

**Center Point  
ISD  
Dyslexia  
Handbook  
Revised 2009**

## I. Definitions and Characteristics of Dyslexia

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

As defined in TEC §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 imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The current definition from the International Dyslexia Association states:

*Dyslexia is a specific learning disability that is neurological 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 Association Board of Directors, November 12, 2002).*

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading real words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading; (lack of reading fluency);
- Difficulty with learning to spell.

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

### **Common Signs of Dyslexia:**

The following signs may be associated with dyslexia if they are **unexpected** for the individual's age, educational level, or cognitive abilities.

#### **Pre-school:**

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*);
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

#### **Kindergarten through third grade:**

- Fails to understand that words come apart; for example, that *snowman* can be pulled apart into *snow* and *man* and, later on, that the word *man* can be broken down still further and sounded out as: /m/ /ă/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

#### **Fourth grade through high school:**

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;
- Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell.

Sources for Common Signs of Dyslexia was compiled from the following:

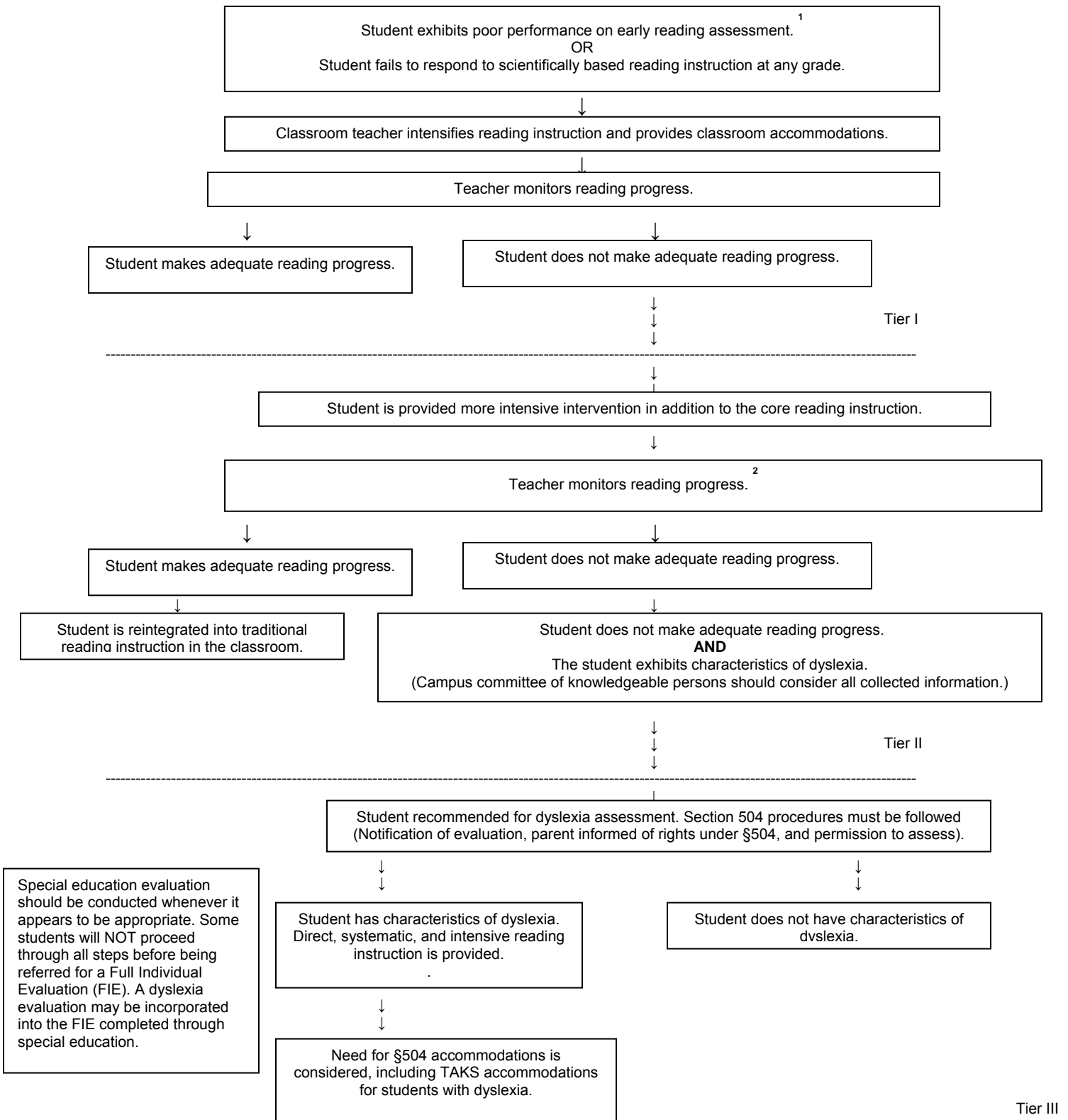
Common Signs, (n.d.). Retrieved July 10, 2006, from The International Dyslexia Association Web site:

