

DYSLEXIA

Best Practices for Instruction and Intervention

Presented by Donell Pons,

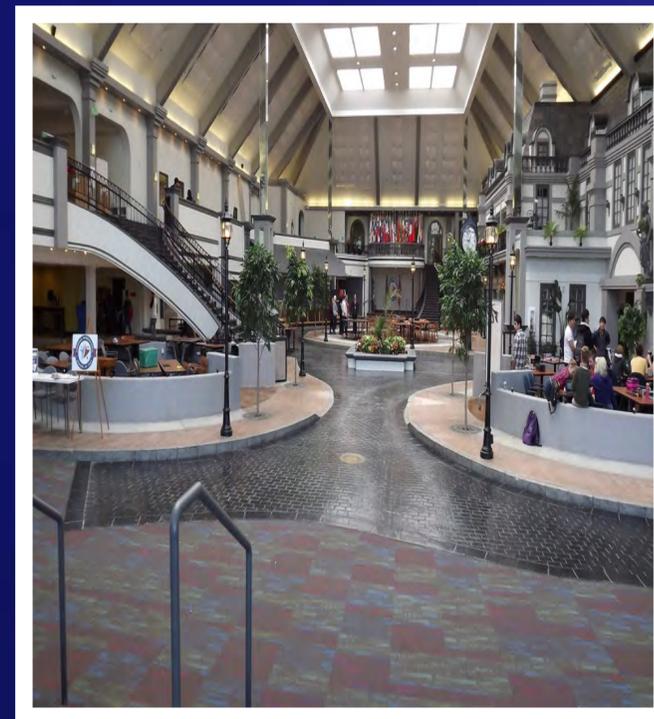
Literacy Coordinator
American International School of Utah



