

Franklin I.S.D.  
District Dyslexia Plan  
2018-2019

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## **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 intelligence, and sociocultural opportunity.

(2) “Related disorders” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The definition of the International Dyslexia Association states:

*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. (Winter, 2003, Perspectives on Dyslexia 29).*

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

## **Screening for Dyslexia**

In accordance with TEC §28.006, Franklin ISD administers early reading instruments in kindergarten, first, and second grades to diagnose students' reading development and comprehension. 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 that appropriately addresses students' reading difficulties is implemented. Students are also screened, or tested if appropriate, for dyslexia at the end of kindergarten and first grade in accordance with TEC §38.003. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Franklin 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.

Screening for dyslexia of students in all grade levels may include, but is not limited to: performance on state mandated test(s), a student's grades/performance in reading, writing and spelling, intervention records, and teachers' observations of the characteristics of dyslexia. This information will be utilized when deciding whether or not to recommend a student for assessment for dyslexia.

## **Referral Process**

At any time that a student continues to struggle with one or more components of reading, Franklin ISD will collect additional information about the student. The 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 to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations and modifications provided by classroom teachers
- Academic progress reports and/or report cards

- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- State student assessment program as described in TEC §39.002
- The K/1 EOY screenings as described in TEC §38.003
- Benchmark testing results
- Intervention Records

Among the actions that Franklin ISD has available for the student is a recommendation that the student be assessed for dyslexia. Franklin ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related areas of writing and spelling that is unexpected for the student's age/grade
- 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 learning to spell

### **Common Risk Factors Associated with Dyslexia**

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

### **Preschool**

- Delay in learning to talk
- Difficulty with rhyming

- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn't enjoy following along if book is read aloud)

### **Kindergarten and First Grade**

- Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" " ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print ( e.g., "sed" for "said")

### **Second Grade and Third Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

### **Fourth Grade through Sixth Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)

- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- Reliance on listening rather than reading for comprehension

### **Middle School and High School**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

### **Assessment of Dyslexia**

Students enrolling in Franklin 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 additional reading instruction (response to intervention), as well as teachers' and parents' input. 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.

The procedures to follow for assessment include:

- Notify parents or guardians of proposal to assess student for dyslexia
- Inform parents or guardians of their rights under §504
- Obtain parent permission to assess the student for dyslexia
- Administer measures only by individuals/professionals who are trained in assessments to evaluate students for dyslexia and related disorders (19 TAC §74.28)

Tests, assessments, and other evaluation materials will:

- Be validated for the specific purpose for which they 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
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, lists of books the student has read, audio recordings of the student's oral reading)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

### **Assessment of Special Education Students**

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA) will be followed.

Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted. In this case, the ARD committee will serve as the committee of knowledgeable persons.

### **Students Assessed Outside the District**

Assessment data for students identified as having dyslexia from an outside source will be reviewed in order to determine if additional information is needed. The §504 committee will then determine the appropriate placement of the student.

### **Domains to Assess**

Franklin ISD administers measures that are related to the student's educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

- Reading single words in isolation
- Word decoding (real and nonsense words)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (rate and accuracy)

- Reading comprehension
- Spelling

Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, written expression, handwriting, mathematics, behavior/attention, oral language, and cognitive ability.

For non-English speakers who struggle to read in their native language, similar measures in the student's native language will be used as appropriate.

## **Section 504**

The §504 committee will meet to determine dyslexia and/or §504 eligibility. The team must be knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

This committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

- The observations of the teacher, district, or school staff, and/or parent
- 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)
- The results of administered assessments
- All other accumulated data regarding the development of the student's learning and his/her educational needs

The student's difficulties in the area of reading will reflect one or more of the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in the following areas:

- Reading real words in isolation
- Decoding nonsense words
- Reading fluency (both rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

This unexpectedly low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological awareness
- Rapid naming
- Phonological memory

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition. The committee of knowledgeable persons will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia
- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background.

