presented through a Suite of Resources
 - Available online at both TEA Special Education and Dyslexia websites

<https://tea.texas.gov/texasped/>
- Revised Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders

<https://tea.texas.gov/academics/dyslexia/>
- Ongoing opportunities for stakeholder engagement
 - Address continuing needs
 - Create additional robust resources to assist families and educators