Reading Horizons



American International School of Utah AISU



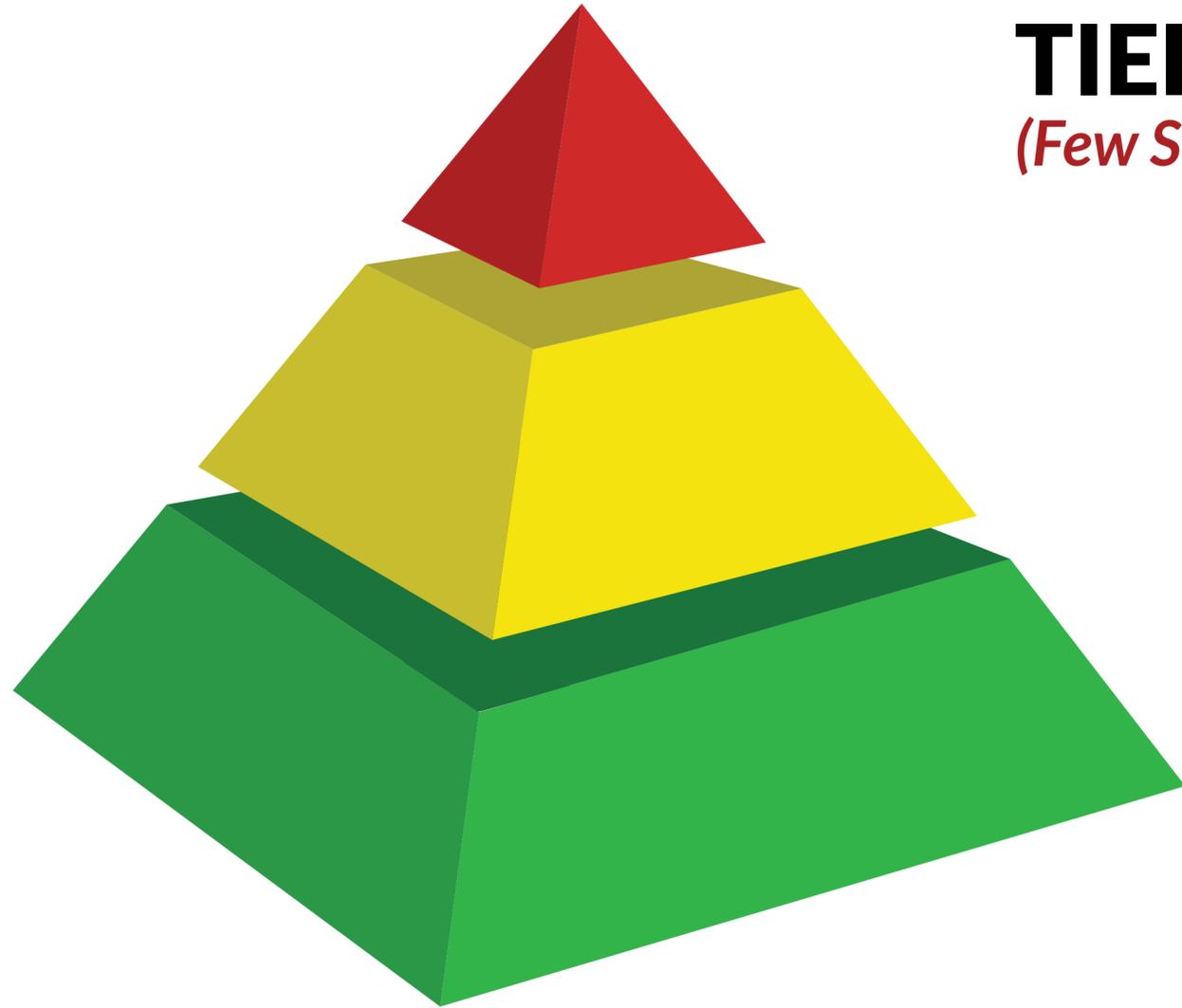
Professional Learning Series

Previous webcasts with Donell Pons

Teaching Reading: The #1 Job of Every Educator

Dyslexia: What Every Educator Should Know

readinghorizons.com/webinars

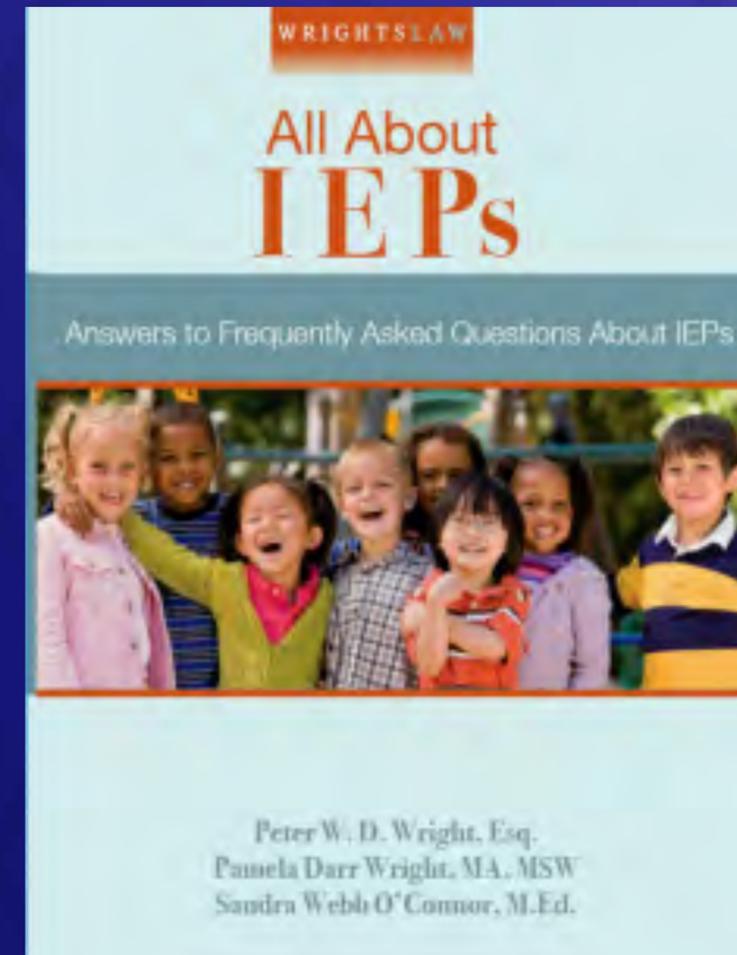
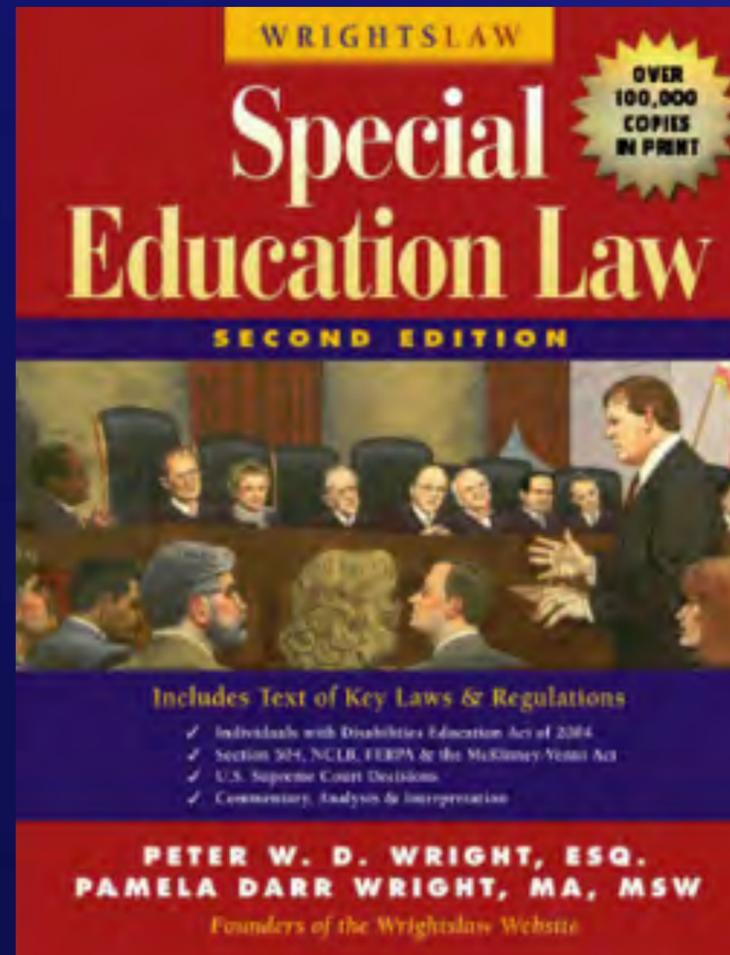
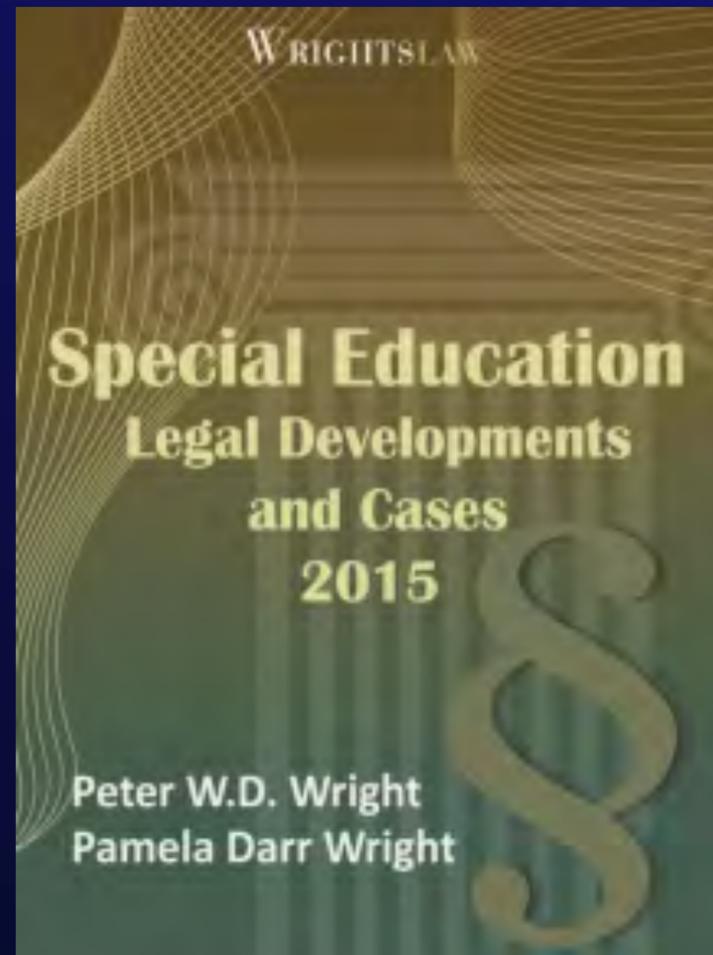


TIER 3: Intensive Instruction
(Few Students)

TIER 2: Targeted Instruction
(Some Students)

TIER 1: Core Instruction
(All Students)

Response to Intervention (RtI)



www.wrightslaw.com

Individuals with Disabilities Education Act (IDEA)

The primary purpose of IDEA is to ensure that all children with disabilities receive a free and appropriate public education (FAPE), including special education and related services “designed to meet their unique needs and prepare them for further education, employment, and independent living.” 20 U.S.C. 1400(d)

What is the Child Find Mandate Within IDEA?

IDEA includes the Child Find mandate that requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. Sec.300.111

IDEA Child Find Mandate

IDEA requires all states to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not.

20 U.S.C. 1412(a)(3)

Child Find Eligibility

- All children with disabilities from birth through age 21
- Reside within a state
- Attend public or private schools
- Highly mobile, migrant, homeless, wards of the state
- Includes children who receive passing grades and are advancing from grade to grade

34 CFR 300.111(c)

Affirmative Duty Triggers:

School district suspicion, parent and public agency requests, care and treatment screening

IDEA Part B - Funding

The greatest share of IDEA funding comes from Part B Section 611 which provides grants to states to meet the education needs of children with disabilities in K-12.

IDEA Determination and Eligibility

The statutes and regulations do not establish a deadline for identifying and evaluating children who are suspected of having a qualifying disability. **If school employees know or have reason to suspect that a child has a disability**, however, these **school employees have an affirmative duty to act on the child's behalf**. If they fail to do so, they have **defaulted in their obligation** to identify, locate and evaluate children with disabilities who need individualized special education programs.

