



VAN ALSTYNE

INDEPENDENT SCHOOL DISTRICT

DYSLEXIA HANDBOOK

The Van Alstyne I.S.D. *Dyslexia Procedures* is aligned with Texas Education Agency's
The Dyslexia Handbook Revised 2014: Procedures Concerning Dyslexia and Related Disorders
Van Alstyne Independent School District

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SOURCES

The Van Alstyne ISD Dyslexia Procedures Manual has been compiled from information from the following sources:

Region X Education Service Center

Region XIII Education Service Center

Texas Education Agency Dyslexia Handbook

Texas Education Agency Accommodation Resources

Texas Scottish Rite Hospital for Children

International Dyslexia Association

Section 504 of the American with Disabilities Act

And excerpts from various district dyslexia handbooks

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I. MISSION STATEMENT / PHILOSOPHY / OBJECTIVES

VAISD's mission is to provide a comprehensive dyslexia program that meets the needs of dyslexic students by: identifying students with characteristics of dyslexia, providing support and specialized instruction, raising dyslexia awareness, informing policy makers concerning best practices, and empowering families so that the dyslexic student will foster a strong self-esteem, experience opportunities to enhance talents, and achieve academic excellence.

Philosophy

We believe children learn to read, write, and spell in various ways. A balanced, comprehensive reading program is essential for meeting the needs of most students. However, students who continue to struggle with these skills despite appropriate educational opportunities should be offered alternative instruction and intervention. Van Alstyne ISD offers a dyslexia program to students at each campus who have been identified as dyslexic based on examination of student data and academic testing. These students will be served by a trained teacher with a program which includes evidence-based components of phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and fluency. Students identified as dyslexic will be given support and appropriate instructional intervention in order to be successful in their academic careers.

Objectives of Van Alstyne I.S.D. Dyslexia Program

- ❖ To provide accelerated instruction with accommodations, supplemental to the student's core Language Arts curriculum, to meet the special needs of a student who is dyslexic or who has a related disorder.
- ❖ To meet all state and federal requirements for educating students with dyslexia and related disorders.
- ❖ To provide a system for assessing students and identifying those who may have dyslexia or related disorders.
- ❖ To provide appropriate accommodations and assistive technology so that students identified with dyslexia will have access to required textual reading.
- ❖ To provide staff development to train school personnel in early intervention strategies for students with dyslexic characteristics and those who are identified with dyslexia.
- ❖ To provide parent education about dyslexia, related disorders, and strategies for supporting student's academic success and emotional well-being.

II. DYSLEXIA DEFINED /RELATED TERMS / ACRONYMS

Definition

"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 Association (IDA) Board of Directors, Nov. 12, 2002;
This Definition is also used by the National Institute of Child Health and Human Development (NICHD).

Dyslexia Related Terms

Alphabetic principle: the understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words

Dyslexia – A language-based processing disorder that causes trouble with reading, spelling, writing and sometimes speaking. In schools, dyslexia is generally referred to as a “reading disability” or as a type of “specific learning disability.”

Decoding – The ability to sound out letters and words. As readers learn which symbols (letters) are associated with certain sounds, they can start to make sense of printed words and translate them to speech. Decoding or “sounding out” a new word is sometimes called “word attack.”

Explicit, direct instruction: 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.

Fluency – The ability to read sentences correctly and quickly, without having to stop and decode every word.

Graphophonemic knowledge (phonics) instruction: instruction that takes advantage of the lettersound 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.

Morphology: the study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

Multisensory structured language education – A common way to teach reading and spelling that engages the brain through sight, sound, motion and touch. Multisensory approaches emphasize how a letter or word looks and sounds. Instruction includes what your lips and tongue need to do to produce particular sounds and what your arms and hands need to do to write each letter of the alphabet. Multisensory structured language (MSSL) programs also explicitly teach the structure of the English language in terms of grammar and meaning.

Orton-Gillingham – In the early 20th century, Dr. Samuel Orton, a neuropsychiatrist and pathologist, and Anna Gillingham, an educator and psychologist, introduced a multisensory structured approach for teaching people with dyslexia. Orton Gillingham is the foundation for many reading programs used today.

Phoneme – The smallest units of sound that are used to form words. For example, peek has three phonemes: p, ē and k.

Phonemic awareness – Noticing and identifying individual sounds in spoken words. Readers who are aware of the different phonemes in a word can start putting them together (“b-a-t becomes bat). This is called phonemic blending. Readers can also move in the opposite direction and break a word into different phonemes (pulling apart bat into “ba-t”). This is called phonemic segmentation.

Phonics – The relationship between letters and the sounds they make. This knowledge is essential to a reader’s ability to sound out (decode) and to spell (encode).

Phonological awareness– Identifying the sounds of words and word parts. Readers who have this awareness can find words that rhyme (mother and brother) and identify words that start with similar sounds (mother and money)

Phonological memory: passive short-term memory that briefly stores speech-based information in phonological form

Phonological processing – Distinguishing between different sounds within words. Children who struggle with this may leave out key sounds (saying boom instead of broom) or substitute some sounds for others

(saying tat instead of cat). Difficulties with phonological processing are common in young children, but continuing difficulties can present many challenges by the second or third grade.

Phonology: the sound structure of speech and in particular, the perception, representation, and production of speech sounds

Rapid automated naming – The ability to name colors, pictures, objects or letters rapidly, in a sequence. Rapid automated naming (RAN) is thought to predict abilities in letter recognition, word recognition and recalling the sounds of letters.

Word recognition – The ability to read words by sight, or without having to sound them out. Word recognition – having “sight words” – helps a beginning reader become a fluent reader.

Definitions of Educational Acronyms

§504- Section 504 is a federal law that protects students with disabilities from being discriminated against at school. It requires the school to give your child the same opportunities as students without disabilities who go to school.

ALTA- Academic Language Therapy Association (A national professional organization to promote the training and ethical practices of Academic Language Therapists who implement appropriate research-based instruction to students identified with dyslexia.)

ARD -Admission Review & Dismissal Committee (the governing committee addressing all educational decisions governing a student who is tested and/or qualifies for Special Education)

CALT – Certified Academic Language Therapist

EIT – Early Intervention Team- a group of knowledgeable persons who will create a plan of intervention for the struggling student.

IDEA- Individuals with Disabilities Education Act of 1973 is a Federal Law which governs the policies and procedures of Special Education Services

IEP -Individualized Educational Plan (a term used to describe the educational plan for a student qualifying under IDEA for Special Education Services)

RtI Response to Intervention (the campus level pre-referral process for struggling students)

SAT/ACT - Standardized achievement tests administered to high school students as college entrance exams.

STAAR State of Texas Assessment of Academic Readiness (a State mandated achievement test administered to all students not exempted by Special Education)

TPRI -Texas Primary Reading Inventory (a criterion referenced assessment developed by the State of Texas to assess students’ early reading development Kindergarten through 2nd grade) Used through May 2013.

IStation -A computer-based criterion referenced assessment developed to assess students’ early reading development in Kindergarten through 2nd grade, as required by state law. This program is also currently used for assessment and remediation in grades K-8.

TSRH Texas Scottish Rite Hospital for Children (located in Dallas, Texas – TSRH has been responsible for identifying and treating children with dyslexia since 1968.)

