



# Colmesneil ISD

## Dyslexia Operating Procedures

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## Dyslexia Mission Statement

The mission of the Colmesneil Independent School District Dyslexia Program is to provide all eligible students identified as dyslexic with the multi-sensory and phonological awareness skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling, in order to nurture a strong self-esteem and to provide opportunities for them to develop their talents.

## Purpose of the CISD Dyslexia Procedures Handbook

This handbook describes the procedures for assessment, intervention, identification, instruction and monitoring of students with dyslexia and related disorders. The procedures were developed to comply with Federal, State and LEA requirements. The handbook is to be used with the TEA Dyslexia Handbook (Revised 2018), CISD policy, CISD 504 Procedures, and CISD Response to Intervention (RTI) procedures.

## Dyslexia Program Goals

Colmesneil Independent School District strives to have an exemplary dyslexia program for students enrolled in grades K – 12. Through a response to intervention process, CISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments including but not limited to the Kind Entry Assessment, TPRI, benchmarks and/or written evidence of curriculum-based monitoring (CBM).

Pursuant to the TEA's the Dyslexia Handbook, Updated 2018, students being referred for consideration of dyslexia should have demonstrated age appropriate developmental progress and have received appropriate instruction in reading, including but not limited to an accelerated reading program as required by the state. Students who exhibit characteristics of dyslexia should be referred for consideration of a dyslexia evaluation after at least one semester of formal reading instruction has taken place pursuant to the TEC §28.006.

The Colmesneil Independent School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

Addressing CISD's commitment, the following reflect the goals of the district dyslexia program:

- Screen, refer and evaluate, students in grades K – 12 who may be at risk of dyslexia and related disorders;
- Provide instructional treatment options for students identified with dyslexia and related disorders;
- Provide staff development that includes:
  - o Characteristics of dyslexia
  - o Assessment of dyslexia
  - o Intervention strategies and accommodations
  - o Provide a parent education program that includes:
    - o Awareness of the characteristics of dyslexia and related disorders
      - o Information on testing and the educational diagnosis of dyslexia
      - o Information of effective strategies and options for parents to use at home to effectively communicate and help their child with dyslexia and related disorders
  - o Information on state assessment accommodations and/or accommodations allowed for post-secondary testing (PSAT/ACT/SAT).

Objective: all campuses, through early screening and a response to intervention process, will identify students with dyslexia and related disorders and provide appropriate, individualized services.

## Updates to The Dyslexia Handbook

Updated 2018: Procedures Concerning Dyslexia and Related Disorders

School Boards MUST ensure the following:

- Procedures for identifying a student with dyslexia or a related disorder are implemented in the district (TAC §74.28)
- Procedures for providing appropriate instructional services to the student are implemented in the district (TAC §74.28)
- The district or school complies with all applicable requirements of state educational programs (TEC §7.028).

School Districts MUST do the following:

- Administer K---2 assessments (TEC §28.006)
- Provide early identification, intervention, and support (TEC §28.006)
- Apply results of early assessment instruments to instruction and report to the Commissioner of Education (TEC §28.006)
- Implement SBOE---approved procedures for students with dyslexia and related disorders (Dyslexia Handbook and TAC §74.28)
- Provide training about dyslexia to educators [TAC §74.28(c)]; (TAC §232.11) • Ensure the procedures for identification and instruction are in place (§74.28) • Notify parents in writing before an assessment or identification procedure is used with an individual student (TAC §74.28)
- Test for dyslexia at appropriate times (TEC §38.003)
- Ensure that assessment for the purposes of accommodations does not occur until after current testing has been reviewed [TEC §38.003(b---1)]
- Meet the requirements of §504 when assessment for dyslexia is recommended (The Dyslexia Handbook)
- Provide treatment (instruction) for students with dyslexia (TEC §38.003) • Purchase or develop their own programs that include descriptors listed in the Dyslexia Handbook (TAC §74.28)
- Inform parents of all services and options available to students eligible under the §504 (TAC §74.28)
- Provide student with services of a teacher trained in dyslexia (TAC §74.28) • Provide a parent education program (TAC §74.28)
- Report through PEIMS information regarding the number of students enrolled in the district or school who are identified as having dyslexia [TEC § 42.006(a---1)]