A child with a disability is not automatically eligible for special education and related services under IDEA. To be eligible for a free appropriate public education under the IDEA, a child must meet two criteria:

- **The child must have a disability and “by reason thereof, needs special education and related services.”**
- **Courts have held that the child's disability must “adversely affect” educational performance.**

Multidisciplinary Team (MDT)/Child Study Team (CST)

A Child Study Team (CST) is a multidisciplinary group of professionals employed by schools or districts to provide parents and teachers with academic and related services. The role of the CST is to provide information, consultation, and evaluation for students who are referred for difficulties, as well as to make decisions about eligibility for special education.

Who is required to be present at the Child Study Team meeting that determines initial eligibility and need for special education services?

- The parent(s) of the student
- The student (when appropriate)
- An administrative representative or designee
- A general education teacher if the student is/may be participating in general education environment
- At least one special education teacher or, if appropriate, special education provider
- At least one teacher or other specialist with knowledge in the area of suspected disability (this individual may already be a member of the team)
- Individuals who have knowledge or special expertise regarding the student

Process of Evaluation for LD in Reading/Dyslexia

1. Family history including student's health and developmental history, family history of reading difficulties
2. School records and test scores (as far back as possible) and **measures of current reading levels**
3. Formal evaluation - Qualified and trained professional that administers a battery of valid and reliable normed tests. While there is no specific battery of tests, the tests must accurately measure the child's performance in a way that will address the referral questions
 - IQ testing - verbal and non-verbal, logical/mathematical, memory, processing speed
 - Achievement - specific language skills related to reading, writing, verbal expression, and math



Grade Report

Grade 9

Term:

Fall 2016-2017

Reading

MAP: Reading 6+ Common Core 2010 V2 / Common Core English Language Arts K-12: 2010

Name (Student ID)	Grade Equivalent	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
	12+	08/22/16	211-214-218	27-35-43	753-903L	26 m
	6	09/27/16	215-218-221	36-44-53	825-975L	34 m
	8	08/22/16	251-255-259	98-99-99	1491-1641L	47 m
	12+	08/22/16	212-216-220	31-39-48	789-939L	34 m
	7	08/22/16	208-211-215	21-28-36	699-849L	55 m
	6	08/22/16	208-211-215	21-28-36	699-849L	55 m
	12+	09/29/16	241-244-248	90-93-96	1293-1443L	66 m
	10	08/22/16	227-230-234	66-73-80	1041-1191L	43 m
	10	08/22/16	225-228-232	61-69-76	1005-1155L	58 m

Process of Evaluation for LD in Reading/Dyslexia

Specific evaluation for dyslexia to include:

- Phonological awareness
- Single word decoding
- Reading comprehension
- Spelling
- Written expression/comprehension and handwriting
- Differential/coexisting conditions — attention, affective (anxiety, depression), auditory processing, developmental disorders

Myth:

Students must receive RTI before further testing

Depending on the nature of the suspected disability, a request by parents, teachers, etc., RTI may or may not be recommended.

Either way, RTI should never be used as a reason to delay additional testing, also called “waiting to fail.”

If a child with a disability does not need “special education and related services,” the child will not be eligible under IDEA but may be eligible for accommodations and protections under Section 504 of the Rehabilitation Act.



Section 504 of the Rehabilitation Act

Federal civil rights law that prohibits discrimination against students with disabilities, including students with learning, attention, and medical issues who meet certain criteria. A 504 Plan typically provides accommodations, modifications, and other services that allow students to learn and participate in the general education curriculum by removing the barriers to learning that exist due to their impairment.

Sample 504 Plan

School District

Address
(xxx) xxx-xxxx

504 ACCOMMODATION RECORD

Student: _____
 School: _____ **High School**
 Case Manager: _____

DOB: _____ Age: _____
 Grade: _____ Review Date: _____
 Initiation/Revision Date: _____

AREA(S) OF DIFFICULTY	ACCOMMODATIONS	GOAL(S)	PERSON RESPONSIBLE	PROGRESS/OUTCOME(S)
Attention/Focus, Organization & Work Completion	Assist in implementing and maintaining strategies for organization (Just Do It Checklist, Homework Folder, Assignment Log).	____ will complete and turn in assignments on time 80% of the time with assistance	Teachers	
	Ensure homework is completed in school or placed in homework folder to <u>take home</u> .		Teachers/Student	
	Monitor assignments and grades in Grade Center (with assistance if needed)		Student	
Reading Comprehension	Allow the use of an audiobook for reading assignments.	On grade level reading passages, ____ will obtain a reading comprehension score of 80%.	Teachers	
AREA OF DIFFICULTY	ACCOMMODATIONS	GOALS	PERSON RESPONSIBLE	BENCHMARKS

Written Expression	Provide copies of notes for longer class notes and during movies (especially in Science & Spanish).		Teachers	
	Provide oral assessments when possible or a combination of oral and written.	_____ will increase his writing skills as evidenced by a score of at least 3 for Organization and Development on the Writing Rubric for 85% of all assignments.	Teachers	
	Use of computer for writing assignments.		Teachers/Student	
	Provide extended time for writing assignments as needed.	_____ will increase his scores on assessments to 80%.	Teachers	
	Provide graphic organizers for writing assignments.		Teachers	
	Discuss ideas before beginning the writing process; provide frequent checks for understanding at each stage of the writing process; and provide help with depth and detail.		Teachers	



Section 504 of the Rehabilitation Act

To be protected under Section 504, a student must be determined to: (1) **have a physical or mental impairment that substantially limits one or more major life activities;** or (2) **have a record of such an impairment;** or (3) **be regarded as having such an impairment.**



Section 504 of the Rehabilitation Act

Serving students with dyslexia on 504 plans

- does not require a diagnosis
- should be in writing
- Contains accommodations/modifications that address the impairment



Section 504 of the Rehabilitation Act

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition..., emotional or mental illness, and specific learning disabilities.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.



Evaluation and Eligibility for a 504 Plan

Multidisciplinary Committee - Child Study Team

The amount of information required is determined by the multidisciplinary committee gathered to evaluate the student. The committee should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. **The committee members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability.** The Section 504 regulatory provision at 34 C.F.R. 104.35(c) **requires that school districts draw from a variety of sources in the evaluation process** so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. **These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.**



Evaluation and Eligibility for a 504 Plan

Does not require a diagnosis of dyslexia

Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. **The Section 504 regulatory provision at 34 C.F.R. 104.35(b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education.** Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. **Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient.**

newspapers, magazines, books and more.

All Classes

ica: www.britannica.com
one of the world's most trusted

National Archives: www.archives.gov
National Archives online directory of U.S.
Federal records.

Smithsonian Institution: www.si.edu

- Teacher allows the use of an audiobook for reading assignments
- Teacher provides copies of notes for class notes and support for study guides
- Use of computer for all writing assignments
- Teacher allows oral assessments when possible or a combination of oral and written assessments (teacher may scribe student answers)
- Provide extended time for writing assignments and written assessments as needed.
- Provide graphic organizers for writing assignments or provide link.