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III. CHARACTERISTICS OF DYSLEXIA

The following difficulties may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities:

- difficulty with the development of phonological awareness and phonological processing skills (processing the sounds of speech), including segmenting or breaking spoken words into individual sounds
- difficulty accurately decoding nonsense or unfamiliar words
- difficulty reading single words in isolation
- inaccurate and labored oral reading

- lack of reading fluency
- variable degrees of difficulty with reading comprehension
- variable degrees of difficulty learning the names of letters and their associated sounds
- difficulty learning to spell
- difficulty in word finding and rapid naming
- variable difficulty with aspects of written composition
- difficulty with learning and reproducing the alphabet in correct sequence (in either oral or written form) □ family history of similar problems

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored) □ Difficulty spelling It is important to note that individuals demonstrate differences in degree of impairment. The reading/spelling characteristics are most often associated 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) 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

Synopsis -- Having a child identified with dyslexia can be a challenging experience. While dyslexia can make reading more difficult, with the right instruction, almost all individuals with dyslexia will learn to read. Many people with dyslexia have gone on to accomplish great things. Among the many dyslexia success stories are Thomas Edison, Stephen Spielberg, F. Scott Fitzgerald and Charles Schwab.

Dyslexia is a neurological condition caused by a different wiring of the brain. There is no cure for dyslexia and individuals with this condition must learn coping strategies. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population, but some say the way individuals with dyslexia think can actually be an asset in achieving success.

Parents who have children with dyslexia should seek out reading instruction that is based upon a systematic and explicit understanding of language structure, including phonics. This reading instruction goes by many names: Structured Literacy, Orton- Gillingham, Simultaneous Multisensory, Explicit Phonics, and others.

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IV. DYSLEXIA LAWS

Dyslexia Law: Legal Rules and Regulations

Students with dyslexia or related disorders, determined to have an educational need, are protected under Section 504 of the Rehabilitation Act of 1973. This federal law is a civil rights statute designed to protect those with disabilities from discrimination.

A set of rules, for the implementation of state law concerning dyslexia, was approved by the Texas State Board of Education in May 1986 as *“Procedures Concerning Dyslexia and Related Disorders”*. These procedures were revised in 2014. These specific procedures outline the identification, evaluation, and placement processes, as well as the procedural safeguards, to parents and descriptors for appropriate implementation of dyslexia treatment.

The major instructional strategies should utilize individualized, intensive, multisensory methods, contain writing and spelling components, and include the following descriptors:

Graphophonemic Knowledge explicit, synthetic, and analytic phonics

Linguistic patterns of language

Meaning based purposeful reading and writing

Multisensory simultaneous use of more than one sensory pathway

Phonemic Awareness detect, segment, blend, and manipulate sounds in spoken language

Process Oriented decoding & encoding which lead to word recognition, fluency, and comprehension

Language Structure morphology, semantics, syntax, and pragmatics

Explicit and Direct Instruction systematic, sequential, and cumulative

Individualized Instruction Small group instruction to meet the needs of individual students

Intensive, Highly Concentrated Instruction Containing components of instruction mandated in 19TAC §74.28

Texas Education Code (State Law Regarding Dyslexia Instruction)

Sec. 38.003. SCREENING AND TREATMENT FOR DYSLEXIA AND RELATED DISORDERS.

(a) Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.

(b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

(b-1) Unless otherwise provided by law, a student determined to have dyslexia during testing under Subsection (a) or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous testing of the student.

(c) The State Board of Education shall adopt any rules and standards necessary to administer this section.

(d) In this section:

(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.

Added by: Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by: Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. 866), Sec. 3, eff. June 17, 2011.

Sec. 38.0031. CLASSROOM TECHNOLOGY PLAN FOR STUDENTS WITH DYSLEXIA.

(a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:

(1) determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and

(2) develop a strategy for providing those effective technologies to students.

(b) The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a)(1) to school districts.

(c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.

Added by Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. 866), Sec. 4, eff. June 17, 2011.

Texas Administrative Code

§74.28. Students with Dyslexia and Related Disorders.

(a) The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency with on-site visits conducted as appropriate.

(b) A school district's procedures must be implemented according to the State

Board of Education (SBOE) approved strategies for screening and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broadbased dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening

should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.

(c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. " The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.

(d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.

(e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute. (f) Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.

(g) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(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.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212; amended to be effective August 24, 2010, 35 TexReg 7211.

DYSLEXIA AND RELATED DISORDERS The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

IDENTIFICATION AND TESTING Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student.

TREATMENT A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*.

READING PROGRAM Each school shall provide each identified student access at his or her campus to instructional programs required at READING PROGRAM below and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus.

REASSESSMENT The District shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by the District- and/or campus-level committees shall include these instructional strategies.

NOTICE TO PARENTS Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the District reevaluates the information obtained from previous testing of the student.

PARENT EDUCATION The District shall inform parents and guardians of students eligible under Section 504 [see FB] of all services and options available to the student under that statute.

PARENT EDUCATION The District shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dys-

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lexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.

Education Code 38.003; 19 TAC 74.28

Other Sources of Laws and Rules

For Dyslexia Identification and Instruction

- Texas Education Code (TEC) §7.028(b)
- Texas Education Code (TEC) §21.044 • Texas Education Code (TEC) §21.054 • Texas Education Code (TEC) §28.006 • Texas Education Code (TEC) §28.021
- Texas Education Code (TEC) §38.003
- Texas Education Code (TEC) §38.0031
- Texas Education Code (TEC) §42.006(a-1)
- Texas Education Code (TEC) §51.9701
- Texas Occupations Code, Chapter 54
- Texas Occupations Code, Chapter 403
- Texas Administrative Code (TAC) §74.28 (State Board of Education Rule)
- Texas Administrative Code (TAC) §228.35 • Texas Administrative Code (TAC) §230.23
- Texas Administrative Code (TAC) §232.11
- The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders
- Individuals with Disabilities Education Act (IDEA 2004)
- Rehabilitation Act of 1973, Section 504 (§504), as amended in 2008

Law Summary

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 (The 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 (TAC §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 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))

Checklist of procedures for ensuring compliance with state and federal laws and rules:

- Notify parents/guardians of proposal to assess student for dyslexia (§504)
- Inform parents/guardians of his/her rights under §504
- Obtain parents/guardians permission to assess the student for dyslexia
- Administer measures using only individuals/professionals who are trained in assessment to evaluate students for dyslexia and related disorders (19 TAC §74.28)
- Ensure identification of dyslexia is made by the §504 committee of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data
- Provide dyslexia instruction as per TEC §38.003 (instruction is provided regardless of student eligibility for §504)
- Provide ongoing training opportunities for teachers (TEC §21.054(b))

Checklist of written documentation that is recommended to ensure compliance with §504:

- Documentation that the notice of evaluation has been given to parents/guardians • Documentation that parents/guardians were given his/her rights under §504
- Documentation of the parent/guardian consent for the evaluation (Letter to Durham. 27 IDELR 380 [OCR 1997]) • Documentation of the evaluation data
- Documentation of the decisions made by the committee of knowledgeable persons concerning the disability (whether a disability exists) and, if a disability exists, whether the disability substantially limits a major life activity
- Documentation of the placement options and placement decisions

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V. VAISD EVALUATION AND IDENTIFICATION PROCESSES AND PROCEDURES

Prior to Formal Assessment

In accordance with TEC §28.006, Van Alstyne 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 reading assessment administered under TEC §39.023(a). 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 (as per NCLB legislation) that appropriately addresses students' reading difficulties and enables them to "catch up" with his/her typically performing peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Van Alstyne 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.