[http://www.interdys.org/servlet/compose?section\\_id=5&page\\_id=79](http://www.interdys.org/servlet/compose?section_id=5&page_id=79)

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A Knopf.

# Pathway to the Identification and Provision of Instruction for Students with Dyslexia

This flow chart illustrates a process for determining the instructional support needed by students with dyslexia.



<sup>1</sup> Parents (or guardians) of students in K–2 will be notified if the student is determined to be at risk for dyslexia or other reading difficulties (TEC §28.006).

<sup>2</sup> Parents (or guardians) may request dyslexia assessment or special education evaluation at any time.

## Districts Implementing a Response to Intervention Model

The Individuals with Disabilities Education Act (IDEA) of 2004 indicates that states must permit the use of a process based on a child's response to scientific, research-based intervention as one of the criteria for determining whether a child has a learning disability. The research base for a response to intervention model is strongest at the elementary level, where large-scale implementation has been occurring for many years.

**Core principles of response to intervention (RTI)** as described in National Association of State Directors of Special Education (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: Author.

Core principles of RTI include:

- The assumption and belief that all children can learn.
- Early intervention for students who demonstrate risk for reading disabilities.
- Use of a multitiered model of service delivery. (To achieve high rates of student success, instruction must be differentiated in both nature and intensity.)
- Use of a problem-solving or standard-protocol method to make decisions within a multitier model.
- Use of research-based, scientifically validated interventions/instruction to the extent available.
- Monitoring of student progress to inform instruction.
- Use of data to make decisions. A data-based decision regarding student response to intervention is central to RTI practices.

**The process described in this section is for students who struggle in the area of reading and exhibit characteristics of dyslexia.**

### **Tier I: Core Classroom Reading Instruction**

Tier I should involve the use of a scientifically based core instructional program for all students; a universal screening in essential academic areas to identify each student's level of proficiency (three times per year); and teachers' use of flexible grouping to target specific skills and differentiate instruction for at-risk students. Ongoing assessment of progress and monitoring of reading achievement gains are required for students identified as at risk, based on the universal screening.

### **Tier II: Intervention**

Tier II is designed to meet the needs of students who do not respond to the scientifically based core reading instruction provided in the regular classroom setting. These students should be provided intensive small group reading instruction. The reading intervention should be scientifically based, emphasizing the five essential components of early literacy (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension [NRP, 2000]). Progress monitoring at least twice a month on targeted skills should occur to ensure adequate progress and learning. Goals for students should be established. Progress monitoring data should be documented. Students who meet set criteria on targeted skills as a result of Tier II interventions are reintegrated into the traditional instructional program or regular classroom setting (Tier I). If at any time during the student's Tier II intervention or after receiving Tier II intervention (maximum of 10 weeks), the student's progress in the essential components of reading warrants continued intervention **AND** the student demonstrates characteristics associated with dyslexia, the student should be recommended for a formal assessment of dyslexia.