Scope & Sequence examples Mathematics Grades 9 - 11

High School Units-All-03feb12.docx

TRADITIONAL

Grade 9 Algebra One

A0	Introductory Unit	5 days	5
A1	Modeling with Functions	15 days	20
A2	Linear Functions	15 days	35
A3	Linear Equations and Inequalities in One Variable	15 days	50
M1	Modeling Unit	4 days	54
A4	Linear Equations and Inequalities in Two Variables	15 days	69
P1	Project	5 days	74
A5	Quadratic Functions	20 days	94
A6	Quadratic Equations	26 days	120
M2	Modeling Unit	4 days	124
S1	Statistics	30 days	154
P2	Project	5 days	159
Total		159	

Grade 10 Geometry

G0	Introduction and Construction Unit	12 days	12
G1	Basic Definitions and Rigid Motions	20 days	32
G2	Geometric Relationships and Properties	15 days	47
G3	Similarity	20 days	67
M3	Modeling Unit	4 days	71
P3	Project	5 days	76
G4	Coordinate Geometry	15 days	91
G5	Circles and Conics	15 days	106
G7	Geometric Measurement and Dimensions	15 days	121
G6	Trigonometric Ratios	15 days	136
M4	Capstone Geometric Modeling Project	10 days	146
P4	Project	5 days	151
Total		156	

Grade 11 Algebra Two

A0	Introductory Unit	5 days	5
A7	Exponential Functions	25 days	30
A8	Trigonometric Functions	15 days	45
A9	Functions	15 days	60
M5	Modeling Unit	8 days	68
P5	Project	5 days	73
A10	Rational and Polynomial Expressions	20 days	93
P1	Probability	28 days	121
S2	Statistics (Random Processes)	26 days	147
M6	Modeling Unit	4 days	151
P6	Project	5 days	156
Total		156	

High School Units-All-03feb12.docx

INTEGRATED

Grade 9

I-0	Introductory Unit	5 days	5
A1	Modeling with Functions	15 days	20
A2	Linear Functions	15 days	35
A3	Linear Equations and Inequalities in One Variable	15 days	50
A4	Linear Equations and Inequalities in Two variables	15 days	65
M1	Modeling Unit	4 days	69
P1	Project	5 days	74
G0	Tools and Construction Unit	10 days	84
G1	Basic Definitions and Rigid Motions	20 days	104
G2	Geometric Relationships and Properties	15 days	119
M2	Modeling Unit	4 days	123
S1	Statistics	30 days	153
P2	Project	5 days	158
Total		158	

Grade 10

I-0	Introductory Unit	5 days	5
G4	Coordinate Geometry	15 days	20
A5	Quadratic Functions	20 days	40
A6	Quadratic Equations	26 days	66
M3	Modeling Unit	4 days	70
P3	Project	5 days	75
G3	Similarity	20 days	95
G5	Circles and Conics	20 days	115
P1	Probability	28 days	143
M4	Capstone Geometric Modeling Project	10 days	153
P4	Project	5 days	158
Total		158	

Grade 11

I-0	Introductory Unit	5 days	5
G7	Geometric Measurement and Dimension	15 days	20
A7	Exponential Functions	25 days	45
G6	Trigonometric Ratios	15 days	60
M5	Modeling Unit	8 days	68
P5	Project	5 days	73
A8	Trigonometric Functions	15 days	88
A9	Functions	15 days	103
A10	Rational and Polynomial Expressions	20 days	123
S2	Statistics (Random Processes)	26 days	150
M6	Modeling Unit	4 days	154
P6	Project	5 days	149
Total		156	

Humanities I Course Overview
9th Grade Integrated English/Social Studies

Year-Long Theme/Big Idea: *How do people make sense of the world?*

Unit One: Culture

Focus Questions:

- *What is culture and what makes a culture distinct?*
- *Why do people settle where they do?*
- *How does human activity affect where people settle and how does where they settle impact them?*
- *What influences and experiences are common across cultures?*
- *How can cultural misunderstandings/biases impact one's sense of self and view of the world?*

Subtopics/Major Projects:

- Cultural stereotyping
- Tolerance/intolerance and the impact on society
- Material culture studies and activities
- Native American culture and history
- Research project on world cultures
- **Culminating event: School-wide Culture Festival**

Reading:

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
(options/accommodations: audiobook, create graphic novel, graphic organizer, or poster)
- Self-selected multicultural book (audiobooks, PowerPoint or Prezi for one of the Focus Questions)

Writing: (students choose two)

- Persuasive writing: position paper on the use of Native American mascots
- Reflective writing: journal assignments
- Informative writing: literary analysis of Alexie novel
- Blogpost developed from one journal assignment

Unit Two: Belief Systems

Focus Questions:

- *How do belief systems develop over time?*
- *What are the basic features of belief systems and how do they fit together?*
- *How do belief systems shape the lives of their followers?*
- *What roles do belief systems play in society? (alliances, political and economic stability, and the social welfare of a nation's citizens)*

Subtopics/Major Projects and Assignments:

- Analysis and debate of current and historical events influenced and shaped by belief systems

Reading:

- *Does My Head Look Big in This?* by Randa Abdel-Fattah (audiobook available)

Writing: (students choose one)

- Comparative religion project
- Political ideologies essay

9th Grade Course Overview for 1st Semester

Reading and Writing assignments with options and accommodations

Reading:

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
(options/accommodations: audiobook, create graphic novel, graphic organizer, or poster)
- Self-selected multicultural book (audiobooks, PowerPoint or Prezi for one of the Focus Questions)

Writing: (students choose two)

- Persuasive writing: position paper on the use of Native American mascots
- Reflective writing: journal assignments
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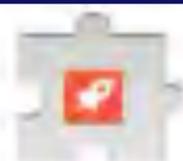
Reading:

- *Does My Head Look Big in This?* by Randa Abdel-Fattah (audiobook available)

Writing: (students choose one)

- Comparative religion project
- Political ideologies essay

Technology Options



Mercury Reader

offered by <https://www.postlight.com>

★★★★★ (1097)

[Accessibility](#)

1,253,073 users

available for Android [Get it on](#)

ADDED TO CHROME



OVERVIEW

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The Mercury Reader extension for Chrome (formerly Readability) removes ads and distractions, leaving only text and images for a clean and consistent reading view on every site.

- Features:
- Disable surrounding webpage noise and clutter with one click
 - Adjust typeface and text size, and toggle between light or dark themes

- [Website](#)
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Additional Information

Version: 4.1.2.0
Updated: January 13, 2017
Size: 907KIB

Mercury Reader - eliminates ads and visual distractions

Science Daily article online

*Same Science Daily article
in Mercury Reader*

The screenshot shows the Science Daily website interface. At the top, there is a navigation bar with the ScienceDaily logo and social media links. Below the navigation bar, there is a featured advertisement for 'The Breeze II' house, priced at \$69,900*. The main content area displays the article title 'How the darkness and the cold killed the dinosaurs' with a date of January 13, 2017. The article is attributed to the Potsdam Institute for Climate Impact Research (PIK). A summary states: 'Climate scientists now reconstructed how tiny droplets of sulfuric acid formed high up in the air after the well-known impact of a large asteroid and blocking the sunlight for several years. But a profound influence on life on Earth.' The article includes social sharing icons for Facebook, Twitter, Google+, LinkedIn, and Email. On the right side, there is a promotional banner for 'NEXT WORLD' documentaries on CuriosityStream, featuring Michio Kaku. Below the article, there is a 'Related Stories' section with a thumbnail image of dinosaur bones and a link to 'Dinosaurs Wiped out Rapidly in Europe 65 Million Years Ago'.