Data Gathering Description

Data Gathering describes actions that teachers and school personnel are to take for students that continue to struggle with one or more components of reading. The data that is gathered will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance.

With the effective implementation of Response to Intervention and the use of universal screening in reading to identify each student's level of proficiency (monthly), students who struggle with reading but not yet identified as having dyslexia or a reading disability, will have greater opportunities for early intervention and acceleration of achievement.

Procedures for Data Gathering Prior to Formal Assessment for Dyslexia

Services

Information will be obtained from the cumulative folder, work samples, teacher and parent interviews, and listening to the child read. Information to be considered includes the results from many or all of the following:

1. **Vision and Hearing** • Vision and hearing screening is conducted by health services personnel and recorded in health records as outlined by the school district.
2. **Academic Progress Reports** • Student academic progress noted by the teacher is recorded in report cards and the cumulative record.
 - Review information related to standardized achievement tests, TAKS/STARR, reading profiles, Individual Reading Inventories, K-2 reading instrument as described in TEC 28.006, universal screening results, and other data recorded in the cumulative folder of the student.
 - Review samples of student work to identify unusual patterns.
 - Consider students who exhibit inconsistent academic performance, students at risk on universal screening measures, scaled scores significantly below chronological age, or achievement scores with a large discrepancy between mathematics and reading.
3. **Parent Conferences**
 - Review data related to parent conferences identifying medical or family history of dyslexia.
4. **Speech and Language Screening**
5. **Results of testing for Limited English Proficiency**

ASSESSMENT, IDENTIFICATION, AND PLACEMENT INTO A DYSLEXIA PROGRAM

Description

Evaluation in the areas of dyslexia and related disorders must be considered if the student:

- is determined that a student who has been identified as having primary difficulties in reading, writing, and spelling,
- is not progressing academically in the Tier II interventions and/or remedial programs in the school district or the student's progress in the essential components of reading warrants continued intervention, AND demonstrates characteristics associated with dyslexia. After an Early Intervention Team meeting, students enrolled in Van Alstyne 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.

The procedures followed for assessment include:

- Notify parents or guardians of proposal to assess student for dyslexia (§504)
- Inform parents or guardians of his/her rights under §504
- Obtain parent or guardian permission to assess the student for dyslexia • 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)

Tests, assessments, and other evaluation materials will (§504):

- 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

Van Alstyne 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:

Academic Skills

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

Possible Additional Areas

- Vocabulary Memory for letter or
- Listening symbol sequences
- Comprehension (orthographic processing)
- Verbal expression Mathematical
- Written expression calculation/reasoning
- Handwriting Phonological memory
- Verbal working memory
- Processing speed
- 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:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - State student assessment data results when available
 - Texas English Language Proficiency system (TELPAS) information
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - 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.

Identification of Students with Dyslexia

The §504 Committee determines whether the student has dyslexia. The members must be knowledgeable about:

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

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

- The observations of the teacher, district or charter school 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 Committee Decision Points for Dyslexia Identification:

The pattern of weaknesses in a student with dyslexia will reflect one or more difficulties with low performance for the student's age and educational level in the following academic skills:

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

Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, then the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and spelling. These academic difficulties in reading and written spelling will typically be the result of a deficit in phonological or phonemic awareness.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
- Orthographic processing

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.

NOTE: 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 written spelling.

If the committee determines the student exhibits weaknesses in reading and written spelling that are the result of a deficit in phonological/phonemic awareness, the committee will then examine the

student's data to determine whether these difficulties are 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.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

Guidelines

The §504 Committee 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

Based on the above information and guidelines, the §504 committee first determines whether the student has dyslexia. If the student is identified with dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is considered to have a disability under §504 if the condition substantially limits the student's learning, including the specific activity of reading. Additionally, the §504 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 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate his/her 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.

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/areas complicating his/her dyslexia and requiring more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed.

Students with additional factors that complicate his/her dyslexia may require additional support or referral to special education. (See Appendix A of "The Dyslexia Handbook ~ Revised 2014")

Assessment:

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 2004) 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 this case, the ARD committee will make determinations for those students.

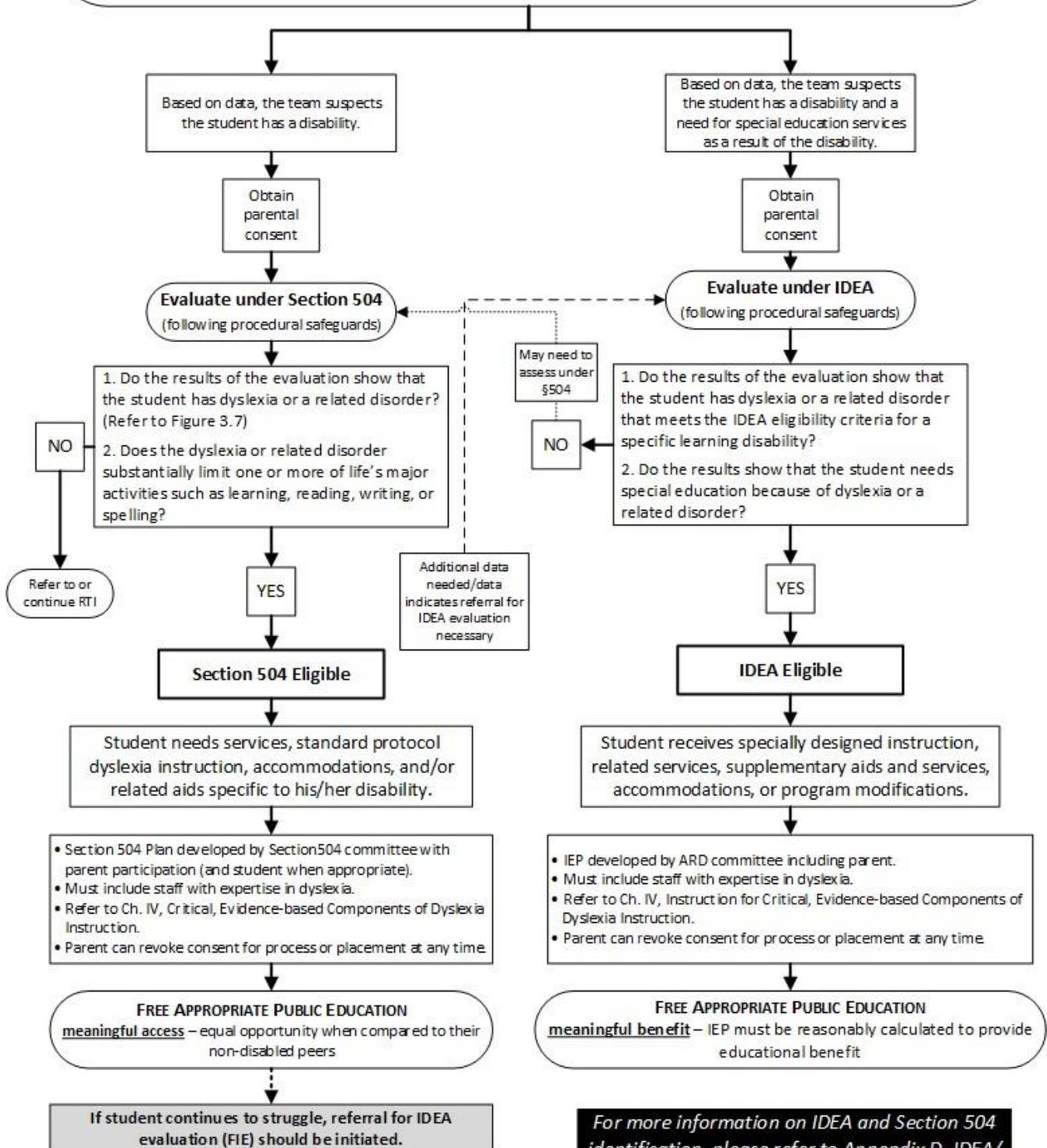
If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include

