

Woodville ISD Special Programs

DYSLEXIA

2022-2023



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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 imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The current definition from the International Dyslexia Association states the following:

Dyslexia is a specific learning disability that is neurobiological 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).

Students identified as having dyslexia typically experience primary difficulties in phonological awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in phonological awareness that are unexpected for the student's age and educational level, and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Texas Education Code (TEC) §38.003 requires that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate. Texas Administrative Code (TAC) §74.28 requires that

evaluations only be conducted by appropriately trained and qualified individuals.

Texas Education Code (TEC) §28.006 requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law also requires the commissioner of education to select appropriate reading instruments for inclusion on a commissioner's list. Districts are permitted to use reading instruments other than those on the commissioner's list only when a district-level committee adopts these additional instruments. Texas Education Code (TEC) §28.006(e) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. A school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with Texas Education Code (TEC) §28.006(g), an accelerated reading instruction program must be provided to these students.

The provisions offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of Every Student Succeeds Act of 2015 (ESSA). Woodville ISD will implement scientifically research-based reading programs with proven effective results.

Child Find is a set of provisions in the Individuals with Disabilities Education Act (IDEA), a federal law in which Woodville ISD will have processes in place for identifying and evaluating children with disabilities who may need special education and related services. (20 U.S.C. §1400(d); 34 C.F.R. §300.1).

Woodville ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including English language learners (ELL), regardless of their proficiency in English.

Procedures for Assessment

Universal Screening

Screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Screening may be done by the following personnel:

- An individual who is certified/licensed in dyslexia
- A classroom teacher who holds a valid certification for kindergarten and grade 1 (*Best practice: the student's current classroom teacher should administer the screening instrument for dyslexia and reading difficulties*).

Screening must be completed by:

- End of the school year for **each** kindergarten student
- No later than January 31 for **each** first grade student

Screening Data Gathering:

Both quantitative and qualitative information will be used in the screening process.

- Quantitative
 - Current screening instruments
 - Previous screening instruments
 - Formal and informal classroom reading assessments
 - Additional brief and targeted skill assessments
- Qualitative
 - Observations of student during screening
 - Other observations of student progress
 - Teacher observations
 - Parent/guardian input such as family history or early language skills
 - Student work samples
 - Intervention history

Interpretation of the screening instrument is based on norm-referenced criteria to establish cut points derived by the publisher of the screening tool. Woodville ISD will establish a qualified team to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must

have knowledge of the student, be appropriately trained in the administration of the screening tool, trained to interpret the quantitative and qualitative results, and recognize characteristics of dyslexia.

If a student continues to struggle with reading, the identification of reading disabilities, including dyslexia, will follow one of two procedures. Woodville ISD will typically evaluate for dyslexia through §504. If however, a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures must be followed.

Procedures for Assessment of Dyslexia

Students enrolling in Woodville 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.

When formal assessment is recommended or *requested by a parent or guardian*, Woodville ISD completes the evaluation process as outlined in §504 unless a referral through special education is indicated.

Through the §504 process, Woodville ISD will complete the evaluation using the following procedures:

1. Notify parents or guardians of proposal to assess student for dyslexia (§504).
2. Inform parents or guardians of their rights under §504.
3. Obtain parent or guardian permission to assess the student for dyslexia.
4. 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).

In compliance with §504 and IDEA 2004, test instruments, and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials 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
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Domains to Assess

Woodville ISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (rate, accuracy, and prosody are measured)
- Reading comprehension
- Spelling

Cognitive processes that underlie the reading difficulties

- **Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- **Rapid naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)
- **Orthographic processing** (Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses.)
- **Various language processes** (Language processes such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression
- Handwriting
- Mathematical/calculation reasoning
- Phonological memory
- Verbal working memory
- Processing speed

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
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of schoolwork
- Parent conference notes
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC§28.006
- State student assessment program as described in TEC §39.002
- Observations of instruction provided to the student
- Full Individual and Initial Evaluation (FIE)
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening
- Parent survey
- Additional data sources for English Language Learners as necessary and appropriate

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. This collected data supports the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. 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.

Woodville 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
- Characteristics and risk factors of dyslexia

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that students demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapid recalling the name of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

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. Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision making process is required.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:

- o Home language survey
- o Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- o State student assessment data results when available
- o Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
- o Type of language programming provided and language of instruction
- o Linguistic environment and second-language acquisition development
- o Previous schooling in and outside of the United States

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed for a dyslexia evaluation due to the importance of the information for
 - o consideration in relation to academic challenges,
 - o planning the assessment, and
 - o interpreting assessment results.

