

**Yantis ISD Dyslexia Plan
2018-2019**



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Yantis Independent School District Dyslexia Plan

I. District Dyslexia Philosophy Statement and Program Goals

The purpose of Yantis Independent School District is to provide quality education for all students of the community. Yantis ISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or genetic information in provision of services, programs, or activities. While the needs of most students are met in the regular classroom, there are some students that demonstrate age appropriate developmental progress and have received appropriate instruction in reading who do not learn to read when conventional instruction is utilized. To assist those students to reach and maintain their academic potential, Yantis ISD will provide systematic dyslexia screening and remediation in accordance with Texas Education Agency guidelines.

Yantis ISD strives to have an exemplary dyslexia program for students enrolled in grades K-12. Through a response to intervention (RTI) process, Yantis ISD monitors students on a regular basis utilizing student data including but not limited to the TPRI, DIBELS Next, ITBS, benchmarks, and formal and informal observations.

Pursuant to the TEA's *The Dyslexia Handbook, Revised 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.

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

- Screen, refer, and evaluate, and identify students in K-12 who may be at risk of dyslexia and related disorders.
- Provide remediation for students identified with dyslexia and related disorders.
- Provide staff development that includes training in the characteristics of, screening of, and intervention strategies and accommodations for students with dyslexia.
- Provide a parent education program that includes awareness of the characteristics of dyslexia and related disorders, information on screening for the educational diagnoses of dyslexia, information on effective strategies and options for parents to use at home, and awareness of allowable accommodations for the classroom and state assessments.

II. Definition and Characteristics of Dyslexia

The Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

“Related disorders” include 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).*

Students identified as having dyslexia typically exhibit the following characteristics that are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

- Difficulty reading words in isolation.
- Difficulty accurately decoding unfamiliar words.
- Difficulty with oral reading (slow, inaccurate, or labored without prosody).
- Difficulty spelling.

It is important to note that students demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

These characteristics are most often associated with difficulty with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness).
- Learning the names of letters and their associated sounds.
- Holding information about sounds and words in memory (phonological memory).
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming).

The consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension.
- Variable difficulty with aspects of written language.
- Limited vocabulary growth due to reduced reading experiences.

Source: The Dyslexia Handbook, Texas Education Agency, 2018

III. Procedures for Assessment of Dyslexia

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook, Revised 2018*, will be followed by Yantis ISD including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English Language Learners.

Procedures Required by State and Federal Law Prior to Formal Assessment

In accordance with TEC §28.006 and TEC §38.003, Yantis ISD administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the state mandated reading assessment (STAAR).

If on the basis of the reading instrument results, a student is determined to be at risk for dyslexia and/or other reading difficulties, the student's parents/guardians are notified. In addition, an accelerated research based reading program that appropriately addresses the student's reading difficulties is implemented. Interventions are provided through the district's RTI process.

Among the actions that Yantis ISD has available for the student who continues to struggle with reading, is a recommendation that the student be assessed for dyslexia. Yantis ISD recommends assessment for dyslexia if a 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.
- Characteristics of dyslexia.
- Continues to struggle with reading after having participated in an accelerated reading program. The evaluation of a child suspected of having a disability will not be delayed or denied because of implementation of tiered interventions or RTI.

Data Gathering

At any time that a student continues to struggle with one or more components of reading that is unexpected for the student's age and grade, Yantis ISD will collect additional information about the student. This 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.

Information collected by Yantis ISD will include data that demonstrates the student was provided appropriate instruction and data based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring). Data must be included that supports the student has received conventional 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.

Additional information to be considered includes the results from some or all of the following:

<p>Vision screening Hearing screening Teacher reports of classroom concerns Classroom reading assessments Accommodations or interventions provided Academic progress reports (report cards) Gifted/talented assessments Samples of schoolwork Parent conference notes Results of kindergarten-grade 1 universal screening as required in TEC §38.003 K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)</p>	<p>7th-grade reading instrument results as required in TEC §28.006 State student assessment program results as described in TEC §39.022 Observations of instruction provided to the student Full Individual and Initial Evaluation Outside evaluations Speech and language assessment School attendance Curriculum-based assessment measures Instructional strategies provided and student’s Response to the instruction Screening Parent survey</p>
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Assessment of Dyslexia

The identification of reading disabilities, including dyslexia, will follow one of two procedures. Yantis will typically evaluate for dyslexia through Section 504. If a student is suspected of having a disability within the scope of the IDEA, special education procedures will be followed.

Students enrolling in Yantis ISD will be assessed for dyslexia and related disorders at appropriate times. The appropriate time depends upon multiple factors including the student’s reading performance, reading difficulties, poor response to scientifically based reading instruction and intervention, teacher input, and parent/guardian input. While the appropriate time for assessing is early in a student’s school career, 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, Yantis ISD will complete the evaluation process as follows:

- Notify parents or guardians of proposal to assess student for dyslexia.
- Inform parents/guardians of their rights under Section 504 or IDEA.
- Obtain parent or guardian permission to assess the student for dyslexia.
- Assess the student.

In compliance with Section 504 and IDEA, test instruments and other evaluation materials will 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, 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.
- Be used for the purpose for which the assessment or measures are valid or reliable.
- Be provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Domains to Assess

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. The following areas related to reading will be assessed:

<u>REQUIRED DOMAIN:</u> ACADEMIC SKILLS	<u>REQUIRED DOMAIN:</u> COGNITIVE PROCESSES	<u>ADDITIONAL POSSIBLE AREAS FOR CONSIDERATION OF ASSESSMENT:</u>
Letter knowledge (name and associated sound) Reading words in isolation Decoding unfamiliar words accurately Reading fluency (both rate, accuracy, and prosody are assessed) Reading comprehension Spelling	Phonological/phonemic awareness Rapid naming of symbols or objects	Vocabulary Listening comprehension Verbal expression Written expression Handwriting Memory for letter or symbol sequences (orthographic processing) Mathematical calculation/reasoning Phonological memory Verbal working memory Processing speed

Assessment of English Language Learners

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 required.