appropriate reading instruction. Appropriate reading instruction includes the descriptors listed in The Dyslexia Handbook ~ Revised 2014.

Pathways for the Identification and Provision of Instruction for Students with Dyslexia

A team of knowledgeable persons reviews data and existing information and determines an initial evaluation for dyslexia or related disorder should be conducted. The team determines the appropriate pathway for evaluation.

Parent can request evaluation at any time.
(See Fig. 3.2 and Fig. 3.3, Data Gathering)



IDENTIFICATION CATEGORIES FOR DYSLEXIC LEARNERS

While there are no automatic qualifying conditions for Section 504 protection, an identification of dyslexia may mean that a student is §504 eligible under Section 504 Guidelines and in accordance with the District §504 Policies and Procedures.

Section 504 defines an individual with a disability as one whom “(i) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment.”

An identification of dyslexia is NOT an automatic qualification for §504 services.

There are three categories of dyslexia identification. It is the responsibility of the Campus §504 Committee to make an appropriate identification or referral.

- Dyslexic, but NOT eligible under Section 504
- Dyslexic and §504 eligible
- Dyslexic and Special Education eligible (NOTE: Eligibility for Special Education services is an ARD committee decision and a §504 Committee may REFER a student for consideration of Special Education, following all VAISD /Grayson County Special Education Cooperative processes and procedures regarding a Special Education referral.)

DIFFERENTIAL QUESTIONING FOR STEP BY STEP DECISION MAKING

- Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
- Are the reading and spelling difficulties the result of a phonological processing deficit?
- Are the reading, spelling, and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age-level academic learning?
- Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
- Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

HOW TO APPLY A DEFINITION-BASED PROCESS To the Identification of Dyslexia

Definition

Action

PROFILE

“are often unexpected in relation to age”

Use norm–referenced tests that provide percentiles and standard scores. This allows you to compare skill development to age norms and expectations.

UNDERLYING CAUSE

“usually reflect insufficient phonological processing abilities.”

Test phonological processing abilities. The best current test measures PHONOLOGICAL AWARENESS, phonological memory and rapid naming.

CHARACTERISTICS

“in addition to problems reading (dyslexia is often manifest by) a conspicuous problem with acquiring proficiency in..... spelling.”

Test the primary reading and spelling characteristics of dyslexia, including single word DECODING, WORD RECOGNITION, ORAL READING ACCURACY and RATE (FLUENCY), and SPELLING.

OUTCOMES

“Dyslexia is manifest by variable difficulty with different forms of language, often including... a conspicuous problem with acquiring proficiency in writing”

Test READING COMPREHENSION and if possible written expression. Recognize that the degree of difficulty in these skills will be variable for individual students.

COGNATIVE/ACADEMIC ABILITY

“often unexpected in relation to ... other cognitive and academic abilities;”

Measure or document other cognitive and /or academic abilities (intelligence, problem solving, reasoning, listening comprehension, and/or mathematics).

“they are not the result of generalized developmental disability or sensory impairment.”

Look for the characteristics of dyslexia to be unexpectedly low for the student’s age and in contrast to other cognitive and academic abilities.

COEXISTING COMPLICATIONS OR ASSETS

Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder”

Measure or observe development in areas that may complicate dyslexia or represent an asset for the student.

FAMILY HISTORY

“of constitutional origin”

Dyslexia frequently occurs in families, is of biological origin, and the traits can be transmitted genetically. Awareness of a family history of dyslexia can augment the identification process.

To be utilized with Characteristic Profile of Dyslexia developed by Gladys Kolenovsky, M.A.

for Texas Scottish Rite Hospital for Children – 1995-2005
Van Alstyne Independent School District

VI. DYSLEXIA PROGRAM OVERVIEW

General Dyslexia Program Overview

Once the identification of dyslexia or a related disorder has been made, the school district must provide an appropriate instructional program for the student so identified. This instructional program should be offered in a small class setting on the identified student's campus, and be supplemental to the student's core Language Arts curriculum. The major instructional strategies should utilize individualized, intensive, multisensory methods, and contain reading, writing and spelling components that include the following descriptors as appropriate:

Phonological awareness—"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes" (Birsh, 2011, p. 19).

Sound-symbol association—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of soundsymbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). "Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, p. 53).

Syllabication—"A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowelconsonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure" (Birsh, 2011, p. 19).

Orthography—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

Morphology—"Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language" (Birsh, 2011, p. 19).

Syntax—"Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language" (Birsh, 2011, p. 19).

Reading comprehension—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies

to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).

Reading fluency—"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension" (Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

VAISD DYSLEXIA PROGRAM AND PROCEDURES OVERVIEW

A. Complete referral, screening, and identification of students with dyslexia or related disorders following district procedures as outlined in the "VAISD Evaluation and Identification Processes and Procedures" section of this document.

B. Two types of instruction are implemented:

Students identified as having dyslexia in grades K – 12 may be served with one of the following curriculums which meet the descriptors according to the State of Texas Dyslexia Procedures:

Early intervention programs to meet the needs of students "at risk for dyslexia" in grades K -1 includes a curriculum of phonemic awareness, phonics, fluency, guided reading, and other researched based interventions. *Uses a verbal to written expression component **Take Flight** - to meet the needs of students "at risk for dyslexia" in grades 2-12. Scottish Rite program or an Orton Gillingham based program.

(Other research based programs will be incorporated when appropriate) C.

Schedule of classes: optimal learning environment

Classes of 2-6 students

Scheduled 30-45 min. per day, 3-5 days per week (minimum)

Elementary program is a "pull-out" program

Secondary program is a "pull-out" program and/or scheduled class

"Early Intervention Programs" are implemented according to campus and student needs.

D. Timeline for instruction

Early Intervention Program is for the duration of K and 1st grade, as long as needed by the student. Take Flight- takes approximately 2-3 years to complete.

E. Several reports are recommended throughout the time a student is enrolled in the Dyslexia Program. These reports help in the data-collection process for evaluating individual student success, as well as overall program evaluation. The reports are also helpful in the communication between parent, dyslexia specialist and regular education teacher.