## **Definition of Dyslexia**

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 (average) intelligence, and sociocultural opportunity.
- (2) “Related disorders” includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, 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 growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

### **Procedures Required by State and Federal Law Prior to Formal Assessment**

In accordance with TEC §28.006, Colmesneil ISD administers early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. The early reading instruments used at Colmesneil Elementary are the TPRI, Kind Entry Assessment (KEA), Star Renaissance and the Reading by Design Reading Program. The information from the early reading instruments is one source of information used in deciding whether to recommend a student for assessment for dyslexia.

Screening for dyslexia of students may include, but is not limited to performance on state mandated test(s), a student’s grades/performance in reading, writing and spelling, and teachers’ observations of the characteristics of dyslexia. This information is used when deciding whether to recommend a student for assessment for dyslexia.

If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students’ parents/guardians are notified. In addition, an accelerated.

(intensive) reading program (RTI - as per NCLB legislation) that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Colmesneil ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

### **Referral Process**

At any time that a student, at any grade level, continues to struggle with one or more components of reading, Colmesneil ISD staff will refer the student to the campus RTI team. Among the actions that Colmesneil ISD has available for the student is a recommendation that the student be assessed for dyslexia. Colmesneil ISD recommends assessment for dyslexia if the student demonstrates the characteristics of dyslexia (see Dyslexia Handbook (Revised 2018)).

When formal assessment is recommended, the district completes the evaluation process as outlined using the following procedures:

- Obtain permission from the parent or guardian to assess the student for dyslexia by providing written notification to parents or guardians of proposal to assess student for dyslexia either through §504 or Special Education at least five school days before any evaluation or identification procedure is used selectively with an individual student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:
  - (1) a reasonable description of the evaluation procedure to be used with the individual student;
  - (2) information related to any instructional intervention or strategy used to assist the student prior to evaluation.
  - (3) An estimated time frame within which the evaluation will be completed; Colmesneil ISD will follow the Individuals with Disabilities Improvement Act guidelines for completion of evaluations. The district will have up to 45 school days to complete the assessment plus an additional 30 calendar days to conduct a 504 Committee or Admission, Review and Dismissal Committee meeting.

and

  - (4) specific contact information for the campus point of contact, relevant Parent Training and Information Projects, and any other appropriate parent resources.
- Inform parents or guardians of their rights under §504 or the Individuals with Disabilities Improvement Act.



- Assess students, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

Note: If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is being requested, IDEA 2004 due process procedures must be followed.

The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

### **Date Gathering**

Some of the information that Colmesneil ISD will collect is in the student's cumulative folder; other information is available from teachers and parents or guardians. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- K- Kind Entry Assessment
- 1<sup>st</sup>-2<sup>nd</sup> TPRI Assessment
- 3<sup>rd</sup>-6<sup>th</sup> STAR Renaissance
- Accommodations provided by classroom teachers
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of school work
- Parent conferences
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- Universal screening for all grade levels available (English and native language, if possible) • State student assessment program as described in TEC §39.002

Data must also be included that supports the student has received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, language proficiency, irregular attendance, or lack of experiential background. If the student is an English language learner (ELL), the district must also gather the following additional information:

- Home language survey

- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests – all years available)
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States •

Type of language program model provided and language of instruction

As part of the referral process, the RTI team (or campus counselor) will collect additional information about the student. Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction.

Data that support the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Colmesneil ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade, and  Characteristics of dyslexia:

**Primary Reading/Spelling Characteristics of Dyslexia:**

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)  Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following: • The development of phonological awareness, including segmenting, blending, and manipulating sounds in words

- 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

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

Progression through tiered intervention is not required in order to begin the identification. The use of a tiered intervention process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. The needs of the

students must be the main priority.