If the §504 committee determines that the student has dyslexia, this committee also determines whether the student has a disability under the Rehabilitation Act of 1973, §504. (Not all students with dyslexia are necessarily eligible for §504.) A student is considered to have a disability under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia and requiring more support than what is available through dyslexia instruction. At other

times, there will be students with severe dyslexia or related disorders who will be unable to make adequate academic progress within the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as disabled within the Individuals with Disabilities Act (IDEA) will be made as needed.

## **Program Entrance Criteria**

All the data collected will be considered to determine if the student's profile reflects characteristics of dyslexia. The §504 committee will determine if the student exhibits a need for dyslexia intervention based on the following criteria:

- The student has experienced an unexpected lack of appropriate progress.
- The student exhibits low performance in some or all of the following areas: reading single words in isolation, word decoding, phonological awareness, letter knowledge, rapid naming, fluency, reading comprehension, and spelling.
- The student possesses adequate intelligence.
- The student's lack of progress was not due to socio-cultural factors such as language differences, irregular attendance or lack of experiential background.
- The student has received conventional instruction.

Additional Considerations:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations and modifications provided by classroom teachers
- Academic progress reports and/or report cards
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument

- The K/1 EOY screenings as described in TEC §38.003
- State student assessment
- Intervention data

## **Program Description & Options**

Once it has been determined that a student has dyslexia, Franklin ISD shall provide an appropriate program for the student (TEC §38.003). The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Franklin ISD will use a research based reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in the state dyslexia handbook.
- Franklin ISD will provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders.
- Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.
- All teachers will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

### **Components of Instruction**

The instructional program will be offered in a small class setting and include reading, writing, and spelling as appropriate. The major instructional strategies will utilize

individualized, intensive, and multisensory methods as appropriate. Components of instruction, as appropriate for the reading needs of the student, include:

- 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 patterns of language so that words and sentences are carriers of meaning
- Process-oriented instruction in the processes or strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.
- Instructional approaches, as appropriate to meet the instructional needs of the student, include:
  - Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress.
  - Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the components of instruction mandated in 19 TAC §74.28
  - Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and

contains all the components of instruction mandated in 19 TAC §74.28

- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

## **Timeline**

When a referral for dyslexia assessment is made, Franklin ISD will ensure the evaluation procedure is followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore Franklin ISD will follow the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

Special education students shall follow the timelines required by federal law, under IDEA 2004.

- Upon receipt of parent permission to assess until assessment is completed shall be 45 school days or less.
- From the completion of the assessment to the §504 committee meeting for determination of dyslexia and program placement shall be 30 school days or less.

## **Program Exit Criteria**

The §504, ARD or Dyslexia Committee will meet and review all the data and determine appropriate exiting criteria for individual students on a yearly basis. 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 (NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress, and achievement.)
- 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 (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services)
- Committee recommendation
- Parent request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee, or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services.

## **Monitoring**

Students who have been dismissed (exited) from dyslexia intervention or have qualified as dyslexic will receive regular monitoring. The monitoring will occur as follows:

- During the 1st nine weeks of each school year, teachers will receive an ongoing district list of students with dyslexia that are currently served or monitored. They will also review accommodations and interventions that the student may need as outlined in their 504 plan.
- Each nine weeks the teacher will review the grades of the students and intervene if they are having problems.

*\*If it is determined that a student is not educationally successful and accommodations and interventions are not meeting the needs of the student, the 504 committee may determine that a referral for Special Education Services may be needed.*

- Assessments may be administered at any time to address areas of concern.
- The educational data of the students identified with dyslexia and served under §504 will be evaluated at the end of 3 years to determine if they continue to need §504 protection by the §504 Committee. Educational data may include, but is not limited to the collection and evaluation of progress reports, report cards, state assessment data, additional assessment data, grade level team meetings, benchmark testing, and/or intervention data.

In addition to The Dyslexia Handbook, resources include a State Dyslexia Network, a State Dyslexia Consultant, and a hotline (1-800-232-3030) at regional Education Service Center (ESC) 10.

Franklin ISD does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or gender in the educational programs and activities which it operates.