### **Tier III: Intensive Instruction**

*Note: Prior to Tier III instruction, students who exhibit the characteristics of dyslexia should be formally assessed.*

A small percentage of students who have received Tier II supplemental instruction continue to show marked difficulty in acquiring necessary reading skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Some of these students may be students with dyslexia. Students who meet identification through formal assessment as a student with dyslexia should receive small group dyslexia instruction using a program characterized by the descriptors found in this handbook. Progress monitoring at least twice a month on targeted skills should occur to ensure adequate progress and learning.

Information on the 3-Tier Reading Model and RTI was compiled from the following sources:

- Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin (2005). *Introduction to the 3-Tier Reading Model: Reducing reading disabilities for kindergarten through third grade students* (4<sup>th</sup> ed.). Austin, TX: Author.
- National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: Author.

# Section 504 Forms

# Section 504, the rehabilitation act of 1973

## Student Referral

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

Campus \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Referring Person \_\_\_\_\_ Date of Referral \_\_\_\_\_  
Name/Position

Reason for Referral

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Person referring returns this completed form to Campus Principal:

Date Received by Campus Principal: \_\_\_\_\_

Date Received by Campus 504 Contact: \_\_\_\_\_

Date Received by District 504 Coordinator: \_\_\_\_\_

Initial as completed  
\_\_\_\_ 2 copies sent to parent  
\_\_\_\_ 1 copy signed and returned  
\_\_\_\_ Notice of rights Included

### Notice and Consent for Initial Section 504 Evaluation

Date sent/mailed \_\_\_\_\_

Student's Name \_\_\_\_\_ Campus \_\_\_\_\_ Grade \_\_\_\_\_

Parent(s) \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

We have carefully reviewed your child's school records and information from teachers. Additional information is necessary to fully determine your child's educational needs and whether he/she might be eligible for assistance in the regular classroom under Section 504. We are requesting that you consent to an evaluation under §504 for the following reasons:

\_\_\_\_\_

In many cases, the §504 evaluation may simply consist of staff persons reviewing and interpreting existing school records, including anecdotal evidence, observations, prior testing, grades, standardized test scores, and other data, in order to determine if your child qualifies for accommodations in the regular classroom. In addition to reviewing the data described above, the district desires to conduct the following assessments, including dyslexia assessments, as part of the evaluation:

\_\_\_\_\_

Please review the enclosed brochure entitled "Notice of Parent Rights," which informs you of your rights under Section 504. If you consent to the evaluation, sign and return one copy of this letter. Keep the other copy and the Notice of Parent Rights for future reference.

Please call Cathy Whitten (Coordinator) at (830) 634-6126 if you have any questions.

As the parent/legal guardian of the above referenced student, having received notice of my §504 parent rights, I hereby consent to an evaluation under Section 504. I understand that this is not a Special Education evaluation.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
Date



# Center Point Independent School District

PO Box 377 ♦ CENTER POINT, TX 78010  
www.cpsid.net

## RECEIPT FOR SECTION 504 RIGHTS

Name of Student: \_\_\_\_\_

Date of Birth \_\_\_\_\_ Campus \_\_\_\_\_

This is to verify that I have received a copy of the Notice of Parents and Student Rights under Section 504, The Rehabilitation Act of 1973, which informs me of my rights.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position

on \_\_\_\_\_  
Date

I understand that my rights include the right to receive answers from the school personnel for any additional questions I may have. Questions may also be addressed to the district coordinator:

Cathy Whitten  
Section 504 Coordinator  
210 China St.  
Center Point, TX 78010  
830-634-2126

My signature below indicates that I received the handout and understand its content.