Parents/guardians always maintain the right to request a referral for a dyslexia assessment at any time. Once such a request has been made, the school district is obligated to review the student's data history (including formal and informal data) to determine whether there is a reason to suspect that the student may have a disability and be in need of services. If the school does not suspect a disability and determines that evaluation would not be indicated, the parents/guardians must be given a copy of their due process rights (procedural safeguards). All denials to evaluate should be documented in writing providing the rationale for not evaluating. If the student is currently being referred for a Special Education FIE, denial must be provided via completion of the Prior Written Notice and a copy of the Procedural Safeguards.

### **Procedure for Assessment of Dyslexia**

Students enrolling in Colmesneil ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal evaluation is recommended, Colmesneil ISD completes the evaluation process as outlined in Section 504 of the Rehabilitation Act of 1973, as amended. The procedures followed for assessment include:

1. Notify parents or guardians of proposal to assess student for dyslexia (§504)
2. Inform parents or guardians of their rights under §504
3. Obtain parent or guardian permission to assess the student for dyslexia
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28)

In conformance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as 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 or achievement level, or whatever other factor the test purports to measure, rather

than reflecting the student's impaired sensory, manual, or speaking skills

- Be 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 assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials.

### **Domains to Assess**

Colmesneil ISD administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate and accuracy) may be evident depending upon the student's age and stage of reading development. Students with dyslexia may also have difficulty with reading comprehension and written composition.

### **Academic Skills**

- Letter knowledge (name and associated sound)
- Reading real and nonsense words in isolation (decoding)
- Reading fluency (both rate and accuracy should be measured)
- Reading comprehension
- Written spelling

### **Cognitive processes that underlie the reading difficulties**

- Phonological/phonemic awareness (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- Rapid naming (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Oral expression
- Written expression
- Handwriting
- Orthographic processing
- Mathematical reasoning
- Intelligence

### English Language Learners

This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision making process is recommended.

#### Additional data to be gathered when assessing English Language Learners:

Language Proficiency Assessment Committee (LPAC) documentation which includes the following:

- o Home language survey
- o Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
- o State student assessment data results when available
- o Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
- o Type of language programming provided and language of instruction
- o Linguistic environment and second language acquisition development
- o Previous schooling in and outside of the United States

#### **Additional assessment when assessing English Language Learners:**

- Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible.
- If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

### **Interpretation**

Test results of English Language Learners (ELL) will be interpreted in light of the student's: language development (in both English and the student's native language [when possible]), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that affect learning.

### **Procedures for Identifying Students with Dyslexia**

The §504 Committee determines whether the student has dyslexia. (If student is either currently being served by Special Education or was referred for a FIE, then the ARD committee determines whether the student has dyslexia.) The §504 committee members must be knowledgeable about:

- The student being assessed
- The assessments being used
- Meaning of the evaluation data and placement options

In addition, the §504 committee must include someone with knowledge of the

following:

- The reading process;
- Dyslexia and related disorders;
- Dyslexia instruction; and
- District or charter school, state, and federal guidelines for assessment

The §504/ARD committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district staff, 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

§504/ARD Committee Decision Points for Dyslexia Identification:

I. Do the data show a pattern of low reading and spelling skills that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?

A. Does the student's difficulties in the area of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following?

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically words
- Reading fluency for connected text (both rate and/or accuracy)
  - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

B. The academic difficulties in reading and written spelling will typically be the result of a deficit in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.

- Does the student exhibit a deficit in phonological/phonemic awareness? • Does the student demonstrate a pattern of evidence with unexpectedly low performance in:

- o segmenting, blending, and manipulating sounds in words? (phonemic awareness)
- o learning the names of letters & their associated sounds?
- o holding information about sounds and words in memory (phonological memory) o rapidly recalling the names of familiar objects, colors, or letters of the alphabet? (rapid naming)

If the student exhibits reading and spelling difficulties and currently has appropriate phonological/ phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/ phonemic awareness. It is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.

