

Jacksboro ISD

Dyslexia Process and Procedures

The following is a description of the process and procedures that are followed by each of the campuses.

Process and Procedures

To begin the process or “who do I contact if I have questions about assessing my student/child for dyslexia”, Dyslexia actually falls under the Federal Section 504 unless the student is already placed in Special Education. If the student is in Special Education, please refer to the Special Ed ARD committee. If the student is not receiving any services, please contact the campus 504 coordinator:

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| ● Elementary - Greg Sanders | Dyslexia Teacher - Ann Silveus |
| ● Middle School - Terri Stretcher | Dyslexia Teacher - Tammie Morris |
| ● High School - Dori Taylor | Dyslexia Teacher - Susan Coley |

The parent or a teacher may refer a student for testing. A teacher should complete the Teacher Referral form. A parent may request testing by contacting the 504 Campus Coordinator. Upon contacting the campus 504 coordinator, the parent will complete the form to request their child to be tested for Dyslexia. A Notice of Parental Rights will be given at this time and the parent signs that the Parental Rights were received. The campus 504 coordinator will schedule a meeting to discuss concerns, possible solutions, and if the need for testing exists. If the committee believes there is enough evidence or a need for assessing, the parent must complete the required Consent for Testing form. The parent/guardian(s) has 15 school days to consent or decline the Dyslexia Identification Process. Once the consent form is returned to the campus, the school has 45 school days to gather data, both quantitative and qualitative. This includes but is not limited to the following: teacher input, parental input, teacher observations, examples of student work, historical data from records, and scheduling and conducting approved state assessments for Dyslexia. Time to administer the tests will vary with age, ability, and attention span. After all of the above information has been compiled, the campus dyslexia coordinator will complete the Dyslexia Written Report which will be presented before the 504 committee. Once the Written Report is returned to the 504 Campus Coordinator, the campus will have 30 calendar days to hold a committee meeting of knowledgeable persons to review all data including testing results to make a decision concerning eligibility into 504. The parent will receive notice of the meeting five days in advance. The parent may waive the five days before conducting the 504 eligibility meeting.

Assessments

The assessment process involves compiling all information, both formal and informal, from a variety of sources. This includes but is not limited to the following: teacher input, parent input, teacher observations, examples of student work, historical data from records, and approved state assessments for Dyslexia.

The following approved state assessments for dyslexia will be administered:

- Test of Written Spelling -5 (TWS-5)
- Comprehensive Test of Phonological Processing-(CTOPP-2)
- Woodcock Reading Mastery Test-III (WRMT-III)
- Gray Oral Reading Test-5 (GORT-5)

Informal assessments will also be conducted that may include alphabet knowledge, written expression, oral expression, and handwriting.

Identification/Determining Eligibility

During the committee meeting of knowledgeable persons (at a minimum, the campus administrator/504 coordinator, the dyslexia coordinator, and student's teacher), a consensus must be established to qualify for eligibility of 504 services. There are five questions that must be addressed at the 504 meeting to determine eligibility. The student:

1. Has received conventional, appropriate reading instruction
2. Has experienced an unexpected lack of appropriate progress in the areas of reading and written spelling
3. Has adequate intelligence (an average ability to learn in the absence of print or other academic areas)
4. Exhibits characteristics associated with dyslexia
5. Lack of progress was not due to sociocultural factors such as language differences, irregular attendance, or lack of experiential background

If eligibility is determined, the committee will discuss the need for a service plan to include accommodations. Members' signatures must be included in the meeting. If eligibility is not determined, the committee may offer other solutions, such as referral to special education, response to intervention (RTI), or alternative 504 placements.

Instruction

Jacksboro Elementary and Jacksboro Middle School utilize the Multisensory Teaching Approach (MTA). The MTA program is comprised of seven kits that advances each student according to their own ability and progress. In each kit there is a spelling, reading, and handwriting component. At the end of each kit, an assessment to check program mastery in both spelling and reading is administered. A student must perform satisfactorily on the program mastery check before moving to the next kit.

The Elementary supports the students by providing intervention in a supplemental reading class that individualizes instruction. Other programs that may be utilized based on student need include: Lexia computer program, high frequency word practice, multi-sensory spelling.

The Middle School has an elective class that students may take in order to receive instruction as the student progresses through the MTA program kits. Students who are unable to take the elective class, will continue to receive accommodations in the classroom and on STAAR according to each 504 service plan.

When a student reaches Jacksboro High School, they may have progressed through all of the MTA kits. Students can be placed in academic support classes to receive additional instruction using the Neuhaus Program or complete MTA kits as needed. This upper-level instruction teaches skills to deal with the rigors of high school instruction. All dyslexic students are monitored to be sure they are successful in high school classes. As in middle school, students unable to take the academic support classes will continue to receive accommodations in the classroom and on End-of-Course (EOC) tests according to each student's 504 plan. The 504 coordinator works with graduating students to transition to college or trade schools.

At all campuses the Critical, Evidence-Based Components of Dyslexia Instruction: Phonological awareness, Sound-symbol association, Syllabication, Orthography, Morphology, Syntax, Reading comprehension, and Reading fluency found in the policy are addressed. The reading program "Learning Ally" gives qualified students access to audiobooks used in the classroom and audiobooks read for pleasure.

Supporting Dyslexia Students in the Classroom

Instructional accommodations are based on student need. Examples of accommodations that may be utilized are:

- Extended time
- Oral tests
- Use of a computer/Chromebook/iPad
- Reduced assignments when appropriate
- No deductions for spelling errors
- Dictate responses
- Audiobooks: Learning Ally and Play Aways
- Organizers
- Opportunity to ask again for clarification of directions
- Allow two or more step directions to be written
- Check often for understanding
- Study guides
- Read material aloud
- Note exchange with teacher
- Outlines
- Alternate assignments
- Assigning work in smaller units
- Provide lots of encouragement
- Use of dictionary

Exit Procedures or Denial of Services:

Dismissal from the 504 services will be a decision or consensus of a committee of knowledgeable persons. A parent may deny services or part of services by contacting the Campus 504 Coordinator. The 504 committee may be assembled to discuss possible ramifications of denial of services and to decide about continuation of accommodations.