The screenshot shows the same article 'How the darkness and the cold killed the dinosaurs' as seen in the previous image, but presented in a clean, distraction-free format within the Mercury Reader application. The article title is prominently displayed at the top. The main text begins with: 'Sixty six million years ago, the sudden extinction of the dinosaurs started the ascent of the mammals, ultimately resulting in humankind's reign on Earth. Climate scientists now reconstructed how tiny droplets of sulfuric acid formed high up in the air after the well-known impact of a large asteroid and blocking the sunlight for several years, had a profound influence on life on Earth. Plants died, and death spread through the food web. Previous theories focused on the shorter-lived dust ejected by the impact. The new computer simulations show that the droplets resulted in long-lasting cooling, a likely contributor to the death of land-living dinosaurs. An additional kill mechanism might have been a vigorous mixing of the oceans, caused by the surface cooling, severely disturbing marine ecosystems.' The article continues with a quote from Julia Brugger of the Potsdam Institute for Climate Impact Research (PIK): 'The big chill following the impact of the asteroid that formed the Chicxulub crater in Mexico is a turning point in Earth history,' says Julia Brugger from the Potsdam Institute for Climate Impact Research (PIK), lead author of the study to be published in the *Geophysical Research Letters*. 'We can now contribute new insights for understanding the much debated ultimate cause for the demise of the dinosaurs at the end of the Cretaceous era.' To investigate the phenomenon, the

Strategies for Organization

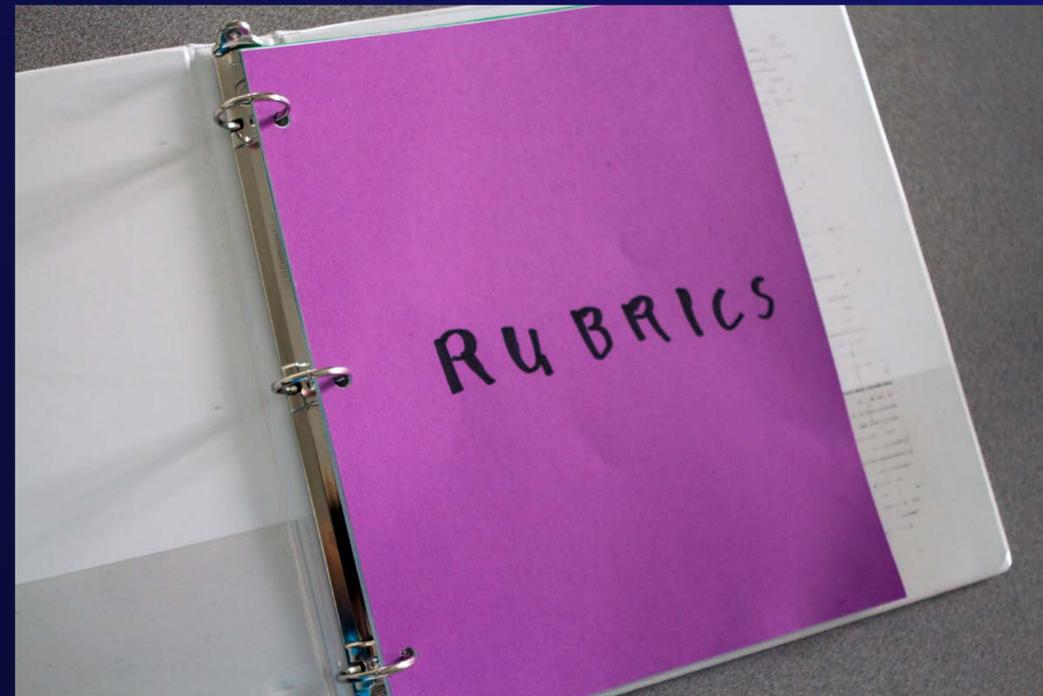
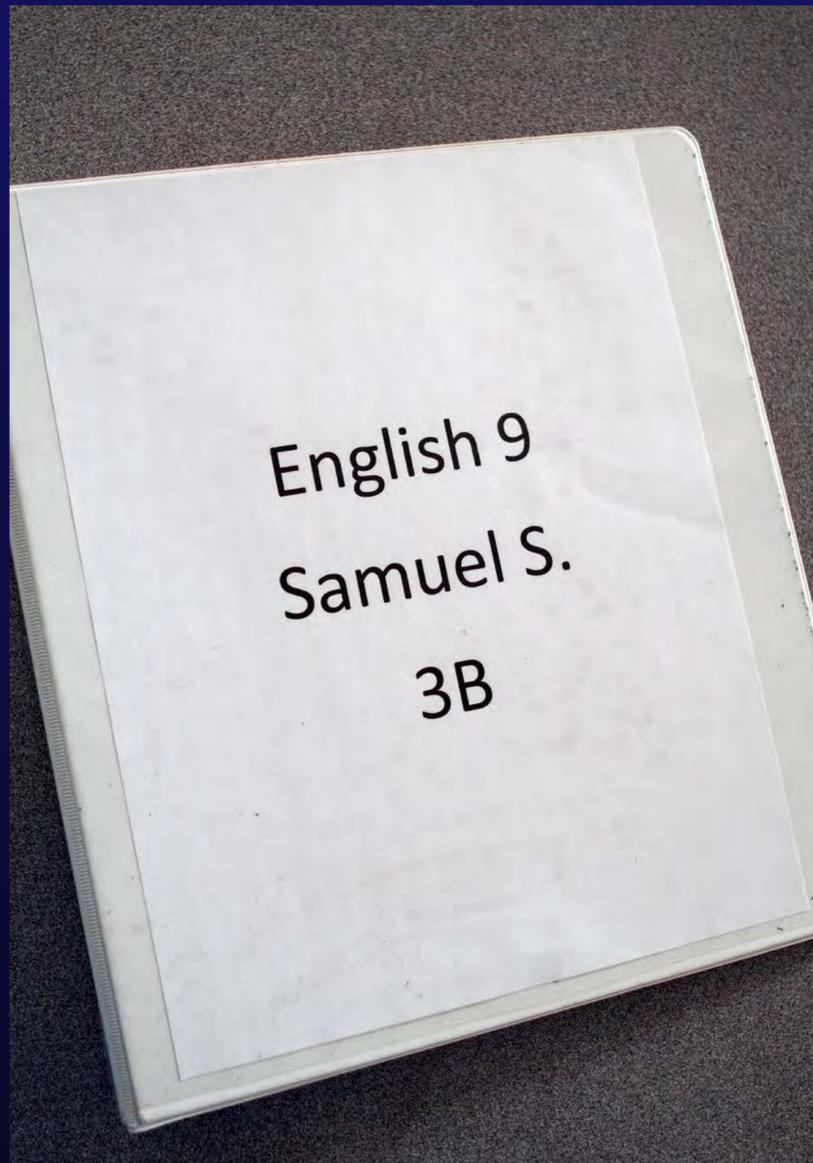
All work is 3 hole punched.

Divided by sections (can use colored paper as section dividers with the topic in writing). Contains all templates, graphic organizers, rubrics, and completed work.

