New Summerfield I.S.D.
District Dyslexia Program & Related Disorders Handbook and Procedures

2021 - 2022

New Summerfield Independent School District

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Last Updated: March 2022 Board Approved: April 2022

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Vision Statement

Every student of New Summerfield I.S.D. will graduate with the knowledge and skills to become a productive and responsible citizen.

Mission Statement

The faculty, staff, students, and parents of New Summerfield I.S.D. affirm that we will continually strive to prepare students for a successful tomorrow by creating and maintaining an atmosphere of mutual respect and genuine caring which fosters responsible choices, growth, and movement toward each individual's potential and academic success.

Program Goals

The district believes that all students deserve the opportunity to maximize their potential. In order to address the learning needs of students with dyslexia and related disorders, New Summerfield ISD has created a handbook outlining district procedures. Students experiencing difficulties learning to read, write, or spell despite conventional instruction, adequate intelligence, and sociocultural opportunity shall have access to programs and services that are appropriate to their educational needs.

Definitions and Characteristics of Dyslexia

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

a. 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.

b. Related Disorders includes disorders similar to or related to dyslexia such as auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)
http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

The following definition was adopted by the International Dyslexia Association Board of Directors November 12, 2002:

> *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.

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

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 without prosody)
- Difficulty spelling

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

The reading/spelling characteristics are the result of difficulty with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of the 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

A. Common Risk Factors Associated with Dyslexia

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

determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Pre School

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

Kindergarten and First Grade

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

Second Grade and Third Grade

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading

- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

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

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Sources for Common Risk Factors Associated with Dyslexia

Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? Scientific Studies of Reading, 18(1), 38–54.

Screening

A. Universal Screening and State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities such as dyslexia. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed below.

a. State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia, to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be

screened or tested as appropriate. Additionally, the SBOE amended its rule in 19 Texas Administrative Code (TAC) §74.28 requiring that evaluations/screenings only be conducted by appropriately trained or qualified individuals.

A related state law adds an additional layer to screening requirements for public school students. Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner.

Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

b. Federal Requirements - Child Find

In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.

Another federal law that applies to students with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually

attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.

c. Procedures for Screening Students for Dyslexia

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. The evaluation, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. **The law that applies to an individual student is determined by data and the student's individual needs.**

In Texas and throughout the country, there is a focus on a Response to Intervention (RtI) or tiered intervention process as a vehicle for meeting the academic and behavioral needs of all students. The components of the Student Success Initiative (SSI) and other state-level programs offer additional support. Current federal legislation under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), calls for the use of benchmark assessments for early identification of struggling students before they fail. In fact, state law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

New Summerfield I.S.D. students receive instruction and support needed to be academically successful in reading and mathematics. For students that demonstrate difficulties during early reading instruction (Kindergarten, grades 1 and 2), the most common form of instructional help is available through the Response to intervention (RTI) program. Students are assessed using a variety of early literacy assessment techniques such as TX-KEA, TPRI, and/or Tejas Lee. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district will notify the students' parents or guardians. According to TEC §28.006(g), the district will also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to "catch up" with their typically performing peers. New Summerfield I.S.D. is committed to data-driven instruction. Early reading assessments are required by state law and are evidence-proven to be best practice. With the use of early

reading assessment instruments, teachers can quickly assess a child's reading abilities and provide prescriptive instruction.

Texas Education Code §38.003 mandates that kindergarten students be screened at the end of the school year. Texas Education Code §38.003 does not explicitly state when first grade students must be screened. The SBOE, through approval of the rule which requires adherence to this handbook (TAC §74.28), has determined that students in first grade must be screened no later than the middle of the school year. Screening of first-grade students can begin anytime in the fall as the teacher deems appropriate. Grade 1 screening must conclude no later than January 31 of each year. It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and related disorders, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. New Summerfield I.S.D. will offer the family of any suspected dyslexic students the opportunity for an evaluation for dyslexia.

Additionally, Texas Education Code §28.006 requires that each school district administer, within the first six weeks of seventh grade, a reading instrument to each student whose performance on their previous year's reading state assessment did not demonstrate reading proficiency.

d. Screening Instruments

The requirement in TEC §38.003 that all kindergarten and first grade students be screened for dyslexia and related disorders is aligned with this shift to identify students at risk for dyslexia and reading difficulties when they are just beginning their formal education. Universal screeners generally measure reading or literacy-related skills such as sound-symbol recognition, letter knowledge, phonological awareness, and other skills. As previously mentioned, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other 12 identified related disorders. As a result, New Summerfield I.S.D. screening instruments focus on detecting dyslexia and reading difficulties.