\_\_\_\_\_  
Signature of Parent, Guardian or Adult Student

\_\_\_\_\_  
Date

## **NOTICE OF RIGHTS FOR DISABLED STUDENTS AND THEIR PARENTS UNDER §504 OF THE REHABILITATION ACT OF 1973**

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under §504, even if they do not qualify for, or receive, special education services.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that implement §504 are found in Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle parents of eligible students, and the students themselves, to the following rights:

1. You have a right to be informed about your rights under §504. [34 CFR 104.33] The School District must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice contact appropriate staff persons at the District's §504 Office and they will assist you in understanding your rights.
2. Under §504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met [34 CFR 104.33].
3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under §504. [34 CFR 104.33].

4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR 104.34]
5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students. [34 CFR 104.34]
6. The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under §504, and also before every subsequent significant change in placement. [34 CFR 104.35]
7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection. [34 CFR 104.35]. The District will consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, and scores on TAKS tests, among others. [34 CFR 104.35].
8. Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with non-disabled children. [34 CFR 104.35].
9. If your child is eligible for services under §504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally, an evaluation will take place at least every three years. [34 CFR 104.35].
10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child. [34 CFR, 104.36]
11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under §504.) [34 CFR, 104.36].

12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under §504. [34 CFR, 104.36]. You have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.

13. If you wish to contest an action taken by the §504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's §504 Coordinator at the address below:

**Center Point ISD  
Section 504 Coordinator  
Cathy Whitten  
P.O. Box 377  
Center Point, Texas 78010**

A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction (normally, your closest federal district court).

15. With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation, or placement, you have a right to present a grievance or complaint to the District's §504 Coordinator (or their designee), who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.

16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers Texas is:

**The Dallas Regional Office / Region IV Department of Education  
1999 Bryan Street, Suite 1620  
Dallas, Texas 75201  
Tel. (214) 661-9600**

(3 of 3 pages)

## Parent Input for Section 504 Evaluation

The information requested will greatly assist the §504 Committee in evaluation of your child. If you have additional information which you want the Committee to consider (and that is not requested here) please feel free to attach additional pages. Disregard any question that makes you uncomfortable. If you would prefer to provide this information by phone, please contact \_\_\_\_\_ at \_\_\_\_\_.

Student Name: \_\_\_\_\_

DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

### GENERAL INFORMATION (if additional space is needed, please use the back of this page)

Father's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_

(yes) (no) Do both parents live in the student's home? If not with whom does the student live?

Name \_\_\_\_\_ Relationship \_\_\_\_\_

Education level: Father \_\_\_\_\_ Mother \_\_\_\_\_

### OTHER CHILDREN IN THE HOME:

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Relationship: \_\_\_\_\_

(yes) (no) Do any of these children have learning problems? If yes, specify:

### OTHER ADULTS IN THE HOME: (please use the back of this sheet if more space is needed)

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Relationship: \_\_\_\_\_

(yes) (no) Have any other family members had learning problems? If yes, please specify:

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The primary language spoken at home is \_\_\_\_\_

How long has the student lived in the United States? \_\_\_\_\_

What time does the student go to bed at night? \_\_\_\_\_ Does the student eat breakfast? \_\_\_\_\_

### EDUCATIONAL EXPERIENCE AT HOME

Please circle those items available at home:

Computer   Television   Books   Tape recorder   Educational Toys   CD player   Stereo   Radio

What activities does the family do together? (For example, read, watch TV, go camping, sports, etc.)

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Have there been any important changes within the family during the last 3 years? (For example, job changes, moves, births, deaths, illnesses, separations, divorce.):

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With whom in the family is the student particularly close?

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(yes) (no) Has the student ever been separated from the family due to family problems, health reasons, etc?

If yes, for what reason? \_\_\_\_\_

How did the student react to the separation?

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Describe the student's behavior at home with peers, siblings, neighbors, parents. (for example, is he/she generally well-behaved, passive or aggressive, social or a loner, affectionate or withdrawn, etc.)

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What methods of discipline are used with your child at home? (For example, spanking, extra chores, early bedtime, rewards for good behavior.)