Interpretation:

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

V. Identification of Students with Dyslexia

The identification of dyslexia is made by a §504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. In order to make an informed determination, either committee **must** include members who are knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

§504 or ARD Committee Decision Points for Dyslexia Identification:

- The pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:
 - Reading words in isolation
 - Decoding unfamiliar words accurately and automatically
 - Reading fluency for connected text (both rate and/or accuracy)
 - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)
- Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These difficulties will typically be the result of a deficit in phonological or phonemic awareness. Additionally, there is often a family history of similar difficulties.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
- Orthographic processing
- Phonological memory
- Verbal working memory
- Processing speed

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

- If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phoneme awareness. **NOTE:** Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or written spelling.

- If the committee (§504 or ARD) determines the student exhibits weaknesses in reading and written spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **unexpected** in relation to the provision of effective classroom instruction.

The §504 or ARD Committee 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

Assessment under Section 504

Based on the above information and guidelines, the committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is disabled under §504 if the physical or mental impairment substantially limits one or more major life activities, such as the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment under Special Education

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 that requires 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 Education Act of 2004 (IDEA) will be made as needed. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

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 make determinations for those students.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in *The Dyslexia Handbook ~ Revised 2017*, Chapter IV, "Critical, Evidence-Based Components of Dyslexia Instruction."

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. Woodville ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee (§504 or ARD) will determine the identification status of a student enrolled in Woodville ISD, and the placement of the student in the dyslexia program(s).

Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, Woodville ISD shall provide an appropriate instructional program for the student as required in TEC §38.003:

The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The following procedures must 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 delivery of instruction for students with dyslexia.

- Woodville ISD shall purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the descriptors found in this handbook.

- Woodville ISD must provide each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. The school 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 §504 must 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 must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this plan. (19 TAC §74.28).

- Teachers who provide the appropriate instruction for students with dyslexia must be trained in the professional development activities specified by Woodville ISD, and/or campus planning and decision making committee which shall include the instructional strategies indicated above (19 TAC §74.28).

Woodville ISD shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program should include the following:

- 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)

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** of the following components of instruction and instructional approaches.

Critical, Evidence-Based Components of Dyslexia Instruction

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension

Delivery of Dyslexia Instruction

- Simultaneous, multisensory (VAKT Instruction)
- Systematic and Cumulative Instruction
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Timeline (Optional/Specified Timeline is not a §504 requirement)

When a referral for dyslexia assessment is made, Woodville ISD will ensure the evaluation procedure is followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore Woodville ISD will follow the

timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

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

Student Monitoring and Dyslexia Program Exit Criteria (Optional)

Upon successful completion of the Woodville ISD program, as measured by program mastery checks completed at regular intervals, students will be exited from the district dyslexia program. Additional criteria for exit may include but is not limited to: grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Students that have completed the Woodville 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.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 committee, or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards

(NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress, and achievement.)

- 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 (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services);
- Committee recommendation
- Parent requests in writing that the student exit the program

If a student has shown substantial progress and the §504 committee, or ARD committee 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.

TEA MANDATE

Student Handbook Statement: English

The following statement must be included in each school district's or charter school's student handbook.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard

requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Piper Ayres, M.Ed

Director of Special Education

Tyler County Special Education Cooperative

Phone Number: (409) 283-7152

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Section 504 Contacts Counselors

District Level

Terry Young, Director of Special Programs
terry.young@woodvilleeagles.org
(409) 283-3752

Campus Level

Angela Hollingsworth, Counselor, Wheat Elementary
angela.hollingsworth@woodvilleeagles.org
(409) 283-2452

Jordan Williams, Counselor, Woodville Intermediate
jordan.williams@woodvilleeagles.org
(409) 283-2549

Angela Moses, Counselor, Woodville Middle School
angela.moses@woodvilleeagles.org
(409) 283-7109

Laren Allen, Counselor, Woodville High School
laren.allen@woodvilleeagles.org
(409) 283-3714

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Student Handbook Statement: Spanish

The following statement must be included in each school district's or charter school's student handbook.

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas "chárter" deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela "chárter" respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Piper Ayres, M.Ed

Director de educación especial
Cooperativa de educación especial del condado de Tyler

Número de teléfono: (409) 283-7152

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto:

Section 504 Contacts

District Level

Terry Young, Director of Special Programs
terry.young@woodvilleeagles.org
(409) 283-3752

Campus Level

Angela Hollingsworth, Counselor, Wheat Elementary
angela.hollingsworth@woodvilleeagles.org
(409) 283-2452

Jordan Williams, Counselor, Woodville Intermediate
jordan.williams@woodvilleeagles.org
(409) 283-2549

Angela Moses, Counselor, Woodville Middle School
angela.moses@woodvilleeagles.org
(409) 283-7109

Laren Allen, Counselor, Woodville High School
laren.allen@woodvilleeagles.org
(409) 283-3714

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- Marco legal del proceso de educación especial centrado en el niño
- Red de colaboradores y recursos
- Centro de Información de Educación Especial
- Texas Project First