- If the data does not indicate a deficit in phonological/phonemic awareness, is there a history of the student having difficulty with phonological/phonemic awareness? • If there is a previous history, is there data to indicate intervention was provided in this area?

C. Are the academic skills and the deficits in the cognitive processes (phonological/ phonemic awareness and/or rapid naming of symbols or objects) unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction? Does the student exhibit age-appropriate oral language skills, including listening comprehension, vocabulary development, the ability to follow directions, and the ability to tell a story?

- Does the student exhibit age-appropriate reading comprehension even though his or her word reading skills in isolation are deficient?
- Is the student's ability to learn in subjects that are not as heavily reliant on reading, such as science, social studies, and math, grade-appropriate?
- Is the student's ability to comprehend information read to him/her age appropriate? • If the student were not asked to read or interact with print, would he/she appear to be age/grade appropriate?
- Is there data to support a student's lack of progress despite having received research-based intervention? (i.e., accelerated reading program)
- Is the student's lack of progress due to sociocultural factors, such as language differences, irregular attendance, or lack of experiential background?

It is not one single indicator but a preponderance of data (both formal and informal) that provide the §504 committee with evidence for whether these difficulties are unexpected.

II. Does this pattern indicate the student has dyslexia?

III. Does the student have a disability under §504? If it is determined by the §504 Committee that the student meets the criteria for dyslexia, the §504 Committee must then proceed to determine eligibility under §504:

A. Does the student's dyslexia result in a substantial limitation in life's major function of

reading/learning?

B. If NO, does this student have any other disability that results in a substantial limitation in one or more of life's major functions?

C. If YES, the need for §504 accommodations, including provision of the supplemental specialized dyslexia intervention program (dyslexia lab) shall be considered and documented on §504 Record of Minutes.

Based on the above information and guidelines, the §504/ARD committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504/Special Education. Whether a student is eligible for §504/Special Education accommodations is a separate determination from the determination that the student has dyslexia and is determined by data and the student's individual needs. A student is considered to have a disability under §504/Special Education if the condition substantially limits the student's learning, including the specific activity of reading. Additionally, the §504/ARD committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504/Special Education services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

**Guidelines for Transitioning English Language Learners in the Dyslexia Program** Dyslexia is a language-based learning difference which stems from the inability to fluently unlock the sounds of the written symbols of a language. All languages can be categorized in reference to its orthographic component. Some languages, which are considered to have "transparent orthographies," have almost a perfect one-to-one sound to symbol correlation. Other languages, which are considered to have "opaque orthographies," can have multiple sounds to symbol correlations. The Spanish language is considered to be very transparent. This means that once the student can associate the sound to each symbol (letter of the alphabet), the process of decoding words is mastered quickly. The English language is considered to be opaque because the 26 letters of the English alphabet can produce 44 different sounds. The consonant sounds are usually consistent, but the vowel sounds change depending on the vowel's position in the word and/or what letter(s) precedes and/or follows. Just as languages can differ in the complexity of its orthographic component, so does the identification of Dyslexia in English Language Learners (ELL's).

Due to the transparent orthography of the Spanish language, Spanish readers will usually be successful with grade-level language/reading tasks. While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent



orthographies, such as Spanish, it has less influence. The inability to perform language tasks with automaticity appears to be the more decisive characteristic in the identification process of dyslexia in a language as phonetic as Spanish.