In developing the criteria for the kindergarten and grade 1 screening instruments for dyslexia and other reading difficulties, it is important to differentiate between the skills and behaviors appropriate at each grade level. Additionally, with a sizable Emergent Bilingual (EB) population in Texas, it is essential that Spanish language screening instruments be addressed. Therefore, criteria for both English and Spanish speakers are included. Regardless of the primary language of the student, instruments

used to screen for dyslexia and other reading difficulties must address the skills in the figure below.

Criteria for English and Spanish Screening Instruments	
Kindergarten	**First Grade**
Letter Naming Fluency	Word Reading Accuracy or Fluency
Phonological Awareness	Phonological Awareness

While the selected screening instrument will be expected to measure each of the skills identified above, it is important that individuals who administer the screening instrument document student behaviors observed during the administration of the instrument. A list of behaviors that may be observed during the administration of the screening and which should be documented are included in the figure below.

Student Behaviors Observed During Screening
● Lack of automaticity ● Difficulty sounding out words left to right ● Guessing ● Self-correcting ● Inability to focus on reading ● Avoidance behavior

Screening instruments must include a measure for each of the skills noted above. The commissioner of education is expected to periodically issue a request for English and Spanish screening instruments that meet the established criteria. Instruments that meet each of the criteria will be included on the Commissioner's List of Reading Instruments. A district or charter school must select for use an instrument from the commissioner's list. In determining which screening instrument to use, a district or charter school must consider the primary language of the student and other factors as determined by the local district or school.

New Summerfield I.S.D. will implement the following Universal Screener Instruments at the corresponding grade levels:

Kindergarten -	TX-KEA
First -	TPRI/Tejas Lee
Second (if warranted) -	TPRI/Tejas Lee
Seventh -	Texas Middle School Fluency Assessment (TMSFA)

e. Administration of Screening Instruments

New Summerfield I.S.D. will ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Whenever possible, the student's classroom teacher will administer the screening instrument for dyslexia and reading difficulties. Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten, grade 1, and English Language Arts and Reading in grade 7.

i. Training

New Summerfield I.S.D. will ensure all individuals who administers and interprets the screening instrument will receive training designed specifically for the selected instrument in the following:

- Characteristics of dyslexia and other reading difficulties
- Interpretation of screening results and at-risk indicators and decisions regarding placement/services

ii. Administration of Dyslexia/Reading Screener

New Summerfield I.S.D. will implement a screening program that includes the following:

- Screening of **each** student in kindergarten at the end of the school year
- Screening of **each** student in first grade no later than January 31
- Screening of each student in 7th grade who did not perform satisfactorily on the 6th grade English Language Arts and Reading STAAR assessment, no later than the first six weeks of instruction

f. Screening Data Collection

New Summerfield I.S.D. will review data collected from both quantitative and qualitative information for the screening process. Sample data the district may review are listed in the figure below:

Sources and Examples of Screening Data	
Quantitative Information	**Qualitative Information**
Results of — ● Current screening instrument ● Previous screening instruments ● Formal and informal classroom reading assessments ● Additional brief and targeted skill assessments	● Observations of student during screening ● Other observations of student progress ● Teacher observations ● Parent/guardian input (e.g., family history, early language skills) ● Current student work samples ● Work samples from earlier grades ● Intervention history

For students who fall close to predetermined cut points, New Summerfield I.S.D. will implement short-term, targeted intervention with regular progress monitoring to determine if additional evaluation will be needed.

g. Interpretation of Data

New Summerfield I.S.D. will convene a qualified dyslexia team to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team may be comprised of the student's classroom teacher, a special education teacher, diagnostician, the dyslexia teacher, the individual who administered the screener, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), an administrator, and any other professional deemed relevant to the data review.

At any point in the data review process a referral for a Full and Individual Initial Evaluation (FIIE) under the IDEA may be initiated. Parents also have the right to request a FIIE at any time.

h. Progress Monitoring

New Summerfield I.S.D. will engage in ongoing progress monitoring so staff may assess student academic performance in order to evaluate student response to evidence-based instruction. Progress monitoring will also be used to make diagnostic decisions regarding additional targeted instruction that may be necessary for the student.

