



Texas State Dyslexia Requirements Worksheet

Directions: This worksheet contains both *procedural* and *substantive* Texas state dyslexia requirements, according to the Texas Education Code (TEC) § 38.003, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419, the Texas Administrative Code (TAC), 19 TAC § 74.28, and *The Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders (2018) (The Dyslexia Handbook)*.

We recommend that schools or local education agencies (LEAs) develop teams to work together to complete this worksheet. Teams should NOT view this as a part of TEA’s special education [differentiated monitoring and support process](#). Rather, teams should use this tool to gather evidence about, and reflect on, their current dyslexia programming to strengthen internal systems and programming. This document is for your internal use only and should not be submitted to TEA.

This worksheet contains six **items** that are key for implementing a schoolwide dyslexia program: (1) screening, (2) evaluation and identification, (3) instruction, (4) parent/guardian participation, (5) written documentation requirements, and (6) teacher training. Teams are asked to consider each **requirement**, provide a **source of evidence** to confirm that requirement, and list any **action steps** needed to meet or exceed the minimal requirements. A list of **resources** is available at the end of this worksheet.

School: Click or tap here to enter text. **LEA:** Click or tap here to enter text. **Date:** Click or tap here to enter text.

Person/s Completing Worksheet:

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

Item

Goal: *The evaluation and identification of students with dyslexia is multi-faceted and involves both federal and state requirements. Therefore, it is imperative that districts and schools have systems that encourage timely evaluation and identification of students with dyslexia to provide proper*

Item	Requirements	Documentation	Action Steps
Evaluation and Identification	<ul style="list-style-type: none"> <input type="checkbox"/> The district has written procedures for identification and monitoring implementation for students with dyslexia and related disorders. (19 TAC § 74.28). <input type="checkbox"/> Procedures are in place to provide early identification, intervention, and support. (TEC § 28.006). <ul style="list-style-type: none"> • Apply the results of early reading instruments to instruction. (TEC § 28.006(a)(3)). • Ensure that a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student’s need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. (TEC § 38.003(b-1)). • Ensure that identification of dyslexia is made by an Admission, Review, and Dismissal (ARD) or Section 504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data. (<i>The Dyslexia Handbook</i>, p. 98; 34 C.F.R § 300.306). • When evaluation for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable, of: <ul style="list-style-type: none"> – the IDEA (34 C.F.R. §§ 300.304-300.309); – Section 504 (34 C.F.R. §104.35). <input type="checkbox"/> Procedures and systems for identification of, students with dyslexia are implemented consistently across all sites. (19 TAC §§ 74.28(b), (i); TEC §38.003). <input type="checkbox"/> Report required data through PEIMS and submissions: PEIMS reporting requirement E1530-C088 Dyslexia Indicator Code <input type="checkbox"/> Report required data through PEIMS and submissions: PEIMS reporting requirement E1650-C224 Dyslexia Services Code 	<p>Evidence Source:</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Item	Requirements	Documentation	Action Steps
<p>Goal: <i>The goal is to implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia and include the requirements outlined in The Dyslexia Handbook.</i></p>			
Instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase or develop programs that include critical, evidence-based components of dyslexia instruction (19 TAC § 74.28(e); <i>The Dyslexia Handbook</i>, pp. 40-42). <input type="checkbox"/> Procedures and systems for instruction of students with dyslexia are implemented consistently across all sites (19 TAC §§ 74.28(b), (i); TEC §38.003). <input type="checkbox"/> Implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia (TEC §38.0032 (B)). <input type="checkbox"/> Provide students with services of a teacher trained in dyslexia and related disorders (TAC §74.28(i)). 	<p>Evidence Source:</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Item	Requirements	Documentation	Action Steps
<p>Goal: The goal is to ensure procedures are in place in order to communicate, notify, and inform parents/guardians throughout the process of evaluation and identification of dyslexia. It is imperative that these procedures are systemic and implemented consistently throughout all sites (e.g., district, school, and grade levels).</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parent/Guardian Participation</p>	<p>Procedures are in place to communicate, notify, and inform parents. These procedures include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide prior written notice to parents/guardians of the proposal to evaluate students for dyslexia at least five school days before evaluation or identification. (TAC §74.28(f); 34 C.F.R. § 300.503). <input type="checkbox"/> Obtain parent or guardian permission to evaluate the student for dyslexia or related disorder (34 C.F.R. § 300.300). <input type="checkbox"/> Provide parents/guardians of children suspected to have dyslexia or a related disorder a copy of or link to <i>The Dyslexia Handbook</i>. (19 TAC § 74.28(j)). <input type="checkbox"/> Provide a parent /guardian education program. (19 TAC §74.28 (k)). <input type="checkbox"/> Inform parents/guardians of their rights under the IDEA or Section 504. (34 C.F.R. § 300.504 (IDEA Procedural Safeguards Notice), § 104.36 (Section 504 Procedural Safeguards)). <input type="checkbox"/> Inform parents/guardians of all services and options available to students eligible under the IDEA and Section 504. (19 TAC § 74.28(h)). <input type="checkbox"/> Provide notice to applicable parents and guardians of a Texas State Library and Archives Commission program that provides free access to audiobooks. (Senate Bill 2075). 	<p>Evidence Source:</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Item	Requirements	Documentation	Action Steps
<p>Goal: Documentation is required through both state and federal laws. As with other items, it is imperative that sites establish procedures for obtaining the required documentation.</p>			
<p>Required Written Documentation</p>	<p>Procedures are in place for obtaining the following documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation that the notice of evaluation has been provided in writing to parent/guardian (34 C.F.R. § 300.503). <input type="checkbox"/> Documentation that parents/guardians were provided notice of their rights (procedural safeguards; 34 C.F.R. § 300.504). <input type="checkbox"/> Documentation of parent/guardian consent for evaluation (34 C.F.R. § 300.300). <input type="checkbox"/> Documentation of the evaluation data (34 C.F.R. § 300; 19 TAC § 89.1011(c)). <input type="checkbox"/> Documentation of decisions made by the committee of knowledgeable persons (34 C.F.R. §§ 300.306, 300.309, 300.311, 300.324, 300.504). <input type="checkbox"/> Documentation of eligibility, services, and placement options and decisions (34 C.F.R. §§ 300.306, 300.309, 300.311, 300.324, 300.504). <input type="checkbox"/> Prior written notice is given at least 5 school days before the LEA proposes to initiate or change the identification, evaluation, or placement of a student ((TAC §74.28(f); 34 C.F.R § 300.503). <input type="checkbox"/> Prior written notice is also required at least 5 school days before an LEA refuses to evaluate (34 C.F.R. § 300.503). 	<p>Evidence Source:</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Item	Requirements	Documentation	Action Steps
Goal: <i>Educators must be adequately trained to evaluate, identify, and instruct students with dyslexia.</i>			
Teacher Training	<ul style="list-style-type: none"> <input type="checkbox"/> Provide ongoing training about dyslexia to educators to ensure that campus planning and decision-making committee addresses dyslexia instructional strategies and professional development activities (19 TAC §§ 74.28(e), 232.11; TEC § 21.054(b)). <input type="checkbox"/> Ensure all teachers providing dyslexia services are trained in dyslexia and related disorders (19 TAC § 74.28(i)). <input type="checkbox"/> Ensure educators receive adequate training to administer each screening instrument and evaluation measures (19 TAC § 74.28(d)). 	<p>Evidence Source:</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Resources