Dyslexia, as defined by both the Texas Education Code and the International Dyslexia Association, is neurological in nature. This means that the individual is born with it. Therefore, it stands to reason that once an individual is identified with Dyslexia, he/she will require continued support, regardless of the language of instruction. The Bilingual Time and Treatment Guidelines in the regular education setting is crucial for all ELL's, but especially so for students who are exhibiting characteristics of

Dyslexia in their native language. A hasty transition into the English reading curriculum may compound the reading difficulties. A student who has been evaluated in Spanish and identified with characteristics of Dyslexia should attend a Spanish Dyslexia Instructional Program. In order to gain benefit from the Spanish therapy, the student should also be receiving Spanish reading instruction in the regular education bilingual classroom. The Spanish Dyslexia Instructional Program extends over a two-year period and to remove the student prematurely would compromise the fidelity of the program. The campus LPAC should be cautious when considering changes to the bilingual category of a student who has been identified with Dyslexia and is attending the Spanish Dyslexia Instructional Program. When the LPAC has determined that the transition period is appropriate for these students, it is recommended that the Esperanza Transitional Lessons be implemented in the dyslexia instructional program before initiating the English Dyslexia curriculum. Since the student must exhibit average to high average English listening comprehension skills, this measure ensures that the English Dyslexia Instructional Program does not become an ESL program.

For ELL's who were not considered for Dyslexia evaluation when they were receiving Spanish reading instruction, it is critical that when they transition into English reading that we do not confuse English language learners with students who are dyslexic. They may have some of the same characteristics of dyslexia and require some of the same types of instruction. However, the root of the characteristics is quite different.

#### District Procedures for Students Presenting Outside Independent Evaluations for Dyslexia Services

For students whose parents present evidence of outside independent evaluations addressing dyslexia, the following must be considered:

The outside independent evaluation (assessment) must:

- have been administered by an individual certified to conduct an educational evaluation and knowledgeable about dyslexia;
- be considered valid and comparable to the evaluation standards that Colmesneil ISD would conduct; and
- comply with the requirements set forth in Section 504 and the TEA requirements specified

in TEA's The Dyslexia Handbook – Revised 2018.

Additionally, §504 regulations and TEA requirements as outlined in The Dyslexia Handbook – Revised 2018 have identified certain expectations in regards to the referral process for a dyslexia assessment and/or eligibility. An outside independent evaluation is considered a single source of data. Section 504 and/or the IDEA both require that data must be provided from a variety of sources in determining a child's eligibility for services. Case law allows the District to maintain the right to conduct their own evaluation.

In addition to the outside independent evaluation, data that must be submitted for review before a decision can be rendered concerning the validity of an outside independent evaluation by the District evaluator includes the following:

The student has passed the hearing screening. This screening must be current and the student must be able to hear and process sounds normally. "Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non-speech words." [Overcoming Dyslexia, Sally Shaywitz, pg. 48-49.]

The student has passed the vision screening with or without correction (i.e., glasses, contacts). Screening must be current and student must be able to see the written word and differentiate between letters. [Overcoming Dyslexia, Sally Shaywitz, pg. 50; Learning Disabilities – From Identification to Intervention, Jack M. Fletcher, pgs. 92-94.]

The classroom teacher can provide a list of academic concerns for the student and the student exhibits of the characteristics of dyslexia. The Teacher Interview for Student At-Risk for Dyslexia (Dyslexia Screening Checklist) is sufficient to determine general characteristics of dyslexia.

Effective classroom instruction and interventions have previously been provided by the classroom teacher. Previous interventions, including the receipt of an accelerated reading program as defined by TEC §28.006 should be documented on an Individual Intervention Plan (IIP). The teacher should provide evidence of curriculum-based monitoring indicating student's progress plus data indicating fidelity of implementation. Best practice recommends that scientific, research-based interventions should be attempted before considering a referral for evaluation as well as the student having previously participated in an accelerated (intensive) reading program. [TEC §28.006.]

All LEP students, depending on their bilingual category, must receive appropriate instruction based on their LEP category. The LPAC Committee determines and documents the student's bilingual category. A current TELPAS, LAS, RPTE, etc. score is necessary. It is the expectation that the LEP student possesses Cognitive Academic Language Proficiency (CALP) before being dismissed from the bilingual program. If the student does not possess CALP and/or the additional data being submitted indicates language acquisition as a factor for the student's current concerns, the request for dyslexia assessment may be refused. [The Dyslexia Handbook – Revised 2018, pgs. 17- 18,

1920.]

