



# Texas State Dyslexia Requirements Worksheet

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*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, 34 Code of Federal Regulations (CRF) §300.8(c)(10), the Texas Administrative Code (TAC), 19 TAC §74.28, and *The Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders (2018) (The Dyslexia Handbook)*.

The Texas Education Agency (TEA) recommend local education agencies (LEAs) develop a multidisciplinary team to use this internal tool to strengthen dyslexia programming. The Texas State Dyslexia Requirements Checklist consists of 6 essential elements for implementing a district-wide dyslexia program: (1) screening, (2) evaluation and identification, (3) instruction, (4) parent/guardian participation, (5) written documentation requirements, and (6) teacher training. LEA multidisciplinary teams should review each requirement, identify a source of evidence to confirm that requirement, and develop any action steps needed to meet or exceed minimal requirements. Additional resources are provided to support LEAs at the end of the Texas State Dyslexia Requirements Checklist.

## **Person/s Completing Worksheet:**

Item	Requirements	Documentation	Action Steps
<b>Goal:</b> <i>Screening procedures accurately identify students who are at-risk of having dyslexia in order to provide early identification and intervention.</i>			
<b>Screening</b>	<p>Screen or test for dyslexia at appropriate times as required by state law (TEC §38.003).</p> <p>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 §48.009(b)(1)).</p> <p>Meet state requirements regarding screening by grade span and administration timelines. (TEC §38.003(a); TEC §28.006(c)-(c-2)):</p> <ul style="list-style-type: none"> <li>• Kindergarten students screened at the end of the school year,</li> <li>• Grade 1 students screened before January 31 (<i>The Dyslexia Handbook</i>, p. 10).</li> <li>• Administer K–2 early reading instruments,</li> <li>• Administer Grade 7 reading instruments for students who were not proficient on Grade 6 STAAR.</li> </ul> <p>Report, in writing, to a student’s parent or guardian the student’s results on reading instruments (TEC §28.006(d)(2)).</p> <p>Report required data through TSDS: <b>E1644-C222 Dyslexia Risk Code</b></p>		

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<p><b>Goal:</b> <i>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 to provide proper intervention.</i></p>			
<b>Evaluation and Identification</b>	<p>The district has written procedures for identification and monitoring implementation for students with dyslexia and related disorders. (19 TAC §74.28).</p> <p>Procedures are in place to provide early identification, intervention, and support. (TEC §28.006).</p> <ul style="list-style-type: none"> <li>• Apply the results of early reading instruments to instruction. [TEC §28.006(a)(3)].</li> <li>• Ensure that 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. [TEC §38.003(b-1)].</li> <li>• 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. (<i>The Dyslexia Handbook</i>, p. 98; 34 C.F.R §300.306).</li> <li>• When evaluation for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable, of: <ul style="list-style-type: none"> <li>– the IDEA (34 C.F.R. §§300.304 – 300.309);</li> <li>– Section 504 (34 C.F.R. §104.35).</li> </ul> </li> </ul> <p>Procedures and systems for identification of, students with dyslexia are implemented consistently across all sites. [19 TAC §§74.28(b), (i); TEC §38.003].</p> <p>Report required data through TSDS: <b>E1530-C088 Dyslexia Indicator Code</b></p> <p>Report required data through TSDS: <b>E1650-C224 Dyslexia Services Code</b></p>		

Item	Requirements	Documentation	Action Steps
<p><b>Goal:</b> <i>The goal is to implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia and include the requirements outlined in The Dyslexia Handbook.</i></p>			
<b>Instruction</b>	<p>Purchase or develop programs that include critical, evidence-based components of dyslexia instruction (19 TAC §74.28(e); <i>The Dyslexia Handbook</i>, pp. 40-42).</p> <p>Procedures and systems for instruction of students with dyslexia are implemented consistently across all sites (19 TAC §§74.28(b), (i); TEC §38.003).</p> <p>Implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia (TEC §38.0032 (B)).</p> <p>Provide students with services of a teacher trained in dyslexia and related disorders (TAC §74.28(i)).</p>		

