



ONALASKA ISD

Dyslexia Plan

DEDICATED TO EXCELLENCE

It is the policy of Onalaska ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, or handicap in its vocational programs, services, or activities as required by the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Onalaska ISD Curriculum & Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all Onalaska ISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

Onalaska ISD Dyslexia Mission Statement

The mission of the Onalaska Independent School District Dyslexia Program is to:

Provide all eligible students identified as having characteristics of dyslexia with the multi-sensory strategies and phonological processing skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling. The goal is to nurture a strong self-esteem and provide opportunities for students to develop their talents. Strategies will be taught to help students gain personal success while learning to compensate for their reading disorder and enable them to become a life-long learner.

Onalaska ISD Dyslexia Contact Information

Laura Redden
Assistant Superintendent
laredden@onalaskaisd.net
936-646-1023

Ginger Farrar
Elementary Dyslexia Specialist
gfarrar@onalaskaisd.net
936-646-1088

Misty Strong
JRSR High Dyslexia Specialist
mstrong@onalaskaisd.net
936-646-1080

INTRODUCTION

This Dyslexia Program Guide sets forth the procedures regarding dyslexia and related disorders in Onalaska ISD. The guide provides general information about dyslexia, procedures to follow when school personnel suspects a student may have dyslexia or a related disorder, and a range of intervention options for students identified with dyslexia.

The program guide gives specific information about student monitoring during participation in the Section 504 (§504) Dyslexia Program, outlines allowable accommodations on state student assessment, and details criteria for exit from the program.

These procedures correspond to state and federal guidelines and were developed to provide an effective means for meeting the needs of students with dyslexia in Onalaska ISD. This Dyslexia Program Guide follows the recommendations of the Texas Education Agency as stated in "The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" (TEA, Updated 2018). This Texas Handbook can be accessed online through the TEA website at the following link.

<https://tea.texas.gov/academics/dyslexia/>

Dyslexia Program Goal

To support Onalaska ISD learners in the mastery of a broad and rich curriculum, the Dyslexia Program is designed to offer targeted instruction to students who are identified with dyslexia and related difficulties in the areas of reading, writing, and spelling.

Dyslexia Definitions

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 imperception, 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 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 the growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

GENERAL INFORMATION ABOUT DYSLEXIA

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, 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.

Typically, students with dyslexia will demonstrate academic underachievement. Information from parents and other sources will indicate that the student's lack of academic progress is not due to chronic absenteeism, illness, physical difficulties with sight or hearing, second-language acquisition, lack of experiential background, or problems in the home.

The primary reading/spelling characteristics of dyslexia:

- Difficulty accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell
- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words

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

- 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
- Variable difficulty with aspects of reading comprehension

The secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities

SCREENING FOR DYSLEXIA

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia,¹ to require 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.

In addition to universal reading screening, students in kindergarten and first grade are specifically screened for characteristics of dyslexia through the Texas Primary Reading Instrument (TPRI) or the Spanish companions assessment Tejas Lee. These assessments are given one-on-one to students by certified teachers and evaluate the following areas:

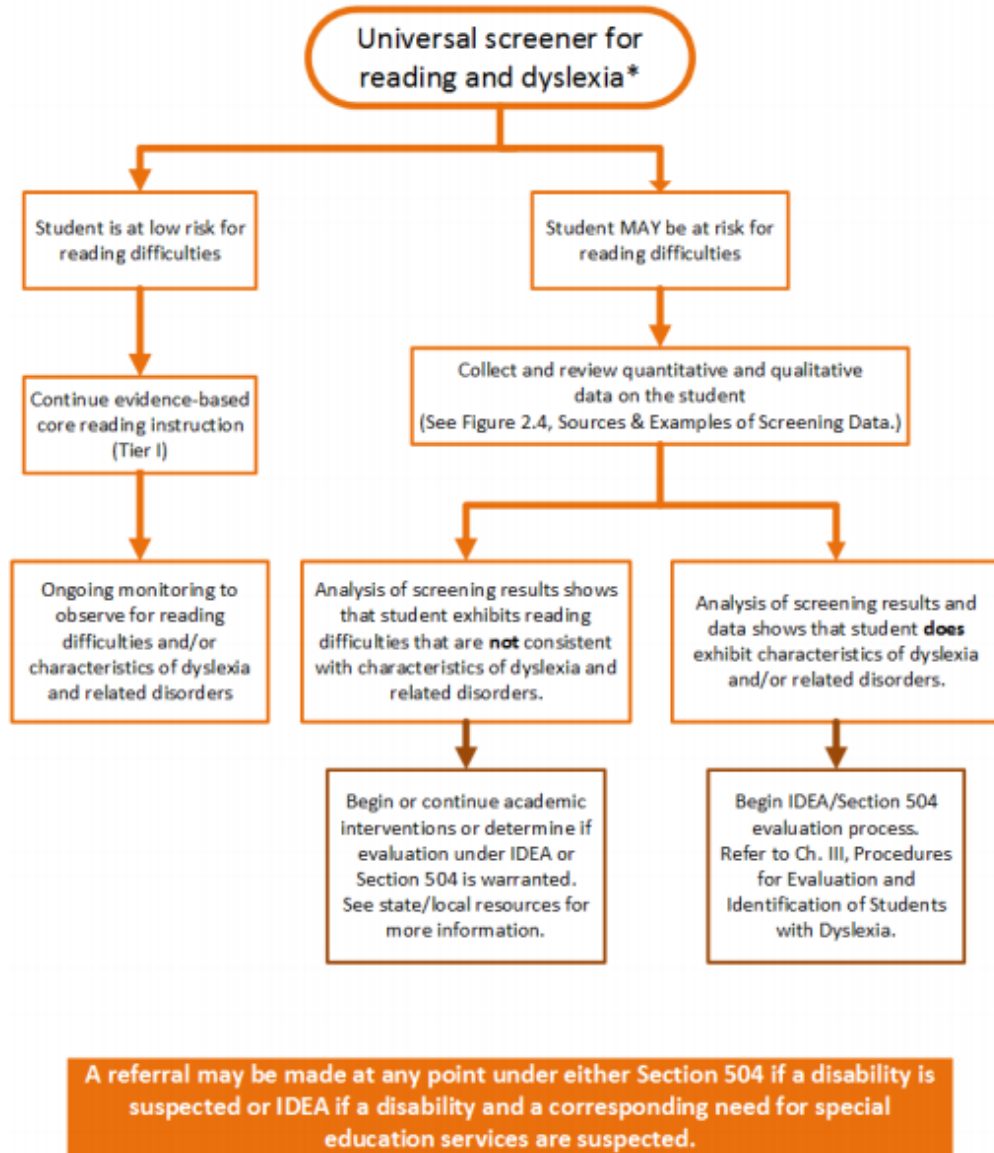
- Book and Print Awareness
- Phonological Awareness
- Phonemic Awareness
- Graphophonemic Knowledge and Word Reading
- Reading Accuracy
- Reading Fluency
- Listening Comprehension
- Reading Comprehension

The results from TPRI/Tejas Lee are used to identify risk factors for dyslexia. Licensed School Specialists, administrators, dyslexia specialists, and homeroom teachers review the results. Students with an elevated number of risk factors are referred for further consideration for dyslexia.

Kindergarten is screened at the end of the year, and first graders are screened in January. Parents are notified of the results of the screening in writing.

The flow chart on the next page shows the procedures for the universal screening and data review for dyslexia and reading risk.

Figure 2.5
 Universal Screening and Data Review for
 Reading Risk



*Testing and screening in accordance with TEC §28.006 and §38.003(a)

Texas Dyslexia Handbook (2018) p. 17

PROCEDURES FOR THE EVALUATION OF DYSLEXIA

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. The evaluation, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The law that applies to an individual student is determined by data and the student's individual needs.

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 outlined below.

Dyslexia Consideration Process

Any parent, teacher, or other staff members may refer a student for consideration of dyslexia at any time during the school year. This Consideration Process gathers relevant and historic data to present to the campus data-driven meeting of knowledgeable persons.

Data-Driven Meeting of Knowledgeable Persons

Each campus has a team of persons with knowledge of the students, instructional practices, and possible service options to meet and discuss data collected 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 have different names on different campuses. For example, the team may be called a student success team, student support team (SST), student intervention team, or Summit Team.

This team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation and qualifies for services and/or accommodations.

When the Data Does Not Lead to a Suspicion of 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 process. However, the student is not referred for an evaluation at this time.

When the Data Leads to a Suspicion of Dyslexia or a Related Disorder

If the team determines that the data does give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, a student is referred for a full evaluation for dyslexia.