Parents must be provided with written information concerning their child's difficulties in reading and must have been informed about the accelerated (intensive) reading program and/or interventions that appropriately addresses the student's reading difficulties and enables them to catch up with their typically performing peers. In addition, parents must provide the school with written consent for both a dyslexia assessment as well as the assessment to be conducted under Section 504. [TEC §28.006(g)(h), pgs. 15 & 45; The Dyslexia Handbook – Revised 2018, pg. 18.]

Frequently due to sociocultural factors such as irregular attendance or lack of experiential backgrounds, students will be referred as being a child with a disability. Both Section 504 and the IDEA prohibit referrals for disability based on irregular attendance or lack of experiential background and/or other sociocultural factors. [34 C.F.R. Appendix Part 104 Definitions; 34 C.F.R. 300.306; The Dyslexia Handbook – Revised 2018, pg. 17.]

Failure to present the additional data outlined above, in addition to the outside independent evaluation, may result in an inability to consider the validity of the outside evaluation.

Eligibility determinations for dyslexia services can only be determined by a duly constituted Section 504 committee who are knowledgeable about the student, the evaluation data (including dyslexia) and the placement options.

For additional questions, contact: The Director of Special Services at 936-876-4287 extension 2300. Procedures for Serving In-State or Out-of-State Transfers for Students Identified with Dyslexia

#### In-State Student Transfers

For students transferring into Colmesneil ISD who have been diagnosed with dyslexia within the same school year by a public school agency within the state of Texas, the following procedures are to be followed:

1. Receiving campus must have written documentation from the previous school district that student has been identified as a student with dyslexia as outlined The Dyslexia Handbook, Revised 2018.
2. Receiving campus must have written documentation from the previous school district that the student has a current §504 individual accommodation plan (IAP).
3. Colmesneil ISD, upon receipt of the written documentation outlined in items 1 and 2, will provide the student with FAPE (free and appropriate public education) as defined under Section 504 - including services comparable to those described in the child's individual accommodation plan) from the previous school district UNTIL the current school district either:
  - a. Formally adopts the child's individual accommodation plan (IAP) by a duly constituted

campus §504 committee pursuant to District procedures implementing §504; or

- b. Develops, adopts and implements a new individual accommodation plan (IAP) that meets the applicable requirements including the determination of whether:
    - i. New or additional testing is required;
    - ii. Previous testing presented to the current school district is not older than one year;
    - iii. Previous testing meets the requirements as outlined in The Dyslexia Handbook, Revised 2018; and
    - iv. Previous testing meets the standards and procedures implemented by the Colmesneil ISD.
4. The timeline for completing the procedures outlined above shall be 30 instructional days from the date the student is verified as being a student with dyslexia and eligible for dyslexia and §504 services.

#### Students Transferring from Out-of-State

For students transferring into Colmesneil ISD from a state other than Texas and who have been diagnosed with dyslexia within the same school year by a public school agency, the following procedures are to be followed:

1. Receiving campus must have written documentation from the previous school district that student has been identified as a student with dyslexia.
2. Receiving campus must have written documentation from the previous school district that student has a current §504 individual accommodation plan (IAP).
3. Colmesneil ISD, upon receipt of the written documentation outlined in items 1 and 2, will provide the student with FAPE (free and appropriate public education as defined under Section 504 - including services comparable to those described in the child's individual accommodation plan) from the previous school district UNTIL the current school district either:
  - a. Conducts an evaluation pursuant to the procedures outlined in The Dyslexia Handbook, Revised 2018, Section 504 and Colmesneil ISD procedures for evaluating students with dyslexia; and
  - b. Develops, adopts and implements a new individual accommodation plan, if appropriate, that meets the applicable requirements pursuant to the procedures outlined in The Dyslexia Handbook, Revised 2018 and Section 504.
4. The timeline for completing the procedures outlined above shall be 45 instructional days from the date the student is verified as being a student with dyslexia.