If the student is an English Language Learner, the district will 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.

Test results of English Language Learners must 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.

Assessment of Special Education Students

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors complicating their dyslexia and requiring more support than what is available through dyslexia instruction. Some students with severe dyslexia or related disorders may be unable to make adequate academic progress within any of the Section 504 programs provided for dyslexia or related disorders. In such cases, a referral for evaluation under IDEA will be considered.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction that includes the descriptors listed in *The Dyslexia Handbook, Revised 2018*.

If a student is already in special education but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under IDEA will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In such case, the ARD committee will make determinations for those students.

Assessment of Transfer Students Identified With Dyslexia

For students transferring into Yantis ISD who have been identified with dyslexia by a public school or other agency, the following procedures will be followed:

- The receiving campus must have written documentation from the previous school district or agency that the student has been identified as a student with dyslexia as outlined in *The Dyslexia Handbook, Revised 2018*.
- Upon receipt of the written documentation outlined in item 1, Yantis ISD will determine whether previous testing meets requirements as outlined in *The Dyslexia Handbook, Revised 2018*. If the determination is made that previous testing meets the requirements, the student will be provided with free and appropriate public education (FAPE) as defined under Section 504. If it is determined that previous testing does not meet the requirements, Yantis ISD will make a determination as to the need to conduct an evaluation.
- Yantis ISD will either formally adopt the child's previous school's IAP (individual accommodation plan), or a new IAP will be developed and adopted by a duly constituted campus Section 504 committee.
- The timeline for completing the procedures outlined above will be 45 instructional days from the date the student is verified as being a student with dyslexia. Should additional testing be required, the timeline will be according to the *Yantis ISD Dyslexia Timeline Flowchart*.

IV. Procedures for Identification of Dyslexia

The Section 504 committee determines whether the student has dyslexia. If the 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. In order to make an informed determination, the committee will include members who are knowledgeable about:

- The student being assessed.
- The assessments used.
- Meaning of the evaluation data and placement options.
- The reading process.
- Dyslexia and related disorders.
- Dyslexia instruction.
- District, state, and federal guidelines for assessment.

The committee will determine the identification of dyslexia after reviewing all accumulated data obtained from data gathering and formal assessment.

Section 504/ARD Committee Decision Points for Dyslexia Identification

The committee will determine if the data shows 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 in some or all of the following.

- Reading words in isolation.

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

If based on the data the committee determines weaknesses are indicated in the listed reading skills, the committee will look next at the underlying cognitive processes. These weaknesses will typically be the result of a deficit in one of the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness).
- Learning the names of letters & their associated sounds.
- Holding information about sounds and words in memory (phonological memory).
- 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, the committee will 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. Questions the committee will consider are:

- 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?
- Are the academic skills and the deficits in the cognitive processes **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 Section 504 committee with evidence for whether these difficulties are unexpected.

Based on the above information and guidelines, the committee will first determine whether the student has dyslexia. If it is determined the student meets the requirements, the committee also determines whether the student has a disability under §504. **Whether a student is eligible for §504 is a separate determination from the determination that the student has dyslexia.** A student is considered to have a disability under Section 504 if the condition substantially limits the student's learning, including the specific activity of reading. In determining whether a student has a disability that substantially limits the student in a major life activity, the Section 504 committee must not consider the ameliorating effects of any mitigating measures the student is using. Mitigating measures include such things as use of assistive technology, reasonable accommodations, auxiliary aids or services, readers, taped texts, and/or other interventions/plans.

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 ARD committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

If the committee does not identify dyslexia but determines the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability will be considered.

V. Instruction for Students with Dyslexia

Once it has been determined that a student meets the requirements as a student with dyslexia, Yantis ISD will provide an appropriate instructional program for the student as required in TEC §38.003:

The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The following procedures will be followed:

- Instructional decisions for a student with dyslexia will be made by a committee (§504 or ARD) that is knowledgeable about the student, the meaning of the evaluation information, and the instructional components and delivery of instruction for students with dyslexia.
- Yantis ISD will purchase or develop a reading program for students with dyslexia and related disorders that includes the components of phonological awareness, graphophonemic knowledge, language structure, and linguistic patterns and processes. Instructional approaches will be explicit, individualized, and multi-sensory. (19 TAC 74.28)

- Yantis ISD will provide identified students access at his/her campus to an instruction program that meets the requirements in and to the services of a teacher trained in dyslexia and related disorders. (19 TAC §74.28(c))
- Parents/guardians of students determined to be a student with dyslexia will be informed of all services and options available. Yantis ISD will also provide parents/guardians of these students with information on the characteristics of dyslexia and related disorders, assessment and diagnosis of dyslexia, and effective strategies and allowable accommodations for both the classroom and local and state testing.

VI. Exit from District Dyslexia Program

Exit from dyslexia remediation and/or services will be based on a comprehensive and thorough consideration of student data including but not limited to the completion of the school's dyslexia instructional program, academic performance, teacher observation/input, and parent/guardian input. The §504 committee or the ARD committee, based on which program the student is being served under, can make the decision to exit a student from the district's dyslexia program if evidence is available to support such decision. Parents may request exit from services at any time.

**YANTIS INDEPENDENT SCHOOL DISTRICT
DYSLEXIA TIMELINE FLOWCHART
COORDINATION WITH §504 PROCEDURES**