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<p><b>Goal:</b> <i>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 and implemented consistently throughout all sites (e.g., district, school, and grade levels).</i></p>			
<b>Parent/Guardian Participation</b>	<p>Procedures are in place to communicate, notify, and inform parents. These procedures include the following:</p> <ul style="list-style-type: none"> <li>Provide prior written notice to parents/guardians of the proposal to evaluate students for dyslexia at least five school days before evaluation or identification. (TAC §74.28(f); 34 C.F.R. §300.503).</li> <li>Obtain parent or guardian permission to evaluate the student for dyslexia or related disorder (34 C.F.R. §300.300).</li> <li>Provide parents/guardians of children suspected to have dyslexia or a related disorder a copy of or link to <i>The Dyslexia Handbook</i>. (19 TAC §74.28(j)).</li> <li>Provide a parent /guardian education program. (19 TAC §74.28 (k)).</li> <li>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)).</li> <li>Inform parents/guardians of all services and options available to students eligible under the IDEA and Section 504. (19 TAC §74.28(h)).</li> <li>Provide notice to applicable parents and guardians of a Texas State Library and Archives Commission program that provides free access to audiobooks. (Senate Bill 2075).</li> </ul>		

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<p><b>Goal:</b> 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.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Written Documentation</b></p>	<p>Procedures are in place for obtaining the following documentation:</p> <ul style="list-style-type: none"> <li>Documentation that the notice of evaluation has been provided in writing to parent/guardian (34 C.F.R. §300.503).</li> <li>Documentation that parents/guardians were provided notice of their rights (procedural safeguards; 34 C.F.R. §300.504).</li> <li>Documentation of parent/guardian consent for evaluation (34 C.F.R. §300.300).</li> <li>Documentation of the evaluation data (34 C.F.R. §300; 19 TAC §89.1011(c)).</li> <li>Documentation of decisions made by the committee of knowledgeable persons (34 C.F.R. §§300.306, 300.309, 300.311, 300.324, 300.504).</li> <li>Documentation of eligibility, services, and placement options and decisions (34 C.F.R. §§300.306, 300.309, 300.311, 300.324, 300.504).</li> <li>Prior written notice is given at least 5 school days before the LEA proposes to initiate or change the identification, evaluation, or placement of a student [(TAC §74.28(f); 34 C.F.R §300.503)].</li> <li>Prior written notice is also required at least 5 school days before an LEA refuses to evaluate (34 C.F.R. §300.503).</li> </ul>		

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<b>Goal:</b> <i>Educators must be adequately trained to evaluate, identify, and instruct students with dyslexia.</i>			
<b>Teacher Training</b>	<p>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 §21.054(b)).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all teachers providing dyslexia services are trained in dyslexia and related disorders [19 TAC §74.28(i)].</li> <li><input type="checkbox"/> Ensure educators receive adequate training to administer each screening instrument and evaluation measures [19 TAC §74.28(d)].</li> </ul>		

## Resources

Item	Resource
<b>Screening</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Dyslexia Handbook</a> (pp. 7-20)               <ul style="list-style-type: none"> <li>– <i>Criteria for English and Spanish Screening Instruments (p. 2)</i></li> <li>– <i>Sources and examples of screening data (p. 15)</i></li> <li>– <i>Universal Screening and data review for reading risk (p. 17)</i></li> </ul> </li> <li>• The National Center on Intensive Intervention (NCII) <a href="#">Screening Tools Chart</a> <ul style="list-style-type: none"> <li>– <i>This resource provides users with the screening tools chart that can be helpful in selecting the appropriate screening tool/s for students.</i></li> </ul> </li> <li>• <a href="#">TEA Technical Assistance: Child Find and Evaluation Guide</a> <ul style="list-style-type: none"> <li>– <i>This guide was designed to assist LEAs in meeting obligations under state and federal laws regarding screening of at-risk students.</i></li> </ul> </li> <li>• <a href="#">CLI Engage</a> referral checklist for dyslexia screening website               <ul style="list-style-type: none"> <li>– <i>This site has a checklist for both kindergarten and first grade.</i></li> </ul> </li> <li>• <a href="#">Reading Instrument Alignment with Dyslexia Handbook</a> <ul style="list-style-type: none"> <li>– <i>This site is a TEA document that aligns the dyslexia handbook requirements with reading instruments for both kindergarten and first grade.</i></li> </ul> </li> </ul>