Should the data indicate that additional testing is indicated or not adequately current, §504 regulations and TEA requirements as outlined in The Dyslexia Handbook, Revised 2018 have identified certain expectations in regards to the process and data required for a dyslexia assessment.

The data accompanying the request for a dyslexia assessment should provide the evaluator with complete and accurate documentation to confirm the need for an assessment or reassessment (specific to transfer students). Documentation should include but is not limited to the following:

- The student has passed the hearing screening. This screening must be current and the student must be able to hear and process sounds normally. “Students must possess the ability to distinguish the difference between sounds – the sounds of language (phonemes) and the sounds of noise – and the ability of the phonologic module to distinguish speech from non speech words.” [Overcoming Dyslexia, Sally Shaywitz, pg. 48-49.]
- The student has passed the vision screening with or without correction (i.e., glasses, contacts). This screening must be current and the student must be able to see the written word and differentiate between letters. [Overcoming Dyslexia, Sally Shaywitz, pg. 50; Learning Disabilities – From Identification to Intervention, Jack M. Fletcher, pgs. 92-94.]

Data indicating that student’s difficulties are not due to LEP issues and/or sociocultural factors such as irregular attendance or lack of experiential backgrounds.

### **Instruction for Students with Dyslexia**

Teachers at Colmesneil ISD have received the required training to provide dyslexia students with appropriate instruction in the components of reading. The 504/Dyslexia Committee makes instructional decisions for a student with dyslexia. The committee is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for

students with dyslexia. Parents/guardians of students eligible under §504/Special Education, will be informed of all services and options available to the student under that federal statute. Instruction for students with mild to moderate dyslexia will be provided in their classroom by their teacher. The instruction provided by the classroom teacher will consist of whole group and small group instruction. The whole group instruction will be daily. The small group instructional time will be determined by the §504/ARD Committee.

Instruction for students with severe dyslexia will be provided daily in the classroom by their classroom teacher, during whole group instruction as well as in a dyslexia pull-out program. The amount of pull-out instruction will be determined by the §504/ARD Committee.

The daily instruction provided by both the classroom and the dyslexia pull-out teachers will consist of the required components of instruction, as appropriate for the reading needs of each individual student.

Components of instruction, as appropriate for the reading needs of the student, include the following:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language

- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order (Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.)
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning
  - Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

#### Instruction and Assessment Accommodations for Students Who Have Dyslexia

The 504/ARD/Dyslexia Committee will document accommodations that students with dyslexia need in the classroom and for assessment. Assessment decisions include those needed for students taking State mandated and other standardized tests. Documentation of accommodations is disseminated by the campus counselor or campus administrator to appropriate teachers each year.

#### Student Monitoring and Dyslexia Program Exit Criteria

Upon successful completion of Colmesneil ISDs program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to: grades from progress reports

or report cards, state assessment data, benchmarks, progress monitoring data, teacher and/or parent observations/checklists, and individual dyslexia program requirements.

Students that have completed the Colmesneil ISD dyslexia program will receive regular monitoring during the first year.

Monitoring may include, but is not limited to the collection/evaluation of:

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

- Other program reports
- Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

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:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment;
- Committee recommendation
- Parents request in writing that the student exit the program

If a student has shown substantial progress and the §504/ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.

Students that have been exited from dyslexia instruction will be monitored by the campus designee. Monitoring will occur as follows:

Time after Dismissal Monitoring Interval

First Year Once a nine weeks

Second Year Once a semester

Third Year and Beyond Annually each May

Staff will follow monitoring/re-evaluation requirements, outlined in Federal law, for students that qualify for dyslexia services or that are identified as §504 or for Special Education services.