If—based on the data—the team suspects that a student has dyslexia or a related disorder but does not believe that special education is necessary to meet the student’s needs, the team must refer the student for an evaluation under Section 504. If the student qualifies as a student with dyslexia, the student may receive standard protocol dyslexia instruction and accommodations under Section 504.

If the team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA.

Parental Request for Evaluation

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. This request should be made in writing to the campus dyslexia specialist. Once a parent request for dyslexia evaluation has been made, OISD will 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 will be evaluated for dyslexia. IDEA and Section 504 have different requirements that must be followed if the school does not suspect a disability and determines that evaluation would not be warranted. Under IDEA, schools must give parents prior written notice of a refusal to evaluate, including an explanation of why the school refuses to conduct an initial evaluation, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Section 504 does not require prior written notice.

Notification and Permission for Evaluation

The individual needs of the student will determine the appropriate evaluation/identification process to use. The notices and requests for consent will be provided in the native language of parents/guardians or other modes of communication used by parents/guardians unless it is clearly not feasible to do so.

Tests and Other Evaluation Materials

In compliance with IDEA and Section 504, all test instruments and other evaluation materials meet the following criteria:

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered 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, achievement level, or whatever other factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills
- 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 evaluations, results of informal reading inventories, classroom observations)
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Provided and administered in the student’s native language or other modes 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.

Areas to Assess

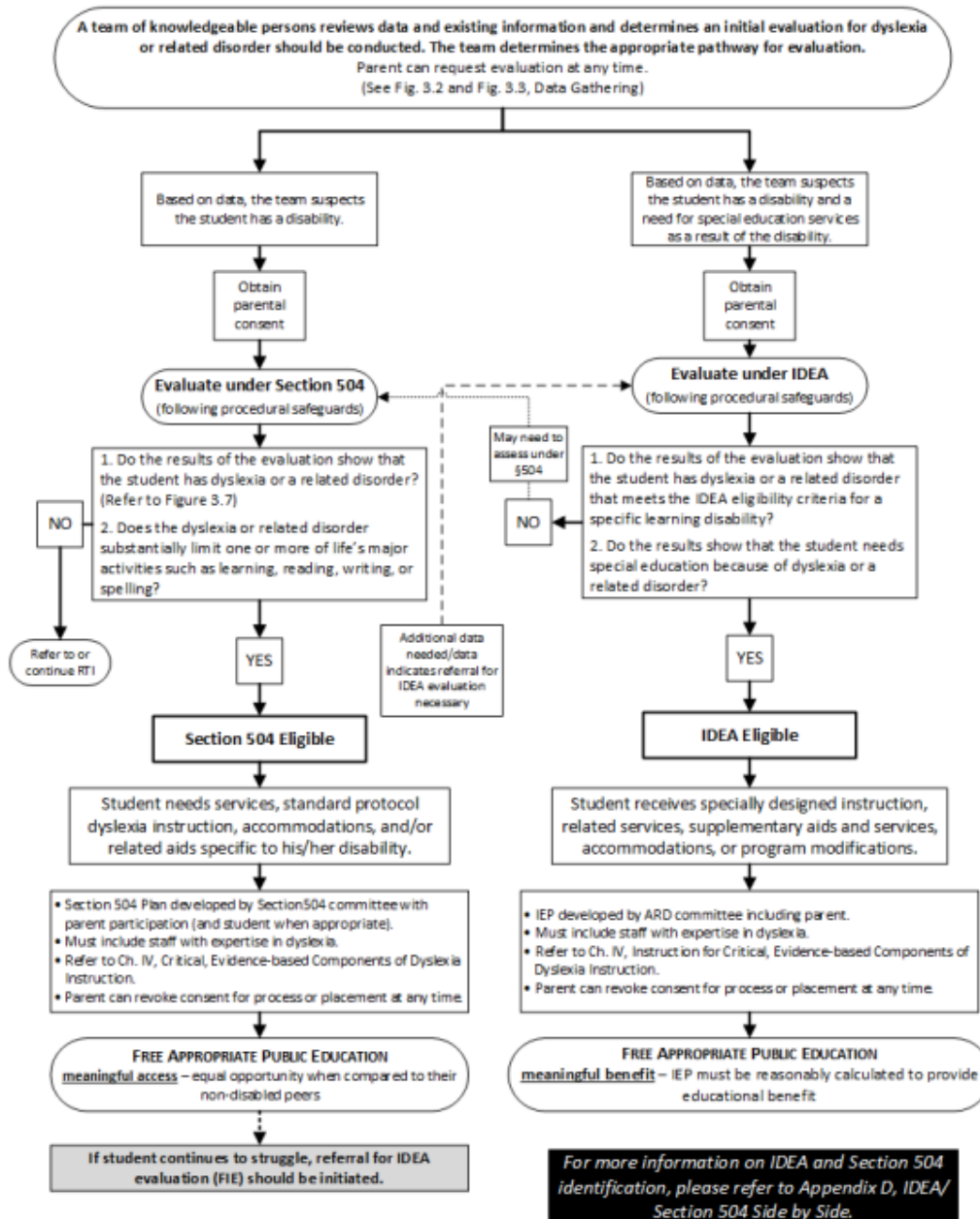
In alignment with guidance from Texas Education Agency, OISD will assess students in the following areas:

Figure 3.4. Areas for Evaluation		
<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"> • Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Texas Dyslexia Handbook (2018) p. 30

Chart of Multiple Pathways to Identification of Dyslexia

Figure 3.8
Pathways for the Identification and Provision of Instruction
for Students with Dyslexia



PROCEDURES FOR THE IDENTIFICATION OF DYSPLEXIA

Following the formal evaluation, the 504 Committee will meet.

- A campus administrator/504 campus coordinator or their designee
- Parents/guardians
- One or more regular education teachers

Language Proficiency Assessment Committee (LPAC) maintains documentation that is necessary to consider when identifying English Learners with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required in the 504 meeting.

The 504 committee must consist of at least three persons knowledgeable about the student, the interpretation of the evaluation results, and instructional components and approaches for students with dyslexia. This team will consider all the data and determine whether the student qualifies for the OISD Dyslexia Program by answering the following two questions. The 504 Committee must answer both questions in the affirmative to qualify a student for the OISD Dyslexia Program.

1. Does the student have dyslexia?

- The student has an unexpected lack of appropriate academic progress;
- The student exhibits characteristics associated with dyslexia;
- The student has adequate intelligence, the ability to learn;
- The student has received conventional instruction; and
- The student's lack of progress is not due to sociocultural factors such as language difference, irregular attendance, and/or lack of experiential background.

2. Does the condition of dyslexia substantially limit the student in the major life activity of learning?

This is usually demonstrated by either low grades, or teacher/parent/guardian/student reports that the student is only able to achieve adequate grades when he/she spends an inordinate amount of time on schoolwork at home and/or at school in comparison to the teacher's stated expectations regarding time for completion and student's performance in relation to peers.

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 require 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 Improvement 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 these 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 2014, Chapter III, "Instruction for Students with Dyslexia."

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. Onalaska 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 Onalaska ISD and the placement of the student in the dyslexia program(s).

Second Language and Dyslexia

English Learners (EL)

We can assess native Spanish students for dyslexia before third grade.

A professional involved in the evaluation, interpretation of evaluation results, and identification of ELs with dyslexia must have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language
- Knowledge of the student's literacy skills in native and second languages
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret TELPAS (Texas English Language Proficiency Assessment System) results
- Knowledge of how to interpret the results of the student's oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors.

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words and listening comprehension in the native language may be used.

INSTRUCTION FOR STUDENT WITH DYSLLEXIA

Once it has been determined that a student has dyslexia, Onalaska 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.
- Onalaska ISD shall purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Instructional approaches include simultaneous, multisensory, systematic, and cumulative, explicit, diagnostic teaching to automaticity, synthetic and analytic instruction.
- Onalaska 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.
- 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 Onalaska ISD, and/or campus planning and decision-making committee which shall include the instructional strategies indicated above (19TAC §74.28).

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.

Standard Protocol and Specially Designed Instruction

Standard protocol dyslexia instruction includes the critical, evidence-based components of and delivery methods for dyslexia instruction. Components of this instruction include, among other things, phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Principles for effective delivery of content must be consistent with research-based practices, including a multisensory, systematic, cumulative, and explicit approach. Standard protocol dyslexia instruction is not specially designed instruction. Rather, it is programmatic instruction delivered to a group of students.

Specially designed instruction is defined under IDEA as “adapting . . . the content, methodology, or delivery of instruction” to a child eligible under IDEA. This instruction must address the unique needs of the child that result from the child’s disability and must ensure access to the general curriculum so that the child can meet the state’s educational standards. In some cases, the data may suggest that the unique needs of a student suspected of having dyslexia require a more individualized program than that offered through standard protocol dyslexia instruction. When this is the case, there is reason to suspect that special education services are necessary for the student.

