



Welcome
to class



Welcome
to class

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Schedule

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Good Morning

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Date

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Bell Work

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Date

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Announcements

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Homework

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Before you go...

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To-Do List

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Date

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Quote of the Day

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Date

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Fun Fact!

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Happy Birthday
to you!

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Student Spotlight

Name

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Photo

Insert a photo of the student here.

Favorites

Book Type here

School Subject Type here

Treat Type here

Food Type here

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Sport Type here

TV Show Type here

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Fun Fact

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Birthday

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Hobbies

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Objectives

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Week at a Glance

Monday

Tuesday

Wednesday

Thursday

Friday

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Reminders

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Dyslexia

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Special Ed Director

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RTI News

Rti stands for Response to Intervention. Rti is a process where we identify students who may be having difficulty in specific skill areas based on our Universal Screening administered at the beginning, middle and end of the year. Students will receive intervention with a teacher based on the tier level they are on. Students are monitored throughout the process with data to track their progress. Parents will be kept informed of their child's progress throughout the year and will be contacted if their child is identified as needing Rti instruction.

Universal Screening Dates for the 2024-2025 School Year:

Kindergarten will be administered the Cli KEA (Kindergarten Entry Assessment)
1st and 2nd grades will be administered the TPRI (Texas Primary Reading Instrument)

Beginning of Year (BOY) Assessment Schedule: (testing in 2 week windows)

Pre-K and Kindergarten- six weeks after school begins September 23-26
First Grade- three weeks after school begins September 3-6
Second Grade- three weeks after school begins August 3-6

Middle of Year (MOY) Assessment Schedule:

Pre-K and Kindergarten- mid-January January 21-24
First Grade- mid-January January 21-24
Second Grade - mid-January January 21-24

End of Year (EOY) Assessment Schedule:

Pre-K and Kindergarten - April 21-25
First Grade- mid-April April 28- May 1
Second Grade- mid-April April 28- May 1



Talking Book Program -

a free service that allows students with dyslexia the opportunity to read books with narration.

www.tsl.texas.gov/tbp/readingdisabilities



House Bill 1886

House Bill 1886 states that all **first grade** students will be screened for dyslexia by **middle** of the year and all **kindergarten** students will be screened for dyslexia by the **end** of the year. A screening is NOT a full evaluation but is a quick assessment to find “red flags” or characteristics of dyslexia. After the screening, letters will be sent home with the results of the screening. Parents will be contacted if there is a concern for further testing.



A horizontal gold brushstroke with a textured, painterly appearance, set against a dark background.

Dyslexia and 504 Plans

Texas House Bill 3928 is reshaping dyslexia education and interventions in Public schools.

The bill recognizes dyslexia as a Specific Learning Disability and now all dyslexia programs are viewed as Specialized Designed Instruction (SDI). Due to this change, students who currently receive Dyslexia services under a 504 Plan must be transitioned from a 504 Plan to an Individualized Education Plan by the end of the 2024-2025 school year. This will require parents to allow students to have a complete educational evaluation which falls under the Special Education program. If a parent chooses not to have the evaluation **all Dyslexia services will end at the end on the last day of school, May 22, 2025.** A student may continue on a 504 plan for accommodations; however, they will no longer be eligible for direct Dyslexia Services.

Information about Dyslexia

DYSLEXIA- What is it?

Dyslexia is a neurological disorder in individuals who, despite conventional classroom experience, fail to attain the language skills of reading, writing, and spelling commensurate with their intellectual ability. (LTK p.1)

What Does a Dyslexia Program Look Like?

- a. A simultaneous, direct, multisensory approach that uses visual, auditory, and kinesthetic/tactile methods
- b. A high level of structure in everything
- c. A phonetically based program of reading and spelling which teaches the complete sound structure of the language
- d. A great deal of repetition and drill in both individual and group instruction



Requirements of Dyslexia Teacher

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teacher, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must have documented dyslexia training aligned to 19 TAC 74.28(c) and must deliver the instruction with fidelity. (Dyslexia Handbook).



Facts about Dyslexia/Dyslexics

Dyslexia is neurological. It occurs in the brain.

- *It is hereditary.
- *It occurs in all languages and all races and equally among boys and girls.
- *A person who is dyslexic will always be dyslexic but can learn ways to successfully function in school and society.
- *Dyslexics have average to above average intelligence.
- *Dyslexics tend to be gifted in areas in which minimal print is required.(drama, sports, art, engineering, music, electronics, physics, etc.)
- *It is often mistaken for laziness.
- *A high percentage of dyslexics have ADHD.

What to look for:

Some or all of the following characteristics will be present in an individual with Dyslexia:

1. Difficulty in learning to read, write, spell, and do arithmetic.
2. Difficulty in following oral and written instructions.
3. Cramped or illegible handwriting.
4. Difficulty in staying on task .
5. Easily distracted.
6. Confusion in sequence of letters and symbols: e.g. b and d, quite and quiet, was and saw, 18 and 81.