F. Post testing is a vital element of any program implementation

G. Students who complete the Dyslexia Program may still be in need of some type of intervention system. This **transition** may take many different forms, such as accommodations in the regular classroom or continued assignment to the dyslexia class for skill reinforcement. The type of transition depends upon the severity of the needs of the individual student.

H. Forms for various documentation purposes fall into three categories; RTI, Section 504 and Dyslexia Program forms.

- 1) **Early Interventions Checklist- EIT/504** completed by classroom teacher prior to RTI referral
- 2) **Teacher Observation Record- EIT/504** completed by classroom teacher for referral
- 3) A **504 Referral** for Dyslexia Assessment is made through the 504 Committee
- 4) **Parent notice and request for Dyslexia Assessment** is sent home (This packet includes: **504 Right's Booklet, 504 Rights Receipt, Parent Questionnaire & Permission to Test form**)
- 5) **Data Gathering Worksheet from EIT/504** (from cumulative file data)
- 6) **Parent notification of testing results, and 504 meeting notice** (used with students who qualify for the Dyslexia Program)
- 7) **Permission for Placement** form must be completed prior to program placement
- 8) **Receipt for Parents' Right Booklet and Notice of Rights** should be given again to parents at time of assessment review
- 9) **504 Forms** - referral, summary minutes, accommodation checklist, Rights Receipt
- 10) **Parent letter of dismissal** from the Dyslexia Program & **dismissal form**

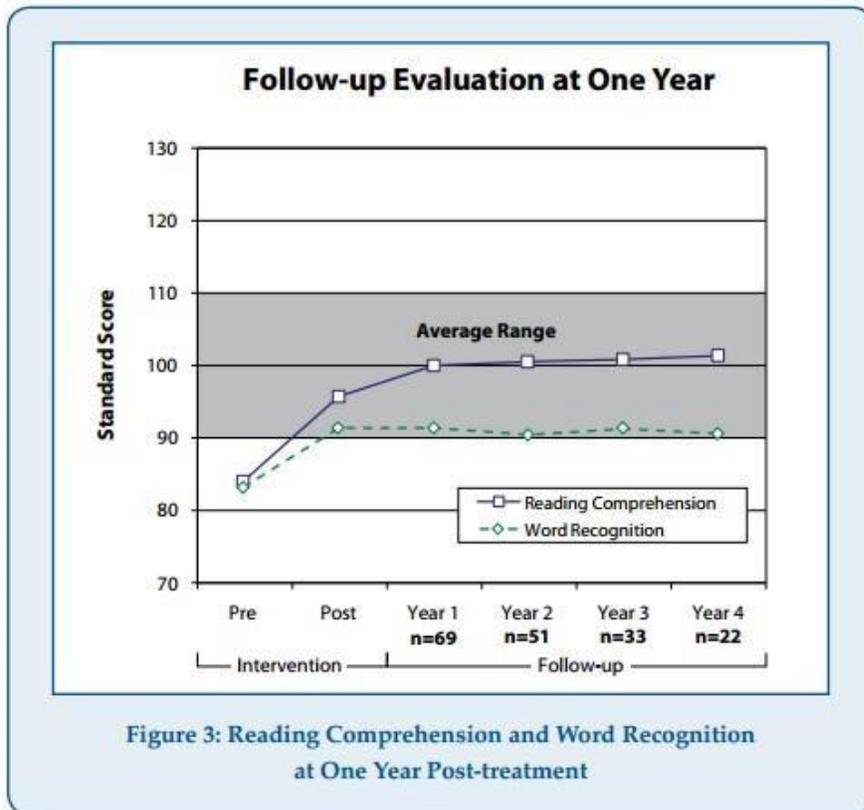
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RESEARCH FINDINGS OF CURRICULUM

“Take Flight” Treatment Effects Descriptive Results -Before publishing Take Flight, researchers evaluated the effect the curriculum had on students attending the TSRHC Dyslexia Laboratory. This data on treatment response in the Dyslexia Laboratory was then compared to observed outcomes in a sample of children participating in dyslexia programs in local public schools. Major findings are described and summarized below. Details of the TSRHC Dyslexia Laboratory • Students come to the hospital for class four days per week for two academic years. • Instruction at the laboratory is provided by Certified Academic Language Therapists. • Students participate in small group sessions for 90 minutes each day. • Enrollment is 40 children each year. Summary of TSRH Dyslexia Lab Treatment Effects Data was collected from seven consecutive graduation groups at the Dyslexia Laboratory (n=113). Students were tested at baseline and when treatment concluded at the end of the second year. Briefly, the data showed that: • Baseline levels were below the average range (i.e., 90-109 SS) in phonological processing and reading skills, particularly word and text reading efficiency, but showed average math skills. • Significant gains were recorded after treatment in phonological awareness and all reading skills, bringing the sample within, or close to, the average range. • Small gain in math skills suggests that observed treatment effects were specific to the domain of reading.

Summary of Longitudinal Treatment Effects Longitudinal data months or years posttreatment are needed to provide evidence that treatment outcomes are durable. Figure

3 presents word recognition and reading comprehension outcomes from 69 former students throughout the two-year intervention and at annual follow-up evaluations for four years after treatment.



- The rate of growth in reading comprehension continues post-treatment, and the group average is approaching the population average of 100 at follow-up.
- Word recognition growth in standard scores is slower one year post-treatment but still developing at the same rate as other children of the same age.
- Treatment effects on reading comprehension and word recognition are stable up to four years after treatment.

The above is one example of research where this program was used in a clinical setting. Taken from Texas Scottish Rite Hospital for Children Website.

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VII. ACCOMMODATIONS, SERVICES PROVIDED AND MONITORING OF STUDENTS

What is the difference between an accommodation and a modification?

These two words are often used interchangeably, even in federal language. Typically, students who qualify as having a disability under Section 504 of the American with Disabilities Act qualify for accommodations (accessibility), but do not receive modifications unless they also qualify under IDEA (Special Education Law). To provide better and more individualized support to students, the following definitions have been used.

Accommodations do not change or alter what is being measured, and are considered changes in the way instruction or information is made, or the way a test (assessment) is given or taken. They are learning strategies based on the specific needs of a student with a disability. They are provided to “level the playing field.” Without accommodations, students with disabilities may not be able to access grade level instruction and participate fully on assessments. **They are not intended to reduce learning expectations.** (See following pages for examples of possible accommodations)

Modifications definitely change or alter what is being measured and are considered substantial changes in learning expectations, or the way a test (assessment) is given or taken. In some situations, accommodations may not be enough to remove the barriers of learning for a child with a disability. Changing, lowering, or reducing learning expectations is usually referred to as a modification.

- A change in the curriculum of a course (e.g., eliminating one or more of the TEKS or changing the grade level of certain TEKS)
- Modifications, particularly ongoing modifications, require an ARD decision.

Accommodations Should Be Selected On an Individual Basis Based On Assessment Data Documentation To Support the Decision Making.