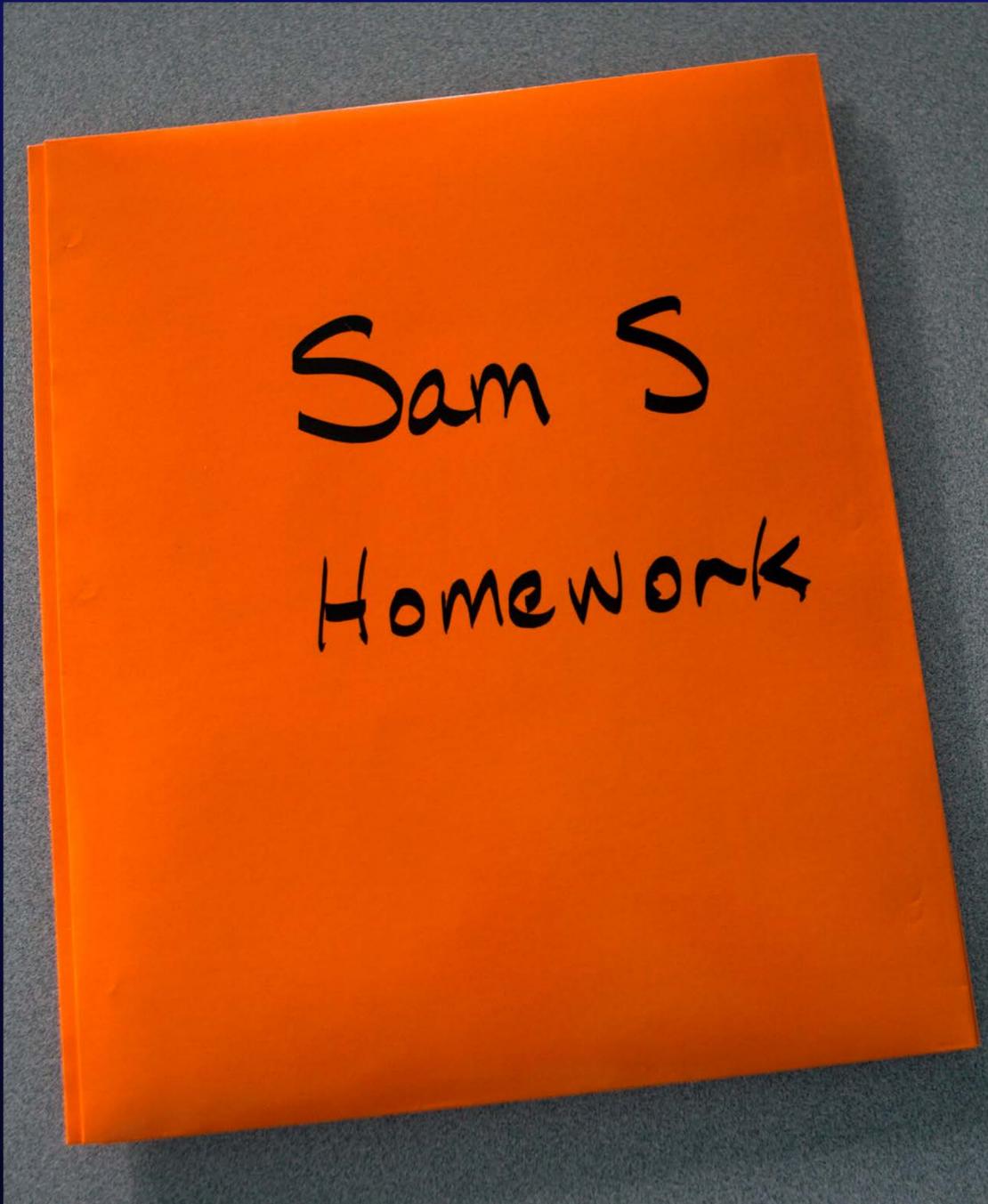
Students can use these materials for review or as reference when completing assignments/assessments.

Can also use this as a portfolio for students with IEP with modified curricula.

These items never leave the room.



	Organization	Development	Sentences	Word Choice/Style	Conventions
4	<ul style="list-style-type: none">I always stay on topicI have an effective, strong introduction, body, and conclusionI use a variety of transition words to connect my writingMy introduction "hooks" the reader	<ul style="list-style-type: none">I have many specific details.All of my details relate to my topic.My details are rich and descriptive.	<ul style="list-style-type: none">I use complete sentences.I use different words to start my sentences.My sentences are different lengths.	<ul style="list-style-type: none">I use many exciting, descriptive words.I use many interesting and powerful action words.I use many different words.	<ul style="list-style-type: none">I have no mistakes and other people can understand everything I write.I always use correct: C - capitalization U - usage P - punctuation S - spelling
3	<ul style="list-style-type: none">I stay on topic.I have a good intro, body, and conclusionI use some transition words to connect my writing.	<ul style="list-style-type: none">I have some specific details.Most of my details relate to my topic.Most of my details are rich and descriptive.	<ul style="list-style-type: none">Most of my sentences are complete.I start most of my sentences with different words.My sentences are different lengths.	<ul style="list-style-type: none">I use some exciting, descriptive words.I use some interesting action words.I use some different words.	<ul style="list-style-type: none">I have a few mistakes but they do not make it difficult for others to understand my writing.Most of the time I use correct CUPS.
2	<ul style="list-style-type: none">Some sentences are not on topic.I am missing an intro, body, or conclusionMy conclusion is just "the end."	<ul style="list-style-type: none">I have some details.Some of my details are off topic.Some of my details need more elaboration.	<ul style="list-style-type: none">Some of my sentences are complete.I often start my sentences with the same words.	<ul style="list-style-type: none">I use few exciting, descriptive words.I use few interesting action words.I repeat many of my words or ideas.	<ul style="list-style-type: none">I have some mistakes that make it difficult for others to understand my writing.I sometimes use CUPS.
1	<ul style="list-style-type: none">My writing has more than one topic.My writing has no clear intro, body, or conclusion.	<ul style="list-style-type: none">I have few or no details.My writing is very short.I do not stay on topic.	<ul style="list-style-type: none">Most of my sentences are not complete.I start most of my sentences with the same words.Most of my sentences look the same.	<ul style="list-style-type: none">I do not use descriptive words.I do not use interesting action words.I often repeat words.I leave out words.	<ul style="list-style-type: none">I have many mistakes that make it hard for others to understand my writing.I forget to use CUPS.



One homework folder for all work from any class.

Meant to go home every day and return every morning.

“Chunking” Assignments and Projects

Interest Profiler/Career Exploration Project

Completed Project Due **April 19**

Part 1 – Due Thursday, Feb. 9

1. Identify the 3 careers you are most interested in on the career sheet.
2. On the yellow handout, complete Page 6 “What do I like?” Decide your first and second choices (ex: Hands on, People, Information)
3. Look at Page 7 in the Career Compass booklet – do your career choices match the categories you chose from Page 6?