What to look for continued:

- 7. Delayed spoken language
- 8. Confusion about directions in space, time, right and left, up and down, North and South, yesterday and tomorrow
- 9. High level of frustration
- 10. Difficulty in retaining information
- 11. More than average test-taking anxiety
- 12. Increased or reduced energy level
- 13. Immaturity

Preschool Characteristics:

- *May talk later than most children.
- *May have difficulty with rhyming.
- *May have difficulty pronouncing words.
- *May be slow to add new vocabulary words.
- *May have poor auditory memory for nursery
- *May be unable to recall the right word.
- *May have trouble learning numbers, days of the week, colors, shapes, and how to spell his or her name.

Kindergarten and First Grade Characteristics:

Many of previous described behaviors along with the following:

- *Fails to understand that words come apart (snowman = snow+man, man = /m/ /a/ /n/)
- *Has difficulty learning the letter names and corresponding sounds.
- *Has difficulty decoding single words.
- *Has difficulty spelling phonetically.
- *Reading sounds choppy.
- *Relies on context to recognize a word.

Second and Third Grade Characteristics:

Many of previous described behaviors along with the following:

- *Difficulty recognizing sight words
- *Difficulty decoding single words
- *Difficulty recalling the correct sounds for letters or patterns in reading
- *Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (after-eftr)
- *Difficulty reading fluently
- *Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- *Reliance on picture clues, story theme, or guessing at words
- *Difficulty with written expression

Fourth through Sixth Grades Characteristics

Many of previous described behaviors along with the following:

- *Difficulty Reading Aloud (fear of reading in front of peers)
- *Avoidance of reading (even for pleasure)
- *Acquisition of less vocabulary due to reduced independent reading
- *Use of less complicated words in writing that are easier to spell than more appropriate words (big instead of enormous)
- *Reliance on listening rather than reading for comprehension

Middle and High School Characteristics:

Many of previous described behaviors along with the following:

- *Difficulty with the volume of reading and written work
- *Frustration with the amount of time required and energy expended for reading
- *Difficulty with written assignments
- *Tendency to avoid reading (particularly for pleasure)
- *Difficulty learning a foreign language

Middle and High School Characteristics:

Many of previous described behaviors along with the following:

- *Difficulty with the volume of reading and written work
- *Frustration with the amount of time required and energy expended for reading
- *Difficulty with written assignments
- *Tendency to avoid reading (particularly for pleasure)
- *Difficulty learning a foreign language

Other factors:

- *Family member has dyslexia or reading difficulties
- *Intelligence
- *Can answer orally, but has trouble getting on paper
- *Is often persistent
- *Processes questions slowly

The Referral Process for Dyslexia and Related Disorders (p. 24-37 2024 Dyslexia Handbook-link on last slide of presentation.)

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as 23 outlined below.

Data-Driven Meeting of Knowledgeable Persons A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. This team may have different names in different districts and/or campuses. For example, the team may be called a student success team, student support team, student intervention team, or even something else.

The Referral Process for Dyslexia and Related Disorders Continued (p. 32-33 2021 Dyslexia Handbook)

When the Data Does Not Lead to Suspicion of a Disability, Including Dyslexia or a Related Disorder If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction. (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

When the Data Lead to a Suspicion of a Disability, Including Dyslexia or a Related Disorder If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a full individual and initial evaluation (FIIIE). In most cases, an FIIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIIE.

Parent Requests:

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. Once a parent request for dyslexia evaluation has been made, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in the 2024 Dyslexia Handbook Update. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense.

Pathways for the Identification and Provision of Instruction for Students with Dyslexia

Dyslexia Handbook updated 2024 p. 36- flow chart of the identification process

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/dyslexia-rule-and-handbook-effective-june-30>

Accommodations for Students with Dyslexia:

<https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>

In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodations.

What can parents do to help?

- *Emphasize the child's abilities, instead of "disabilities"
- *Help your child find their talents or gifts
- *Praise often
- *Avoid negative comments
- *Be prepared to give short, simple directions or to repeat directions.
- *Allow extra time and breaks
- * Support...support...support
- +Love...love...love

Famous Dyslexics:

- * Tom Cruise
- * Leonardo da Vinci
- * Walt Disney
- * Jim Carrey
- * Albert Einstein

Dyslexia Handbook revised 2024

*Please refer to handbook for more information about dyslexia and other related disorders.

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/dyslexia-rule-and-handbook-effective-june-30>

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook-2024-spanish.pdf>

Information from TEA on other dyslexia related disorders:

https://tea.texas.gov/sites/default/files/Dyslexia%20in%20the%20IEP%206.3_accessible%208.1.pdf

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