Accommodations

Example:

Setting
Accommodation
modification
ns

Small group administration

Individual administration

Separate location, carrel

Preferential seating

1. Alternative setting during testing

Special lighting/acoustics Minimal distractions environment

Timing/Scheduling Accommodations

Extended testing time (same day) Testing over several days (some extended time)

Appropriate block of time followed by breaks Several (shorter) sessions

Time of day or day of week most beneficial to student

Presentation Format Accommodations

Oral reading of questions

Repetition of directions

Provide audio format of books and have student read along while listening Oral
reading of directions with hard copy to reference

Presentation Written Format Accommodations

Increased space between items

Less items per page

Cues (arrows, stop signs) on answer form

Highlighting key words

Highlighting verbs in instructions

Place markers to maintain place

Assessment administered in large print

Assessment read to the student by test admin. **Response**

Format Accommodations

Pencil grip

Spelling dictionary/checker

Computer or other forms of assistive technology

The following information on Accommodations / Modifications is provided by Texas Scottish Rite Hospital, Dallas, Texas and was excerpted from Modifications for the Dyslexic Student in the Regular Classroom.

WHEN ARE ACCOMMODATIONS APPROPRIATE?

The need for accommodations is indicated:

- When frustration and anxiety are interfering with learning and assimilation of ideas.
- When the teaching style does not match the student's learning style and ability.
- When assignments require students to **read to learn** although they have not **learned to read**.
- When the readability level of the material exceeds the reading level of the student, although he can readily understand the concepts.
- When reading, writing, and spelling become a deterrent to content learning rather than an efficient vehicle for transfer of information.
- When so much effort and concentration must be expended on reading, writing, and spelling that comprehension of the content suffers.
- When the **purpose** of the lesson is to understand the content and the **emphasis** is on spelling.
- When the focus is on comprehension and higher order thinking skills rather than basic skills.
- When the student's basic reading, writing, and spelling skills are not automatic enough to be smoothly integrated with higher order thinking and organizing skills.
- When the dyslexic student is unable to demonstrate his complete knowledge because of the format or modality of the assignment.
- When the assignment assumes fluent and automatic use of reading, writing, and spelling skills.
- When it is unfair to the student not to accommodate.

VIII. STUDENT EXIT AND DISMISSAL PROCEDURES

When the student completes the Language Science /Dyslexia program or demonstrates lack of progress, the following procedures should be followed:

- Assessment showing on or near grade level equivalencies or
- Documentation showing lack of progress
- 504 Committee meets to discuss student dismissal from the Language Science / Dyslexia program
- Decision from 504 Committee to retain student 504 eligibility while releasing student from Language Science / Dyslexia program
- Dismissal form complete with parent signature

IX. DESCRIPTION OF TESTS/SUBTESTS

Student scores are reported in several ways. Standard scores and percentiles compare the child to other children his own age. This is necessary and helpful since we want to see if the student's performance is unexpected in relation to his/her age. Some scores are simply reported as a percent or as an expected score for that grade level. Below is a list of the areas assessed and the tests available for assessments.

Phonological Awareness

This is the ability to understand that words are made of individual sounds and that those sounds go together to make words. It is also the ability to change a sound or syllable to make a new word.

Comprehensive test of Phonological Processing (CTOPP)

Phonological Awareness (CTOPP-PA): These subtests measure the ability to discriminate one speech sound from another and to manipulate the sounds of a real spoken word.

Alternate Phonological Awareness (CTOPP-APA): These subtests measure the ability to discriminate one speech sound from another and to manipulate the sounds of a non-real spoken word.

Phonological Memory (CTOPP-PM): These sub-tests measure the ability to code auditory information and store it in short-term memory. A deficit in this area does not appear to impair either reading or listening; however, it can affect the ability to learn new spoken and written vocabulary.

Rapid Naming (CTOPP-RN): These sub-tests measure the ability to retrieve phonological information from long term memory. It is a good predictor of reading fluency.

It measures the ability to discriminate one speech sound from another and the ability to show, with blocks, how many sounds there are, the order they are in, and to show how those sounds change from one pattern to another.

Word Analysis

This is known as decoding or sounding out words. Difficulty decoding words is the direct result of deficits with phonological awareness.

Woodcock Reading Mastery-Word Attack Subtest (WRM-WA): These measure the ability to read words that have never been seen before. The student reads a list of non-words so that there are no context clues to help them.

Word Recognition

This could be called the sight words that the student knows, because there is no context to help them figure out what the word is. When you have difficulty with phonological awareness and decoding you may have difficulty with learning the words well enough for them to become sight words. For a reader to be able to read fluently, they need to have a large number of sight words stored in his/her memory.

Woodcock Reading Mastery- Word Identification Subtest (WRM-WId); Students read a list of words from a list.

Oral Reading Fluency and Rate

This is how smoothly, evenly, and how fast the student reads. Reading is timed and notes are kept on how long it takes to read the passage and on how fluently it is read.

Gray Oral Reading Test (GORT): measures speed and accuracy when reading short passages. **Woodcock Reading Mastery- Fluency Test:** measures fluent reading ability

Comprehension

Difficulties with phonological awareness, decoding, and word recognition can lead to trouble with comprehension. If the reader spends a lot of brain power decoding the words they may struggle with the meaning of the passage. In an older student, problems with decoding may have interfered with exposure to reading which then interfered with knowledge of syntax, vocabulary, and comprehension. However, the student will usually have strong listening comprehension.

Gray Oral Reading Test (GORT): The student orally reads a passage, the test administrator reads the questions and the student answers open-ended questions about the passage. This test yields accuracy and rate for reading connected text, but comprehension scores should not be used solely to determine a student's reading comprehension skills or performance level.

Woodcock Reading Mastery Passage Comprehension: The student reads a short passage, silently or orally, and must provide a word to fill in the blank that makes sense in the sentence and passage.

Woodcock Reading Mastery Listening Comprehension: The student listens to passages and answers questions about the content.

Alphabet/Letter Sound Association

By the end of first grade, children are expected to be able to name all of the upper and lower case letters and their sounds, and to write the alphabet (handwriting does not count).

Spelling

While reading, a letter is seen and the reader thinks of the sound it makes. Spelling is just the opposite. The sound is heard and you have to decide what letter/s to use to write it. Spelling is much harder because there are so many choices of how to spell the word.

Test of Written Spelling (TWS): This test includes predictable words (ones that follow the phonetic rules-example: cat) and unpredictable words (words that have to be memorized – example: they).

Intelligence:

People with dyslexia have average to above average IQ. There is no cut-off IQ score defined in federal or state laws or regulations when identifying a student as dyslexic.

Wechsler Intelligence Test (WISC IV): This test has 4 major subtest categories which measure verbal abilities, perceptual reasoning, working memory, and processing speed.

Kaufman Brief Intelligence Test (KBIT): This test is a brief, individually administered measure of verbal and nonverbal intelligence.

Cognitive Abilities Test (CoGAT): This group administered test assesses reasoning and problem solving in three areas- verbal, non-verbal, and quantitative.

X. REPORTS

There are numerous parent and file reports recorded throughout the school year for our identified dyslexic students. These reports may include the following:

1. Progress Measures

Students are evaluated periodically throughout the Dyslexia Program to assess progress with the concepts of the curriculum. **2. Progress Reports**

These reports are sent home at the 9-week grading period to inform parents of students' progress in the Dyslexia Program.