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What is your child's reaction to discipline? \_\_\_\_\_

Who is the main disciplinarian? \_\_\_\_\_

### PEER RELATIONSHIPS

Does the student prefer to play/socialize with boys or girls? \_\_\_\_\_

Does the student have friends?	His/her own age?	(yes)	(no)
	Younger?	(yes)	(no)
	Older?	(yes)	(no)

What does your child do when not in school? (For example, watch TV, read, part-time job, play with other children.)

Indoors \_\_\_\_\_

Outdoors \_\_\_\_\_

Has your child mentioned problems with school? How does he/she feel about the problem? \_\_\_\_\_

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(yes) (no) Do you think that the student has a problem in school? If yes, what? \_\_\_\_\_

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(yes) (no) If you think that the student has a problem in school, have you shared those concerns with

The school?

When did you first notice the problem? \_\_\_\_\_

When did you share your concerns? \_\_\_\_\_

With whom did you share your concerns? \_\_\_\_\_

What do you think is causing the problem? \_\_\_\_\_

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(yes) (no) Does your child have a part-time job after school or on weekends? If yes, please specify.

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**CHILDHOOD HISTORY**

Does your child have or has he/she had any of the following:	YES	NO	Began at age	Stopped at age	Still has problem
Frequent Fevers					
Frequent earaches					
Frequent vomiting					
Frequent headaches					
Thumbsucking					
Nightmare					
Sleepwalking					
Head banging					
Rocking of body					
Teeth grinding					
Bedwetting					
Fingernail biting					
Temper tantrums					
Has run away from home					
Ever lost consciousness					
Ever had convulsions					

Though not required, doctor's reports, letters and diagnoses can be very helpful. Please attach those medical records so that the Committee can have a more complete picture of your child. If you would prefer, you may give the District written consent to seek records from your doctors directly. Please notify \_\_\_\_\_ (Coordinator) at \_\_\_\_\_ to get necessary form.

(YES) (NO) Is your child under the care of a physician for a medical problem? If YES, describe problem.

\_\_\_\_\_

\_\_\_\_\_

(yes) (no) Does your child appear to have any other physical health problems, including allergies? If YES,

Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(yes) (no) Is your child taking any medications? If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

(yes) (no) Do you know of any side effects the medication might have? If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(yes) (no) Has your child ever taken medicine for a long period of time? If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(yes) (no) Has your child ever been hospitalized? If YES, please state why and for how long.

\_\_\_\_\_

\_\_\_\_\_

(yes) (no) Does the student appear to be very different from your other children, in his/her behavior, learning skills, or other skills? If YES, how? \_\_\_\_\_

\_\_\_\_\_

Compared to other children in the family, this child's development was:

\_\_\_\_\_ Slower                      \_\_\_\_\_ About the same                      \_\_\_\_\_ Faster

At what age (in months) was student able to do the following:

Sat without support \_\_\_\_\_ Crawled \_\_\_\_\_ Walked without support \_\_\_\_\_

Used spoon fairly well \_\_\_\_\_ Reasonable well toilet-trained \_\_\_\_\_

If the student qualifies for special services, what services do you think would best help your son/daughter?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature and Position of  
Person completion section

\_\_\_\_\_  
Date



# Center Point Independent School District

PO BOX 377 ♦ CENTER POINT, TX 78010  
www.cpsid.net

## Notice of Section 504 Meeting

Date \_\_\_\_\_

\_\_\_\_\_  
Student's Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
PEIMS ID#

\_\_\_\_\_  
Campus

Dear Parents/Guardians of \_\_\_\_\_:

This letter is to inform you that the Section 504 Committee wishes to arrange a meeting to discuss your child's educational records. We have scheduled a meeting at

\_\_\_\_\_, on \_\_\_\_\_, at \_\_\_\_\_.

We would very much appreciate your input. Your insights and contributions will be quite helpful to us in effecting the best decisions possible. If you have not already done so, please fill out and return the Parent Information. Your observations of your child's progress can greatly assist the 504 Committee as it evaluates your child's 504 eligibility.