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<b>Evaluation and Identification</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Dyslexia Handbook</a> (pp. 21–38) <ul style="list-style-type: none"> <li>– <i>Areas for Evaluation</i> (p. 30)</li> <li>– <i>Questions to Determine the Identification of Dyslexia</i> (p. 32)</li> <li>– Pathways for the Identification and Provision of Instruction for Students with Dyslexia (pp. 35, 159)</li> </ul> </li> <li>• <a href="#">OSERS Letter</a>—Guidance on Dyslexia <ul style="list-style-type: none"> <li>– <i>This resource describes the intersection of dyslexia identification under IDEA.</i></li> </ul> </li> <li>• <a href="#">Technical Assistance: Child Find &amp; Evaluation</a> <p><i>This resource provides support for implementation of services for students with, or suspected of having, Disabilities</i></p> </li> <li>• <a href="#">Child Find, Evaluation and ARD Supports Network</a> <ul style="list-style-type: none"> <li>– <i>The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices, conducting comprehensive evaluations, and practicing collaborative admission, review and dismissal (ARD) committee processes that lead to a free appropriate public education (FAPE) for students with disabilities.</i></li> </ul> </li> <li>• <a href="#">Frequently Asked Questions</a> <ul style="list-style-type: none"> <li>– <i>This resource was released in March of 2019 and provides answers to many common questions about dyslexia programming implementation.</i></li> </ul> </li> </ul>

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<b>Instruction</b>	<ul style="list-style-type: none"> <li>• <a href="#">Reading lesson plans from the NCII</a> <ul style="list-style-type: none"> <li>– <i>NCII provides evidence-based reading lesson plans to instruct students with literacy related disabilities.</i></li> </ul> </li> <li>• <a href="#">TEA Guidance: Dyslexia, Dysgraphia, and Dyscalculia in the IEP</a> <ul style="list-style-type: none"> <li>– <i>This resource provides ARD teams guidance for writing IEPs for students identified with these specific learning disabilities.</i></li> </ul> </li> <li>• <a href="#">Provision of Services for Students with Dyslexia- TEA Letter</a> <ul style="list-style-type: none"> <li>– <i>The intent of the following resource is to provide LEAs with guidance and clarification regarding the provision of services to students identified with dyslexia or a related disorder, including possible supports and interventions.</i></li> </ul> </li> <li>• <a href="#">Implementation Toolkits from the NCIL</a> <ul style="list-style-type: none"> <li>– <i>NCIL provides teacher guides and resources to instruct students.</i></li> </ul> </li> </ul>
<b>Parental Participation</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Dyslexia Handbook</a> (p. 116)</li> <li>• <a href="#">SPEDTex</a> <ul style="list-style-type: none"> <li>– <i>This TEA sponsored website and call center provides information and resources about special education.</i></li> </ul> </li> <li>• <a href="#">Texas State Partners Resource Network</a> <ul style="list-style-type: none"> <li>– <i>This resource supports parents and guardians throughout the process of screening through identification and services.</i></li> </ul> </li> <li>• <a href="#">NCII</a> – Resources for Parents <ul style="list-style-type: none"> <li>– <i>This site includes resources for parents, available in both English and Spanish.</i></li> </ul> </li> <li>• <a href="#">Talking Book</a> <ul style="list-style-type: none"> <li>– <i>This site includes more information about the talking book program.</i></li> </ul> </li> <li>• <a href="#">NCIL: Resources for Parents and Families</a> <ul style="list-style-type: none"> <li>– <i>This site includes a toolkit for parents and families.</i></li> </ul> </li> </ul>