DYSLEXIA SERVICES

Universal Screening

- Kindergarten students are screened using the Texas Kindergarten Entry Assessment (TX-KEA) at the end of each school year.
- First graders are screened using the Texas Primary Reading Inventory (TPRI) no later than January 31st of each year.

Dyslexia Screening for Students Identified Through RTI

Students who have been identified through the RTI process as having a potential reading disorder may be screened for dyslexia. The screening is conducted by campus Dyslexia Specialists, who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia. If the student is determined to have dyslexia, a staffing will be held identical to one held for students who currently are serviced for dyslexia, with additional parent and student training and resources.

Dyslexia Services for Students Currently Serviced for Dyslexia Under IDEA or Section 504

In determining the specific services provided for a student with dyslexia, a staffing is held consisting of the student's guardian(s), the student's administrator and counselor, the student's teachers, the Dyslexia Specialist, and the student.

The team will consider, through data-based discussions:

- the impact a student's reading difficulties may have on participation in curriculum
- the types of interventions/accommodations necessary to appropriately serve the student
- the significance of the gap between current and expected performance
- a plan for progress monitoring

Progress Monitoring

Student progress is monitored through Reading By Design mastery checks. This information is used by the dyslexia specialist, general education teacher, and special education teacher. The mastery checks are sent home to parents.

Parent Communication

Parents receive a Dyslexia Progress Report once a nine weeks with their child's academic report card. Additionally, parents can conference with the dyslexia specialist by appointment.

Professional Development

The dyslexia specialists and teachers attend local and state training specific to the assessment and instruction of students identified with dyslexia and/or dysgraphia.

Program Design

Name of Intervention	Grades	Duration of Session	Length of Intervention	Progress Monitoring	Summary
Reading By Design	1-12	<u>Elementary</u> 30 minutes <u>JRSR High</u> 1 class period/45 minutes	1-2 years	Single-word decoding every 6-9 weeks; After lesson 36 every other day fluency and rate packet	Contains five components of effective reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension while integrating Spelling

Timeline

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

EXIT CRITERIA

Upon successful completion of the OISD 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, universal screening and progress monitoring data, teacher and/or parent checklists, and individual dyslexia program requirements.

Students that have completed the OISD dyslexia program will receive regular monitoring during the first year. Monitoring may include, but is not limited to the collective evaluation of:

- Progress reports
- Report cards
- State assessment data
- Benchmarks
- Universal screening
- Teacher checklists/reports
- Parent checklists/reports
- Counselor reports

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:

- Program Participation- Completion of the district dyslexia program
- Student Growth- Student growth shows the student approaching or at grade level expectations
- Student Behaviors- The student demonstrates self-monitoring self-correction behaviors as evidenced through informal observation by the teacher and/or dyslexia teacher.
- Student Achievement- Passing grades

DEFINITIONS AND CHARACTERISTICS OF DYSGRAPHIA

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the coexistence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in the serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving, and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The **characteristics** of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional **consequences** of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is **not**:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate)(Berninger, 2004)

Dysgraphia **can be due to**:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread belief that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

What Is The Process of Identifying Students With Dysgraphia Characteristics?

A team or committee of knowledgeable persons determines whether the student has dysgraphia characteristics. The team must be knowledgeable about the following:

- The reading and writing process
- Dyslexia and related disorders such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability
- Dysgraphia instruction
- District, state, and federal guidelines for assessment
- The assessments used which includes The OISD Student Handwriting Form
- The meaning of the collected data

A committee of knowledgeable persons determines the identification of dysgraphia characteristics after reviewing all accumulated data including the following areas:

- The observations of the teacher, district, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention; the results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs
- OISD Student Handwriting Form

After taking into consideration the previous information, the committee of knowledgeable persons determines whether the student has dysgraphia characteristics. If the student has dysgraphia characteristics, the committee of knowledgeable persons could place the student under the Rehabilitation Act of 1973,

§504, (**unless the parent does not consent**). A student is considered to have a learning difficulty under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dysgraphia characteristics may require additional support or referral to special education.

What Are The Procedures For Students Identified Outside The District?

Students identified as having dysgraphia characteristics or other related disorders from an outside source will be evaluated for eligibility in the district's program. Onalaska ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee of knowledgeable persons will determine the identification status of a student enrolled in Onalaska ISD, and the placement of the student in the dysgraphia program(s).