Notes and Notetaking Accommodations

Notes provided to student

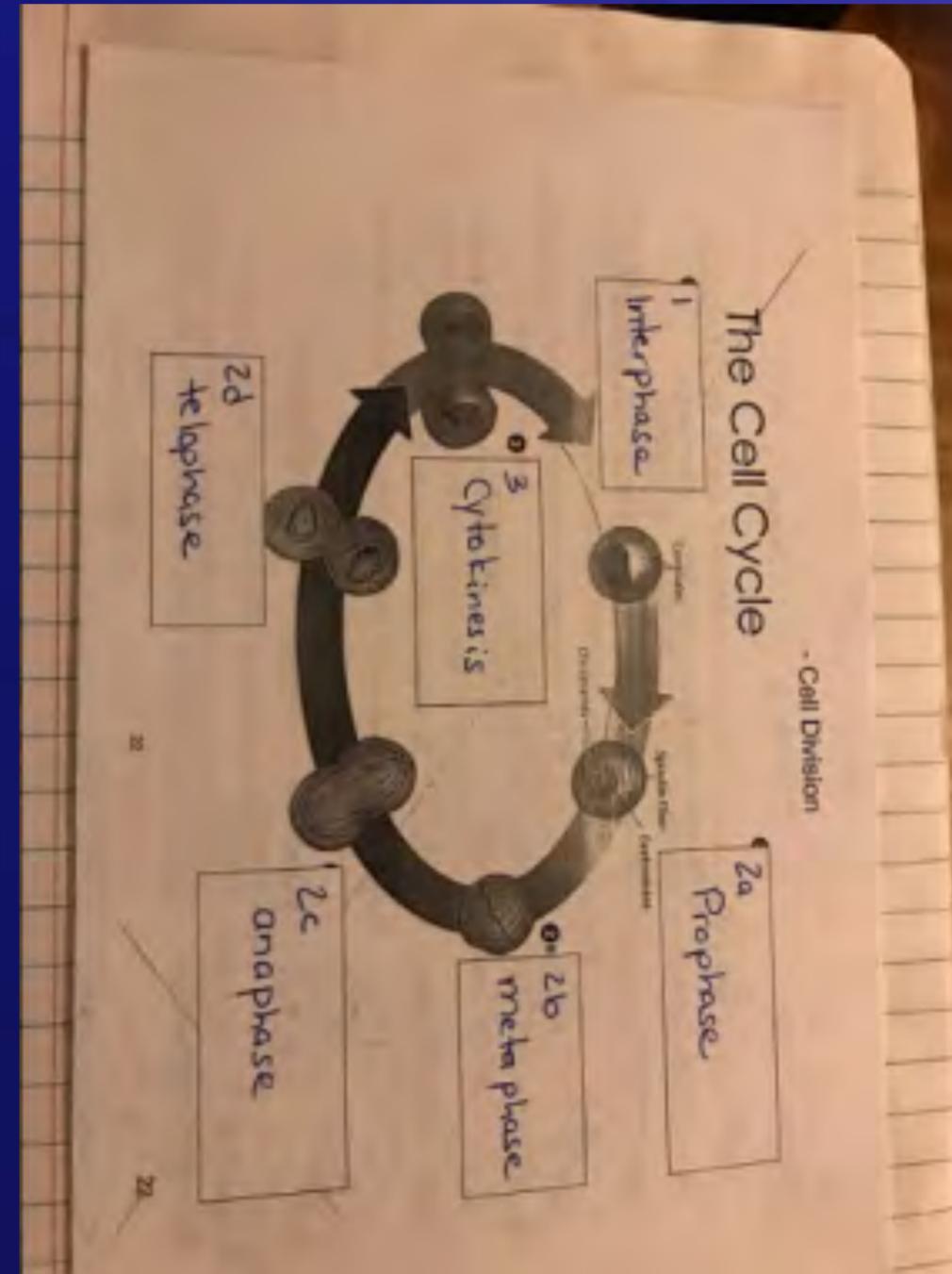
Active Transport

Video notes:

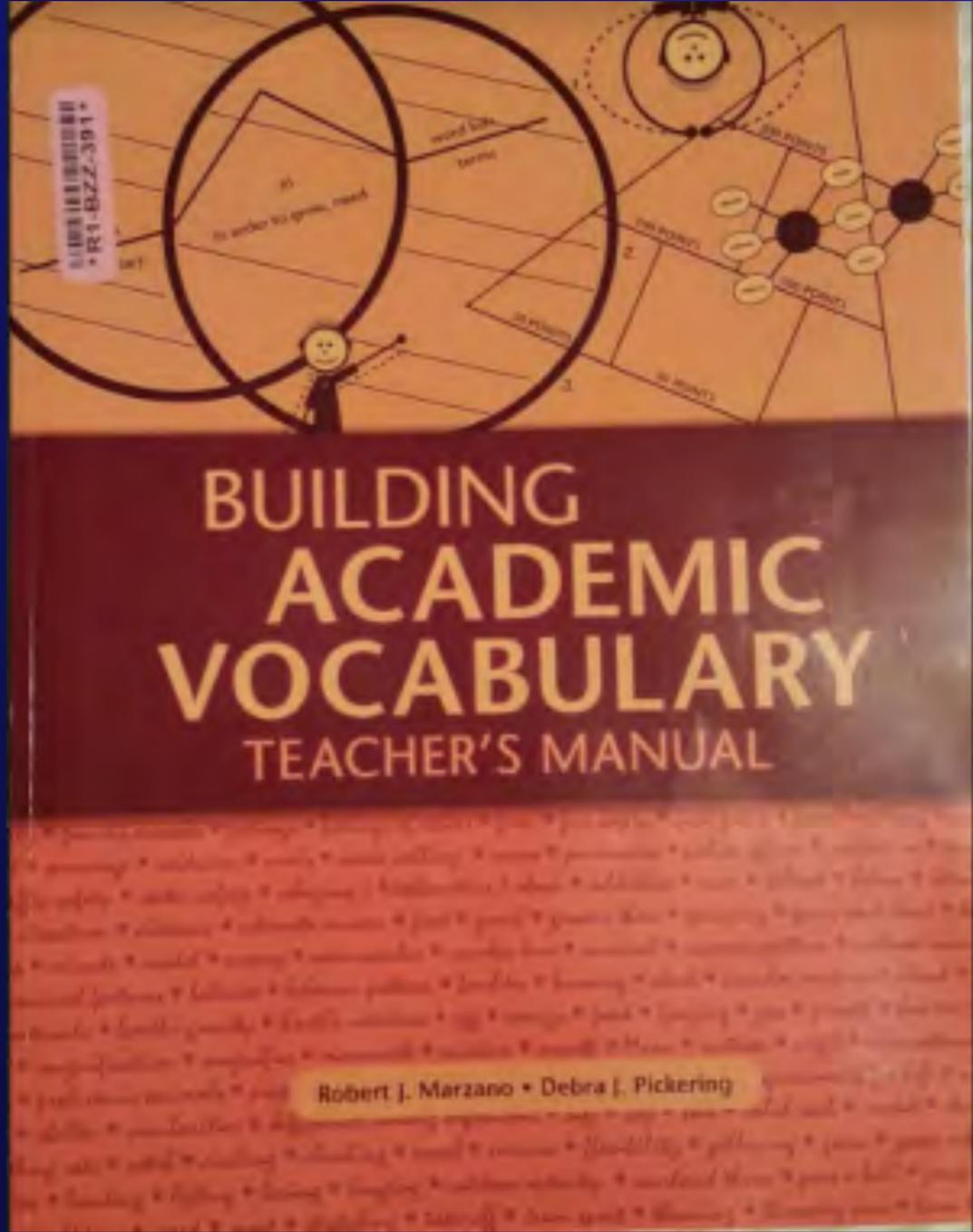
Compare and Contrast Diagram

Passive Transport	Active Transport
How Alike?	
Both use types of cell transport moving materials in or out of cell across the cell membrane.	
How Different?	
High to low	Low to high
no energy	Energy req.
diffusion, osmosis, facilitated diffusion	endocytosis, exocytosis
down	up
small molecules	large molecules