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<b>Required Written Documentation</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Dyslexia Handbook</a> (p. 149)</li> <li>• <a href="#">TEA Technical Assistance: Child Find and Evaluation Guide</a> <ul style="list-style-type: none"> <li>– <i>This guide was designed to assist LEAs in meeting obligations under state and federal laws regarding child find.</i></li> </ul> </li> <li>• <a href="#">TEA Guidance on Procedural Safeguards Production and Required Dissemination</a> <ul style="list-style-type: none"> <li>– <i>This document explains parents' specific rights and responsibilities under IDEA.</i></li> </ul> </li> <li>• <a href="#">Notice of Procedural Safeguards</a> <ul style="list-style-type: none"> <li>– <i>This is the electronic version of the procedural safeguards for parents, a parent's guide to the ARD process, and special education rules and regulations (available in both English and Spanish).</i></li> </ul> </li> </ul>
<b>Teacher Training</b>	<ul style="list-style-type: none"> <li>• <a href="#">The Dyslexia Handbook</a> <ul style="list-style-type: none"> <li>– <i>Minimum training requirements for educators providing dyslexia services (p. 44)</i></li> </ul> </li> <li>• <a href="#">IRIS Peabody Center</a> <ul style="list-style-type: none"> <li>– <i>The IRIS Center contains multiple modules for teachers on literacy, intensive intervention, and educating students with dyslexia.</i></li> </ul> </li> <li>• <a href="#">Explicit Instruction Course Materials</a>—NCII <ul style="list-style-type: none"> <li>– <i>The NCII contains course materials about implementing explicit instruction.</i></li> </ul> </li> <li>• <a href="#">Mathematics Course Materials</a>—NCII <ul style="list-style-type: none"> <li>– <i>The NCII contains course materials to support teaching mathematics to students with disabilities.</i></li> </ul> </li> <li>• <a href="#">TEALearn</a> <ul style="list-style-type: none"> <li>– <i>This site provides online resources for teachers and offers several Texas-approved professional learning opportunities.</i></li> </ul> </li> </ul>

Item	Resource
<b>General Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Accredited courses from Texas Education Agency</a> <ul style="list-style-type: none"> <li>– <i>This website provides guidance for Educator Preparation Programs (EPPs) to ensure that teacher candidates are prepared to meet the educational needs of students with dyslexia.</i></li> </ul> </li> <li>• <a href="#">Section 504</a>—TX Department of Health and Human Services <ul style="list-style-type: none"> <li>– <i>This webpage on the Navigate Life Texas website provides an in-depth overview of Section 504; What it is; Who can qualify; and what services are available.</i></li> </ul> </li> <li>• <a href="#">Section 504: Documents from TEA</a> <ul style="list-style-type: none"> <li>– <i>This document contains specific guidance from TEA around Section 504 identification and services.</i></li> </ul> </li> <li>• <a href="#">Dyslexia Test Accommodations</a>—2019–2020 Accommodation Resources <ul style="list-style-type: none"> <li>– <i>This webpage provides information on available dyslexia test accommodations in addition to general information on accommodations including training and the accommodation request process.</i></li> </ul> </li> <li>• <a href="#">Provision of Services for Students with Dyslexia and Related Disorders</a> <ul style="list-style-type: none"> <li>– <i>This letter release in June 2018 provides LEAs with guidance and clarification regarding the provision of services for students identified with dyslexia.</i></li> </ul> </li> <li>• Dyslexia Helpline: 1 (800) 232-3030 <ul style="list-style-type: none"> <li>– <i>The Dyslexia Helpline provides access to experts in the field of dyslexia to answer your questions regarding this special population</i></li> </ul> </li> </ul>