Following the meeting, we will notify you of the 504 Committee's decision. Please call me at 830-634-6126 if you have any questions.

Sincerely,

\_\_\_\_\_  
Section 504 Coordinator

**504 ACCOMMODATION PLAN  
Center Point ISD**

Students name:  
Teacher(s)  
name(s):

Date of Birth:  
Grade Level:

504 meeting: Date:

Place:

Time:

Nature of disability/suspected disability:

Major life activity substantially limited by this disability:

If this student requires modification of the regular discipline procedures to accommodate the student's impairment, please list those modifications below:

1. \_\_\_\_\_

If this student requires modification of instruction/testing (TAKS, other) to accommodate the student's impairment, please list those modifications below:

1. \_\_\_\_\_

**OTHER ACCOMMODATIONS ARE MARKED BELOW: Sc=Science, A=Art, Ss=Social Studies, E=English**

1.	Change pace of instruction	11.	Assignment notebooks	21.	Concrete reinforcements
2.	Oral tests (math & science)	12.	Study aids/manipulative	22.	Positive reinforcements
3.	Short answer tests	13.	Repeated review	23.	Behavior management plan
4.	Modified tests/texts	14.	Reduced written task	24.	Oral directives
5.	Taped texts	15.	Calculator	25.	Special instruction/adaptive equip
6.	Highlighted texts	16.	Preferential seating	26.	Use of computer for TAKS writing practice
7.	Taping lectures	17.	Interpreter for the deaf	27.	Change in project/report requirements
8.	Note taking assistance	18.	Frequent breaks	28.	Change in tool, equipment/machinery used in classroom
9.	Extended time assignments	19.	Defined physical space	29.	Check for understanding
10.	Shortened assignments	20.	Cooling-off period	30.	Other: test in small group when possible
				31.	Other:

**Signatures of 504 committee members:**

\_\_\_\_\_

\_\_\_\_\_

**Comments:**

\_\_\_\_\_



# Center Point Independent School District

PO Box 377 ♦ CENTER POINT, TX 78010  
www.cpsid.net

Student Name: \_\_\_\_\_  
Last First M.I.

I.D Number: \_\_\_\_\_ Campus: \_\_\_\_\_ Grade: \_\_\_\_\_

Initial Evaluation as 504 Disability	Dismissal from 504 Disability Status
Original Entry Date ____/____/____ (Mo/Day/Yr)	Original Exit Date ____/____/____ (Mo/Day/Yr)

504 Program Codes		Exit Codes	
Dyslexia	A	Exit to Special Education	1
Physical Disability	B	No longer meets 504 criteria	2
Temporary physical Disability condition	C	Parental Denial	3
Other, Not listed above	D		

504 Program Code A B C D (Circle one)	Exit Code 1 2 3 (Circle one)
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504 District Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

Copy: 504 District Administrator  
504 Campus Instructor  
Records processor

# STAFF GUIDELINES

# Staff Guidelines

Follow Flow Chart

Dyslexia Referral Process Checklist

- RTI Tier One (Parent Notification)
- RTI Tier Two (Parent Notification)
- RTI Tier Three (Parent Notification)
- Dyslexia/Special Education/504/Other

Identification and Assessment – (List of Possible Assessments)

Parent given “Notice of Rights” of the rehabilitation Act of 1973 –Section 504 and Notice/Consent for Testing

Staff receive signed consent form

Assessments will include some of the following:

IQ-C-TONI, Naglerie, K-BIT,  
Woodcock-Johnson Achievement  
Gray Oral Reading Test  
Scotopic Sensitivity Screening  
Dyslexia Screening Test  
Otis-Lenon IQ  
C-TOPP

Procedures – Admit/Dismissal

- Counselor gives IQ test
- Teacher or Dyslexia Specialist gives Achievement tests.
- Use of a matrix to determine Eligibility
  - scores below 25<sup>th</sup> percentile
  - adequate/average IQ > 90

If meet Eligibility, will become 504 students.