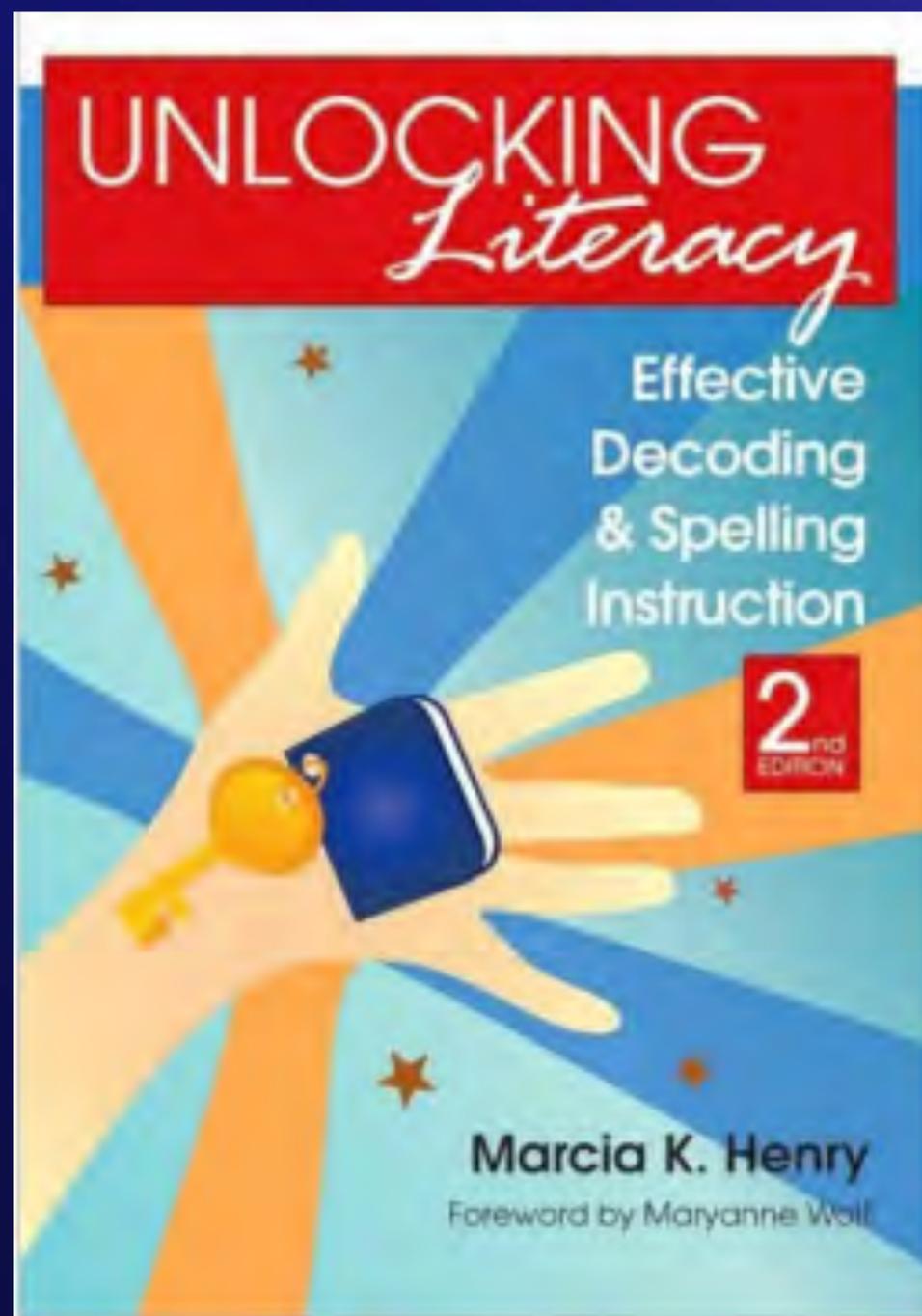
39



Vocabulary Strategies



Etymology (Word Origin) Strategies



UNLOCKING
Literacy

Effective
Decoding
& Spelling
Instruction

2nd
EDITION

Marcia K. Henry

Foreword by Maryanne Wolf

504 Plan Template #1

Section 504 Plan

Date of Plan Development: _____ Draft Revision Final

School: _____ District: _____

Student: _____ DOB: _____ Grade Level: _____

Teacher: _____ Person referring student: _____

Primary impairment for Section 504 eligibility: _____

504 TEAM Participants:

Teacher: _____ Parent: _____

Other: _____ Other: _____

Other: _____ Other: _____

Other: _____ Other: _____

Administrator or 504 Coordinator: _____

Section 504 Plan

Student: _____ DOB: _____ Grade Level: _____ Teacher: _____

Primary impairment for Section 504 eligibility: _____

Student Strengths, interests, talents	Parent/Guardian concerns related to how the impairment impacts participation in <input type="checkbox"/> <u>academic</u> <input type="checkbox"/> <u>non-academic</u> <input type="checkbox"/> <u>extra-curricular</u>	Teacher concerns related to how the impairment impacts participation in <input type="checkbox"/> <u>academic</u> <input type="checkbox"/> <u>non-academic</u> <input type="checkbox"/> <u>extra-curricular</u>	Recommended Accommodations (A) or Modifications (M) and frequency of accommodations or modifications	D-daily W-weekly S-specify specific activity/event/ or program O-other-specify	Who is responsible for implementation and monitoring	When

Next Meeting Date: _____ Continuation of review of eligibility Progress Monitoring Annual review of eligibility & current Plan

504 Plan Template #2

504 Student Accommodation Plan

Date Written: _____

Date To Be Reviewed _____

Student _____ District/Building _____ Grade _____

DOB _____

Parent (Guardian) Name _____ Plan Facilitator _____

Areas of Strength:

Describe Areas of Concern Based on Eligibility Determination:

Date of Eligibility Determination _____ and Team Members:

<i>Parent (Guardian)</i>	<i>Classroom Teacher</i>	<i>Expert Reviewer in Area of Disability</i>
<i>Administrator/Designee</i>	<i>Member/Position</i>	<i>Member/Position</i>

Areas of Difficulty	Accommodations	Person Responsible	Progress Monitored/ Date of Review

Areas of Difficulty	Accommodations	Person Responsible	Progress Monitored/ Date of Review

DYSLEXIA

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Dr. Kelli Sandman-Hurley
Tracy Block-Zaretsky

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619-517-0683

For more information on IEP goals for dyslexia, view the presentation below:

https://go.learningally.org/wp-content/uploads/2014/02/Dyslexia_The-Ultimate-IEP-presentation.pdf