3. Parent conferences

Communication with parents is routine, through email, phone, and personal conference.

4. Current testing information (state assessments, achievement scores, etc.)

Scores are regularly disaggregated by the dyslexia staff in order to ensure appropriate interventions are in place.

5. Summary of the year's successes and weaknesses

At the end of each school year, the dyslexia teacher will conduct progress testing and share the results with the parents. This information will go in the students' dyslexia file which will be used by the child's next year's dyslexia teacher.

6. Regular Classroom Teacher Observations

The regular classroom teacher may make observations during the year which may be helpful to the dyslexia teacher and the parent as we implement a team approach to interventions.

7. Recommendations for re-evaluation, if applicable

At times, a non-qualifying student may need to be reconsidered for placement into the Dyslexia Program due to lack of progress without this intervention. Should the student require further testing, parent notification will be sent home with another permission to evaluate form.

8. Post testing data if completed or exited program

Students who complete the dyslexia curriculum or no longer seem to require the intervention may test for possible dismissal from the dyslexia program. The §504 committee will meet if the student should be dismissed, parents will be a part of that committee.

9. Section 504 updated accommodations

Annual §504 progress meetings are held to make any needed adjustments to the §504 accommodation plan.

Parents are notified and invited to attend these annual meetings. However, parent attendance is not mandatory at these meetings.

Van Alstyne Independent School District

XI. DYSLEXIC STUDENTS TRANSFERRING INTO VAISD

Outside the District

The §504 Committee will review records of students who transfer into the district that have previously been identified as dyslexic from the previous school. The §504 Committee will review the assessment data and academic recommendations provided by the previous school. Pertinent Van Alstyne ISD evaluation data will be used to make recommendations regarding continued placement and accommodations.

Students who transfer into the district and meet the following criteria may be placed in the school's dyslexia program which most nearly reflects the sending school's programs:

- Evidence that the student has been screened according to TEA guidelines.
- Evidence that the student had received dyslexia interventions while attending the sending school.
- Evidence that the student had received modifications/accommodations while attending the sending school.

- Evidence of parent notification that the student will be placed in Van Alstyne ISD's dyslexia program.

XII. IMPORTANT ISSUES WITH DYSLEXIA, SPED., AND §504

- Identified dyslexic students who qualify for Special Education can still receive regular education Dyslexia Services, but all placement decisions must come through the ARD committee process. Classroom accommodations for these students will also be a decision of the ARD committee. Should a dyslexic student qualify as Speech, articulation only, the ARD committee will determine whether classroom accommodations for dyslexia will be noted on the Special Education Accommodation Sheet. Communication between all parties involved is crucial to effectively meeting the students' needs in these situations.
- Students who are dismissed from Special Education after identification of dyslexia will be reviewed by the §504 committee to determine continued need for classroom accommodations. (As students approach secondary and postsecondary education, this documentation is beneficial for such things as extended time on SAT/ACT.) If students qualify under §504, proper paperwork will be completed and PEIMS notice given for proper coding.
- Should a student identified as dyslexic under §504 later qualify for Special Education services, a §504 review committee should dismiss the student from §504 documenting that the ARD committee will be making decisions for that student's current academic needs.
- Accommodations should be specific to individual needs.
- Because dyslexic learners' needs vary from grade level to grade level, his/her accommodations may vary from year to year, and should therefore be reviewed annually or sooner if necessary.
- Students completing the Dyslexia Program may not be in need of accommodations at his/her time of exit.
- However, since dyslexia is a lifelong disability, extreme caution should be used in exiting these students from §504. Generally, extended time remains a

necessary accommodation throughout secondary and post-secondary education.

For the purposes of the statewide assessments, students needing accommodations due to a disability include the following:

- Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations.
- Students with an identified disability who receive §504 services and meet established eligibility criteria for certain accommodations.
- Students with a disabling condition who do not receive special education or §504 services but meet established eligibility criteria for certain accommodations. Van Alstyne Independent School District

XIII. CONTENTS OF THE DYSLEXIA STUDENT’S FOLDER

The District Dyslexia Coordinator will be responsible for maintaining a district folder for each screened dyslexic student. Each folder will contain:

- Parent Permission Form for Screening
- Screening results
- Progress Measurements or evaluations made during the dyslexia intervention which note the student progress/growth
- Exit Form or Recommendation Form for Further Dyslexia Services
- End of Year Summary

Digital Documents found in Eduphoria AWARE.

- §504 Meeting evaluation/summary
- §504 Accommodation Plan

XIV. PARENT AWARENESS & SUPPORT

Parent awareness begins with the RTI pre-referral process and when parents are notified in writing requesting permission to set up a §504 meeting. Parents are invited to attend the §504 meeting to discuss possible academic options for meeting the needs of the child. The dyslexia assessment data is shared at a §504 meeting with parents once completed, and a §504 permission to identify and place form is signed if they choose for their child to participate in the district’s dyslexia program.

Information Shared with Parents / Teachers

What can a parent do to help a child with dyslexia?

Help your child understand the nature of his difficulty.

- Read books or view videos about dyslexia.
- Emphasize the child's abilities instead of "disabilities."

Help other members of the family.

- Then need to recognize and understand the dyslexic child. The child with dyslexia sometimes has difficulty relating an event in proper sequence. Family members often need "who, what, where, and when" questions to get the necessary information.

Help your child locate and develop other talents:

- Sports, art, music, mechanics, hobbies, etc.

Help improve his self-image by giving your child tasks he can master.

- Give the child chores to do. Boys and girls should do chores such as setting the table for supper, clearing the dishes, and making the beds.
- Make short lists of tasks to help him remember. A list is impersonal and reduces irritations. The child will gain satisfaction as he checks off tasks completed.
- Often children do not process multiple requests quickly or accurately. State your ideas in simple, clear, oneconcept commands and ask the child to repeat what was said. Speaking at a slower rate of speed to the child is often helpful. Structure the child's life at home.
- Stick to a regular routine for meals, play, TV, chores, bedtime, etc.
- Keep belongings in the same place. Help the child remember where to put them.
- Keep instructions simple – one at a time.
- Break tasks into small parts or steps and give him one step at a time.
- Relieve stress in weak areas.
- Guard against negative remarks, especially those referring to laziness or lack of effort.
- Avoid threats of punishment for such things as low grades, the need for repetition of directions, ineptness at simple tasks, etc.
- Set standards, goals, and expectations of achievement within reach of your child's abilities.

If parents can accept their child's assets and liabilities, the child can then begin to accept himself.

How can parents build self-esteem?

- Praise your child often and sincerely.

- Don't constantly nag or criticize.
- Catch your child doing well.
- Give your child opportunities to succeed.
- Tell your child you believe in him or her. □ Give your child lots of hugs and kisses.
- Praise efforts that are working towards a goal.
- Don't compare your child with anyone else.
- Look for ways to make your child feel capable.
- Encourage your child to make age appropriate decisions.
- Give you child a chance to solve problems before jumping in.
- Listen to your child's thoughts, feelings, and ideas without judging or criticizing.

What strengths are we likely to see in individuals with dyslexia?