Dyslexia Teacher Role

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018 lists and describes the components of instruction that must be a part of a program used for students identified with dyslexia. Teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods.

Texas does not have a certification requirement specific to teachers providing intervention to

students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers have appropriate training in dyslexia and the relevant instructional components as outlined in Chapter III of The Dyslexia Handbook. Certified teachers who have coursework in the areas of reading and reading disabilities should be considered first for assignment to teach students with dyslexia and related disorders. Licensed dyslexia practitioners or licensed dyslexia therapists may also be considered. These teachers should be trained to deliver instruction that is described in Chapter III of The Dyslexia Handbook. Certified educational aides, per TAC guidelines [Title I, Section 1119(g)(2)], may perform assigned tasks under the guidance and supervision of a certified teacher or teaching team.

#### Guidance and Support for Teachers

In summary, learning to teach reading, language, and writing is a complex undertaking. The competence and expertise of teachers can be nourished with training that emphasizes the study of reading development, language, and individual differences. In addition, teachers need supervised practice opportunities to be successful, especially if they are responsible for students with dyslexia and other reading difficulties. If teachers are better prepared, the impact of reading difficulties, including dyslexia, will be lessened and many more students will receive the instruction and support that they require to reach their potential.

#### Dyslexia Parent Awareness Legal Requirements

##### The Dyslexia Handbook

Procedures Concerning Dyslexia and Related Disorders, Revised 2014. (pg. 42). “School districts MUST: ... “Provide a parent education program.”

##### Texas Administrative Code 19 TAC§74.28(h)

“(h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders, information on testing and diagnosis of dyslexia, information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.”

Campus personnel will conduct a Dyslexia Awareness program annually.



## Contacts for Dyslexia

Dyslexia Services - Christy Greer 409-837-5757 [christy.greer@colmesneilisd.net](mailto:christy.greer@colmesneilisd.net)

Colmesneil Elementary - Shelby Tillery 409-837-5757 [shelby.tillery@colmesneilisd.net](mailto:shelby.tillery@colmesneilisd.net)

Colmesneil High School - Stephanie Smith 409-837-5757 [stephanie.smith@colmesneilisd.net](mailto:stephanie.smith@colmesneilisd.net)

High School Counselor - L'Chanda Courville 409-837-5757 [lchanda.corville@colmesneilisd.net](mailto:lchanda.corville@colmesneilisd.net)

Superintendent - Dr. Scott Davis 409-837-5757 [scott.davis@colmesneilisd.net](mailto:scott.davis@colmesneilisd.net)

## APPENDIX

### Teacher and Parent Resources

Dyslexia fact sheets can be found on the website for the International Dyslexia Association. They are under copyright; however, the IDEA “encourages the reproduction and distribution of this fact sheet”

<https://dyslexiaida.org/fact-sheets/>

© Copyright 2004, The International Dyslexia Association (IDA). IDA encourages the reproduction and distribution of this fact sheet. If portions of the text are cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale.

### Accommodating Students with Dyslexia

<http://www.interdys.org/ewebeditpro5/upload/AccommodatingStudentsWithDyslexiaInAllClassroomSettings10-02.pdf>

### Dyslexia Basics

<http://www.interdys.org/ewebeditpro5/upload/DyslexiaBasicsREVMay2012.pdf>

### Social and Emotional Problems Related to Dyslexia

<http://www.interdys.org/ewebeditpro5/upload/SocialEmotionProblemsRelatedToDyslexia.pdf>

### Tips for Succeeding in College

<http://www.interdys.org/ewebeditpro5/upload/TipsForSucceedinginCollege.pdf>

### Understanding Your Dyslexia

<http://www.interdys.org/ewebeditpro5/upload/UnderstandingYourDyslexia.pdf>

Additional information regarding Dyslexia can be found on the Colmesneil ISD website

<https://sites.google.com/a/Colmesneilisd.com/Colmesneil-isd-special-services1/home/dyslexia>