

LEON ISD
DYSLEXIA POLICY

2016-2017

In compliance with the Texas Education Code 38.003, the Leon Independent School District will implement the following programs:

1. TEACHER TRAINING

- A. The reading specialist shall be trained in the administration of the assessments that will be given to identify students with dyslexia, such as the [Texas Dyslexia Identification Academy](#).
- B. Personnel receiving dyslexia training understand its characteristics, common risk factors and its impact of reading with dyslexia. Trained personnel include:
 - 1. Leon Elementary
 - a. Reading Specialist – Shelly Charlton*
 - b. Special Education Teacher – Stacey Landry
 - c. ELL Coordinator – Gail Middleton
 - d. Special Education Teacher – Laura Oates
 - e. Instructional Aide – Kelly Caveness
 - 2. Leon Junior High
 - a. JH Counselor – Rachael Robinson*
 - b. Learning Lab Coordinator – Beckey Brown
 - 3. Leon High School
 - a. Credit Recovery Teacher – Teresa Sitton*
 - b. Learning Lab Coordinator – Rikki Core

**campus dyslexia designee*

- C. The DIPS program will be the primary dyslexia instructional program.
- D. The reading specialist will hold training for teachers on the characteristics of dyslexia and the accommodations for the dyslexic student in the classroom.
- E. The reading specialist shall hold training for parents of students with dyslexia.

2. THE SCREENING AND TREATMENT OF DYSLEXIA

A. DYSLEXIA IDENTIFICATION

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. The 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 Board of Directors, November 12, 2002).

The campus counselor shall be responsible for seeing that student data is gathered and compiled for student records. Persons assisting in gathering the data will include:

1. School Nurse – vision and hearing screenings
2. Speech teacher – if necessary
3. Classroom teacher – report cards, reports of behavior, aptitude, teacher checklist, and results of accommodations in the classroom.
4. Parent – Interview with parent (or legal guardian)
5. RTI Team – results of school-wide assessments and screenings, results of state assessments, and results of TPRI assessments (K-2)
6. ESL Coordinator/Teacher – results of students with limited English proficiency

This data will be gathered for all students. The reading specialist will identify students at risk for dyslexia or related disorders using the collected data.

Criteria to be used for determining at-risk students will include the following:

1. Failing a STAAR test
2. Failing grades
3. Low performance on RTI screening instruments
4. Teacher observations

Options:

1. Corrective vision or hearing
2. Accommodations/modifications of instructional strategies by the teacher.
3. Tutoring
4. Retention
5. Placement in English as a Second Language program if applicable
6. Refer for identification and placement in a dyslexia instructional program
7. Refer for special education assessment

B. REMEDIAL STRATEGIES

Students identified as having made little or no progress with accommodations and alternative teaching strategies in the regular classroom will be referred to the reading specialist for a reading assessment to determine basic reading comprehension, writing, spelling, and specific problems related to reading. Parents will be notified of lack of progress, intent to assess, results of testing and any change of placement. (Rights under Section 504 of the Rehabilitation Act of 1973). Based upon the review of the gathered data, the committee will determine the appropriate remedial program, determine if the student qualifies under 504, and recommend any other specific testing.

Program options include:

1. Accelerated Reading Instruction

2. Dyslexia Instructional Program
3. English as a Second Language (if applicable)
4. Tutoring

The reading specialist and the special education teachers have had training in strategies which may be used with students who demonstrate some characteristics of dyslexia based on one of the following:

- Lack of progress in reading
- Teacher or other school district personnel referral
- Being in a dyslexia program in another district

The parent will be notified in writing and permission will be received by the Reading Specialist to assess the student for dyslexia. Evaluation will then be undertaken to determine if the student should be identified as having characteristics associated with dyslexia or a related disorder. Evaluation will be completed by Shelly Charlton who was trained in dyslexia screening through Region 6 Education Service Center.

Identification will be determined by use of the following information:

1. Adequate intelligence will be determined by an intelligence test or a consensus among the dyslexia committee.
2. Student's lack of appropriate progress documented by academic progress reports, state mandated tests, and progress monitoring assessments.
3. Testing done by the reading specialist to evaluate phonological awareness, spelling, rapid naming, alphabet knowledge, word recognition, comprehension, word attack skills and fluency
4. A family history of similar problems as determined by a parent interview
5. Knowledge that the student has been in school with adequate instruction and lack of progress is not due to sociocultural factors such as language differences, inconsistent attendance, and lack of experiential background
6. Physical and/or primary emotional problems are not causing the lack of academic progress

Students will be placed in a dyslexia program on the basis of district-administered test data. However, other pertinent data may be reviewed. Parent notification and permission will be kept in the student's dyslexia folder. Parents will be informed of their rights under Section 504 of the Rehabilitation Act of 1973. The committee will review all data and determine eligibility. At this point, if a student is determined to have characteristics associated with an educational diagnosis of dyslexia the committee will decide if the student qualifies for accommodations under Section 504 and these accommodations will be determined. Students new to the district who have previously been enrolled in dyslexia programs will be evaluated to determine placement or non-placement by district guidelines. Parents will be informed and entitled to the same Section 504 rights.

C. REFERRAL FOR SPECIAL EDUCATION SERVICES

Students who exhibit severe dyslexic tendencies or related disorders and who are unable to make progress in regular education programs, will be referred to special education for a comprehensive assessment and possible identification as disabled under federal and state law to receive special education and related services. Students can also be referred at any time during the dyslexia process. Students with dyslexia who do qualify as learning disabled may also be placed in any regular education program for their dyslexia services and may receive researched based interventions as needed. However, the Admission, Review, and Dismissal (ARD) Committee must meet and develop an Individualized Education Plan (IEP) before determining the child's placement. If the regular education dyslexia program is appropriate to meet the child's needs, the student may be mainstreamed into the service through special education. Students who do not initially qualify as learning disabled may receive remediation through the regular classroom with appropriate research based interventions. The Section 504 committee should determine if the student qualifies for accommodations under Section 504.

D. EXIT FROM THE DYSLEXIA PROGRAM

Students will be dismissed from the dyslexia remediation program based on the following:

Progress sufficient for the student to achieve at or above grade level in academic skills as measured by:

1. STAAR
2. Grades on report cards
3. An individually administered reading test

Recommendations for dismissal will be made by the Dyslexia Committee. Parents will be involved in the decision for dismissal. If the student had been identified as eligible for Section 504 accommodations, the student will be evaluated periodically to determine which accommodations are needed in the regular classroom setting. The RTI team will be responsible for monitoring progress and accommodations.