Highly creative	Links previously unrelated ideas or processes
Finds new ways to do old things	Problem solver
Inventor	Builder
Diplomat	Good sense of humor
Likes and enjoys helping people	May anticipate people's emotions
Excels at individual sports	Works better alone than with team
Understands animals, plants, living things	Mechanically inclined
Wants to know how things work	Likes to repair or make things better
Enjoys working with hands	Likes building things
Scientific thinker	Very curious and observant
A good motivator	Has high energy
Enthusiastic	Is open minded

Suggestions for Home

1. Read to your child.
2. Ask the dyslexia therapist/teacher for the best ways to help in the teaching of reading.
3. Work in harmony with your child's teacher.
4. Focus on practice and reinforcement of one procedure at a time.
5. Keep work at home short (15-20 minutes per day).
6. Keep it fun!
7. Keep reading easy material to build your child's fluency.
8. Use colored index cards for sight word practice.
9. Use magnetic letters to build words.
10. Develop a habit of reading in your home.
11. Encourage your child to sound out unknown words.

12. Pay special attention to the vowel sounds.
13. Read and reread (Repeated practice is the key to reinforcing and strengthening the neural wiring for specific words).
14. Build vocabulary by discussing word meanings.
15. Encourage multiple strategies in working out unknown words.

To read a book with ease, a child should be able to read about 19 out of 20 words on a page correctly. If not, the book is probably too hard for the child to read alone. Reading should always be encouraged for pleasure and for knowledge; however, if a child is a halting or tenuous reader, simply encouraging him to read silently to himself will not make him a better reader.

XV. PROFESSIONAL DEVELOPMENT

Dyslexia Awareness should be a part of the district's continual professional development plan. This professional development may take the form of:

- Administrative Level
- District Level
- Campus Level
- Grade Level

Regular education staff should have the opportunity to extend their knowledge of dyslexia through continuing staff development at district trainings as well as Region 10 trainings and other area professional organizational conferences.

The dyslexia staff will serve as a resource for the regular classroom teacher by not only providing suggestions to individual teachers, but also presenting periodic awareness sessions to the campus faculty (as approved by the campus principal). A dyslexia program representative will be available to serve when needed on the campus RTI (pre-referral) Committee.

The needs of the dyslexic population should be included on District and Campus Improvement Plans. The dyslexia staff will be available to consult in the area of dyslexia.

Regular updates should be presented to the staff as appropriate to meet the needs of the dyslexic students at all levels and in all learning situations.

All regular education staff should be provided sufficient resource materials by which to make referrals, ask questions, and understand more clearly the nature of dyslexia and the district's policies and procedures concerning dyslexia.

Presentations regarding the dyslexia program should be periodically made to the VAISD School Board.

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XXII. LINKS AND RESOURCES

Books About Dyslexia	Title	Author
	Overcoming Dyslexia	Sally Shaywitz, M.D.
	A Mother's Book of Ideas for The Learning Disabled Child	Kathleen A. Wild
	Attention Deficit Disorder: ADHD and ADD Syndromes	Dale R.
	Jordan	
	"Could Do Better" Why Children Underachieve and	Harvey P. Mandel
	PhD	
	What To Do About It	Sander I. Marcus
	PhD	
	Learning Disabilities 101: A Primer for Parents	Mary Cathryn
	Haller	
	Learning to Slow Down and Pay Attention:	
	A Book for Kids About ADD	Kathleen G.
	Nadeau PhD	
	Multiple Intelligences: The Theory in Practice	Howard Gardner
	Putting On The Brakes:	Patricia O. Quinn,
	MD	
	Young People's Guide to Understanding ADHD	Judith M. Stern
	MA	
	School-Smart Parenting:	
	Raising Children for Success and Happiness in School	Michael L. Brock
	The Hyperactive Child, Adolescent, and Adult	Paul H. Wender,
	MD	
	The Quality School	William Glasser
	MD	
	Speech to Print	Louis Cook
	Moats	
	Positively ADD – Real Stories	Catherine A.
	Corman	
		Edward M.
		Hallowell
		MD
	When You Worry About the Child You Love	Edward M.
	Hallowell MD A	
	Reassuring Guide to Solving Your Child's Emotional and Learning Problems	
	Copy This: Lessons from a hyperactive dyslexic who turned	Paul
	Orfalea (Kinko's founder) a bright idea into one of America's best companies	
	Ann Marsh	
	Driven To Distraction	Edward M.
	Hallowell MD	
	Math for the Dyslexic	Anne Henderson
	Frames of Reference of the Assessment of Learning Disabilities	G. Reid Lyon Locating &
	Correcting Reading Difficulties	James A. Shanker
	The Roots of Phonics	Eldon E. Ekwall
	PhD	
		Miriam

Basic Topics in Math for Dyslexia

Balmuth
Anne Henderson
Elaine
Miles
Marilyn A.

Later Language Development

Nippold

A Parent's Guide to Differences and Disabilities in Learning

Making the Words Stand Still

Words Fail Me

Mathematics for Dyslexics – Teaching Handbook

& Ashcroft Parenting a Struggling Reader

Susan L. Hall

Schwab Learning
Donald W. Lymo
Priscilla L. Vail
Chinu

Spelling: Development, Disability & Instruction

Developmental Variation & Learning Disorder

Melvin D. Levine M.D. The Highly Engaged Classroom

Robert J. Marzano

Louisa C.
Moats,
EdD
Louisa C. Moats

The Overflowing Brain

Essentials of Dyslexia Assessment & Intervention

Barbara J. Wendling The Dyslexia Empowerment Plan

Debra J.
Pickering
Torkel Klingberg
Nancy Mather
Ben Foss

Books (continued)

Title

Author

The Orton Emeritus Series:

Basic Facts about Dyslexia: What Everyone Ought to Know

College: How Students with Dyslexia Can Maximize the Experience

Doctors Ask Questions about Dyslexia: A Review of Medical Research

Early Childhood Education

Kids Who Learn Differently

Mathematics and Dyslexia

Other Sixteen Hours: The Social and Emotional Problems of Dyslexia

Phonological Awareness: A Critical Factor in Dyslexia

Questions about AD/HD and Dyslexia

Reading, Writing and Spelling: The Multisensory Language Approach

Testing: Critical Components in the Clinical Identification of Dyslexia

interdys.org

Media

Come Inside Our World (youtube.com) Texas Scottish Rite Hospital

"Access Denied" - 27 min. DVD documentary Eric McGehearty (dyslexic)

"The Big Picture: Rethinking Dyslexia" HBO - Documentaries

Websites www.ldonline.com – Leading website on learning differences
www.region10.org/dyslexia –Educational Service Center
www.greatschools.org/special_education.topic?content=1541 – Site for parents
<http://eida.org/> – International Dyslexia Association www.ALTAread.org –
Academic Language Therapists Association www.neuhaus.org – Resources for
parents www.thedyslexiaproject.com - Resources for parents
www.readingrockets.org - Resources for parents

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XXIII. DISTRICT CONTACTS

District Dyslexia Coordinator, Elementary, Middle and High School Dyslexia Therapist

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Van Alstyne Elementary
903.482.8805

Middle School Dyslexia Specialist

Lanette Dyer
Van Alstyne Middle School
903.482.8804

District Curriculum Director

Jamie Martinez
Van Alstyne ISD Administration
903.482.8802