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

Item	Resource
Evaluation and Identification	<ul style="list-style-type: none"> • The Dyslexia Handbook (pp. 21–38) <ul style="list-style-type: none"> – <i>Areas for Evaluation</i> (p. 30) – <i>Questions to Determine the Identification of Dyslexia</i> (p. 32) – Pathways for the Identification and Provision of Instruction for Students with Dyslexia (pp. 35, 159) • Frequently Asked Questions <ul style="list-style-type: none"> – <i>This resource was released in March of 2019 and provides answers to many common questions about dyslexia programming implementation.</i> • OSERS Letter—Guidance on Dyslexia <ul style="list-style-type: none"> – <i>This resource describes the intersection of dyslexia identification under IDEA.</i>
Instruction	<ul style="list-style-type: none"> • Reading lesson plans from the NCIL <ul style="list-style-type: none"> – <i>NCIL provides evidence-based reading lesson plans to instruct students with literacy related disabilities.</i> • TEA Guidance: Dyslexia, Dysgraphia, and Dyscalculia in the IEP <ul style="list-style-type: none"> – <i>This resource provides ARD teams guidance for writing IEPs for students identified with these specific learning disabilities.</i> • Provision of Services for Students with Dyslexia- TEA Letter <ul style="list-style-type: none"> – <i>The intent of the following resource is to provide LEAs with guidance and clarification regarding the provision of services to students identified with dyslexia or a related disorder, including possible supports and interventions.</i> • Implementation Toolkits from the NCIL <ul style="list-style-type: none"> – <i>NCIL provides teacher guides and resources to instruct students.</i>

Item	Resource
Parental Participation	<ul style="list-style-type: none"> • The Dyslexia Handbook (p. 116) • SPEDTex <ul style="list-style-type: none"> – <i>This TEA sponsored website and call center provides information and resources about special education.</i> • Texas State Partners Resource Network <ul style="list-style-type: none"> – <i>This resource supports parents and guardians throughout the process of screening through identification and services.</i> • Texas Project FIRST <ul style="list-style-type: none"> – <i>This website provides a variety of parental resources to support families throughout the IEP process from birth to age 21.</i> • NCII – Resources for Parents <ul style="list-style-type: none"> – <i>This site includes resources for parents, available in both English and Spanish.</i> • Talking Book <ul style="list-style-type: none"> – <i>This site includes more information about the talking book program.</i> • NCIL: Resources for Parents and Families <ul style="list-style-type: none"> – <i>This site includes a toolkit for parents and families.</i>
Required Written Documentation	<ul style="list-style-type: none"> • The Dyslexia Handbook (p. 149) • TEA Technical Assistance: Child Find and Evaluation Guide <ul style="list-style-type: none"> – <i>This guide was designed to assist LEAs in meeting obligations under state and federal laws regarding child find.</i> • TEA Guidance on Procedural Safeguards Production and Required Dissemination <ul style="list-style-type: none"> – <i>This document explains parents' specific rights and responsibilities under IDEA.</i> • Notice of Procedural Safeguards <ul style="list-style-type: none"> – <i>This is the electronic version of the procedural safeguards for parents, a parent's guide to the ARD process, and special education rules and regulations (available in both English and Spanish).</i>

Item	Resource
Teacher Training	<ul style="list-style-type: none"> • The Dyslexia Handbook <ul style="list-style-type: none"> – <i>Minimum training requirements for educators providing dyslexia services (p. 44)</i> • IRIS Peabody Center <ul style="list-style-type: none"> – <i>The IRIS Center contains multiple modules for teachers on literacy, intensive intervention, and educating students with dyslexia.</i> • Explicit Instruction Course Materials—NCII <ul style="list-style-type: none"> – <i>The NCII contains course materials about implementing explicit instruction.</i> • Mathematics Course Materials—NCII <ul style="list-style-type: none"> – <i>The NCII contains course materials to support teaching mathematics to students with disabilities.</i> • Texas Gateway <ul style="list-style-type: none"> – <i>This site provides online resources for teachers and offers several Texas-approved professional learning opportunities.</i>

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