



Retrain 2 Read

Reading Relief for the Dyslexic and Challenged Reader

Request an Assessment Through your Local Public School District

Parents may request an assessment at any time, and every school district is required to have procedures in place to help locate students who may need services.

- 1** Contact your school district Special Education office. Request an assessment.
- 2** Within 15 days of your request, you will receive either an Assessment Plan noting areas in which your child will be assessed or notice that the district declines to assess with reasons given. You have the right to appeal this decision.
- 3** You must receive a written notice from your school asking for your written, informed consent before any assessment begins.
- 4** After consent, the District must complete the assessment, and an IEP (Individual Education Plan) team meeting must be held to discuss potential eligibility within 60 calendar days of the date of receipt of your written consent for assessment.

Get started by calling the special education office (student support services) for your local school district and requesting an assessment.

ANAHEIM ELEMENTARY 714.517.7500 // ext. 7500
SCHOOL DISTRICT

CAPISTRANO UNIFIED 949.234.9277 // OR 949.234.9200 and follow prompts
SCHOOL DISTRICT

FOUNTAIN VALLEY 714.843.3200 // request Support Services - assessments
SCHOOL DISTRICT

HUNTINGTON BEACH 714.964.8888
CITY SCHOOL DISTRICT

IRVINE UNIFIED 949.936.5230 // OR call your zoned school directly
SCHOOL DISTRICT

LOS ALAMITOS 562.799.4700 // ext. 80420
UNIFIED SCHOOL DIST.

NEWPORT-MESA 714.424.5058
UNIFIED SCHOOL DIST.

SADDLEBACK VALLEY 949.580.3206
UNIFIED SCHOOL DIST.

TUSTIN UNIFIED 714.730.7301 // follow prompts for Departments/Spec. Ed.
SCHOOL DISTRICT

WESTMINSTER SCHOOL 714.894.7311 // ext. 2199
DISTRICT

There are multiple tests for dyslexia that look at different skills related to reading. **Be sure to request and confirm that your child gets tested for each of the following reading components:**

- **phonological awareness**
- **decoding**
- **reading fluency and comprehension**
- **rapid naming**

Some of these tests include the WIST- IV (Word Identification and Spelling Test), WJ-IV COG and WJ-IV ACH (Woodcock Johnson Cognitive and Achievement), COTOPP (Comprehensive Test of Phonological Processing), TOWRE (Test of Word Reading Efficiency), PAT-2 NU (Phonological Awareness Test), DSA (Developmental Spelling Analysis), or others. **Regardless of which test are used, confirm that each of the components in the bulleted list above are evaluated.**



Why is it important for my child to be assessed?

Research shows that high-quality direct instruction in literacy skills can help struggling students catch up to grade-level performance. Assessment is the first step in identifying these students so they can receive the specialized instruction they need to succeed.

What are my assessment options?

Your child can be assessed for free through the public school system or privately by a psychologist, learning disabilities specialist, or language specialist.

What occurs during the assessment process?

Information is gathered from you and your child's teacher to understand development, previous intervention, and current educational opportunities. Tests are given to recognize strengths and weaknesses that lead to identifying any disabilities. Conclusions and recommendations are developed and reported.

What do I do with the report I receive?

The report should identify instructional programs that appear to be appropriate in meeting the specific skill gaps and weaknesses identified through the evaluation process. This will help your child's educational team determine the starting point for instruction.



My child was tested through the public school. What is an IEP meeting?

If the results are clear that your child is eligible for special education services or accommodations, the school district will propose a plan called an Individualized Education Program (IEP) or a 504 plan.

The plan should include your child's present levels of educational performance, measurable goals, a statement of the services that your child needs, an explanation of the environment where services will be received, and projected dates for services to begin.

At an IEP meeting, you will be asked whether you consent to the plan developed for your child. You may request revisions. Once you give your consent in writing, the school district must implement the IEP as soon as possible. If you do not consent, the district is not required or allowed to provide the proposed services to your child.



What if I agree with the plan, but I do not want my child to receive his/her education at the public school?

During the IEP meeting, you can indicate that you agree with the assessment and goals, but you are foregoing public school services. If at any time you change your mind and want to transfer to the public school, the plan would be reviewed and implemented.

Do private schools provide special education?

While private schools are not obligated to accept an IEP or 504 plan, many do offer mild to moderate special education or accommodations. Those schools will most likely develop a learning plan or service plan based off of the information gathered during the assessment and recommendations given.

The report suggests accommodations. What are accommodations?

Instructional and testing accommodations change the way students receive information and demonstrate their knowledge, skills, and abilities; they do not change academic standards or expectations. Accommodations are adjustments made without lowering learning or performance expectations and without changing what is being measured.
(International Dyslexia Association)



What are some reasonable accommodations or modifications I could request for my child's plan?

Accommodations and modifications for children with dyslexia are not "one size fits all". Your child's accommodations should be matched to his/her needs and be practiced.

There are four basic types of accommodations. Presentation accommodations may include verbal or repetitive instructions, larger print, fewer items per page, highlighted text, spelling and grammar check and text-to-speech software. Response accommodations may include dictated responses or typed responses. Setting accommodations may provide for a student to complete certain assignments or tests in a smaller setting with reduced distractions. Timing accommodations may include extended time for assignments/projects/tests or taking breaks.