While some kindergarten and first grade students may not initially appear to be at risk for dyslexia based on screening results, New Summerfield I.S.D. staff realizes they may still be at risk. In addition, we realize it is important to continue to monitor students for common risk factors for dyslexia in second grade and beyond. If this regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension, the district realizes the appropriateness of evaluating for dyslexia and/or other learning disabilities. **Therefore, it is important to remember that a referral for a dyslexia evaluation can be considered at any time (kindergarten - high school).**

Procedures for the Evaluation of and Identification of Students with Dyslexia

A. State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities such as dyslexia.

State and Federal Laws
TEC §28.006, Reading Diagnosis This state statute requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their 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 sixth-grade 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 or other reading difficulties, the school must notify the students' parents/guardians. According to TEC §28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers. ***TEC §38.003, Screening and Treatment for Dyslexia*** Texas state law requires that public school students be screened and tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and then again during first grade. ***Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA)*** The services offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of ESSA, which requires schools to implement comprehensive literacy instruction featuring "age appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension" (ESSA, 2015).

Equal Education Opportunity Act (EEOA)
This civil rights law ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including ELs, regardless of their proficiency in English.

Individuals with Disabilities Education Act (IDEA)
The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

B. The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below.

a. Data-Driven Meeting of Knowledgeable Persons

New Summerfield I.S.D. will create a dyslexia team of persons with knowledge of the student, instructional practices, and instructional options to meet and discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia teacher, special education teacher, Language Proficiency Assessment Committee member, and/or interventionist. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. Unless the student is already served under IDEA or Section 504, this team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation.

i. When the Data Does Not Lead to Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or

other disability, the team may decide to provide the student with additional support in the classroom or through the Response to Intervention/Multi-tiered System of Supports (RTI/MTSS) process. The student should continue to receive grade level, evidence-based core reading instruction. (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

ii. When the Data Lead to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

Parents/Guardians always have the right to request a referral for a dyslexia evaluation at any time. Once a parent request for dyslexia evaluation has been made, New Summerfield I.S.D. is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student needs to be evaluated. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.

b. New Summerfield I.S.D. Dyslexia Campus Referral Procedures

Campus/Teacher and Parent Request Procedures

Teacher(s) will collect qualitative and quantitative data for review. Cumulative data will include, but is not limited to:

➢ ***Cumulative Data***

i. Grades
ii. Reading/Math performance rating
iii. Attendance (Number of days missed as of request date)
iv. Writing samples - Student work only (no worksheets)
v. Copy of student's spelling tests (several samples, 3-5)
vi. Teacher running record/Words Per Minute (WPM) if applicable
vii. TX-KEA, TPRI, Tejas Lee, mClass data, or MAP data (including any previous or current Dyslexia screener information, if available)
viii. 7th - grade reading instrument (Texas Middle School Fluency Assessment - TMSFA) results as required in TEC §28.006
ix. Student state assessment results as described in TEC §39.022
x. iStation/STAR data requested on cover letter (if available)
xi. Speech and Language assessment
xii. Vision/Hearing screenings
xiii. Teacher reports of classroom concerns
xiv. Observations of instruction provided to the student
xv. Classroom reading assessments
xvi. Academic progress reports (i.e. report cards)
xvii. LPAC documentation (if applicable)
xviii. Data should include the student's individual scores in comparison to the class average score (Peer comparison is helpful)
xix. The dyslexia request letter will be signed by a campus administrator and teacher making request to ensure administration is aware of the request

➢ ***Campus/Teacher Request***

Campus data meeting takes place to review dyslexia screening data and campus data (listed above)

i. If the data suggests the student exhibits characteristics of dyslexia or other specific learning disabilities:

a. Initial parent contact will be mady by the campus designee letting them know of the concern and an explanation of the procedure to follow. (a script will be provided to assist with the explanation of the testing process)

➢ ***Parent Request***

Data still needs to be collected to assist the ARD facilitator and/or dyslexia assessment team. (dyslexia and special education staff will assess the student). The campus designee will contact parent/guardian and can use the provided script to explain the testing process (FIIE & dyslexia assessments) to the parent.

C. New Summerfield I.S.D. Procedures for Evaluation

Not only must New Summerfield I.S.D. must follow state and federal guidelines, the district must also develop local procedures that address the needs of our student populations. New Summerfield I.S.D. must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated earlier in this handbook, under the "*Common Risk Factors Association with Dyslexia"* section

a. Cumulative Data Gathering

Teacher(s) will collect qualitative and quantitative data for review. Cumulative data will include, but is not limited to:

i. Grades
ii. Reading/Math performance rating
iii. Attendance (Number of days missed as of request date)
iv. Writing samples - Student work only (no worksheets)
v. Copy of student's spelling tests (several samples, 3-5)
vi. Teacher running record/Words Per Minute (WPM) if applicable
vii. TX-KEA, TPRI, Tejas Lee, mClass data, or MAP data (including any previous or current Dyslexia screener information, if available)
viii. 7th - grade reading instrument results as required in TEC §28.006
ix. Student state assessment results as described in TEC §39.022
x. iStation/STAR data requested on cover letter (if available)
xi. Speech and Language assessment
xii. Vision/Hearing screenings
xiii. Teacher reports of classroom concerns
xiv. Observations of instruction provided to the student
xv. Classroom reading assessments
xvi. Academic progress reports (i.e. report cards)
xvii. LPAC documentation (if applicable)
xviii. Data should include the student's individual scores in comparison to the class average score (Peer comparison is helpful)
xix. The dyslexia request letter will be signed by a campus administrator and teacher making request to ensure administration is aware of the request

b. Environmental and Socioeconomic Factors

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. These data support the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage.

c. Language Proficiency

Much diversity exists among Emergent Bilinguals (EBs). EBs may be students served in bilingual and English as a second language (ESL) programs as well as students designated Limited English Proficient (LEP) whose parents have denied services. New Summerfield I.S.D. serves its EB population in grades PK-5th with an Alternative Language Bilingual Program and in grades 6-12 through an ESL Program. In addition, the Language Proficiency Assessment Committee (LPAC) maintains documentation (TAC §89.1220(g)-(i)) that is necessary to consider when identifying EBs with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required. Additional data sources for EBs are provided below:

Additional Data Source for English Learners
● Home Language Survey ● Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests - all available years) ● Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (Listening, Speaking, Reading, and Writing) ● Instructional interventions provided to address language needs ● Information regarding previous schooling inside and/or outside the United States ● Type of language program model provided and language of instruction ● 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" below, need to be completed in both languages to the appropriate extent.

Additionally, personnel involved in the evaluation process of EB's for dyslexia need to be trained in bilingual assessment and interpretation procedures.

d. ***Formal Evaluation and Parent Notification and Permission***

i. Formal Evaluation

The appropriate time for formal assessment depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers' input; and input from the parents or guardians. Additionally, the best time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career. When formal assessment is recommended, the school completes the evaluation process as outlined in IDEA B (Special Education) using the following procedures:

- Notify parents or guardians of proposal to assess the student for dyslexia
- Inform parents or guardians of their rights under special education
- Obtain written consent from the parent or guardian to assess the student for dyslexia/special education. If special education testing is not obtained, have guardians sign "do not agree" to consent for special education testing
- 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) as well as assessment for the special education program
- *Parental consent is not required for observations conducted as part of routine classroom instruction and monitoring of the child's performance as long as that observation is not conducted as part of the Full and Individualized evaluation of the child.*

Note: Since the student is being assessed as part of a special education evaluation or is already served in special education and

a dyslexia evaluation is being requested, IDEA 2004, due process procedures must be followed. The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so. In compliance with Section 504, tests, assessments, and other evaluation materials have the following characteristics:

- Assessments are validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include materials tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Are 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
- Are 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)
- Are administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

e. Domains to Assess

New Summerfield I.S.D. uses 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:

i. Academic Skills

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

ii. Cognitive Processes

- **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.)

iii. Additional Areas for Evaluation

Based on the student's academic difficulties and characteristics, additional areas that may be evaluated are:

Additional Areas for Evaluation		
Academic Skills	**Cognitive Processes**	**Possible Additional Areas**
● Letter knowledge (name and associated sound) ● Reading words in isolation ● Decoding unfamiliar words accurately ● Reading fluency (rate, accuracy, and prosody are assessed) ● Reading comprehension ● Spelling	● Phonological/ phonemic awareness ● Rapid naming of symbols or objects	● Vocabulary ● Listening Comprehension ● Verbal expression ● Written expression ● Handwriting ● Memory for letter or symbol sequences (orthographic processing) ● Mathematical calculation/reasoning ● Phonological memory ● Verbal working memory ● Processing speed

f. Review and Interpretation of Data and Evaluations

To appropriately understand evaluation data, the ARD committee must interpret test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning. When considering the condition of dyslexia, in addition to required ARD committee members, the committee should also include members who have specific knowledge regarding—

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

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

Another factor to consider when interpreting test results is the student's linguistic background. The nature of the writing system of a language impacts the reading process. Thus, the identification guideposts of dyslexia in languages other than English may differ. For example, decoding in a language with a transparent written language (e.g., Spanish, German) may not be as decisive an indicator of dyslexia as reading rate. Students with dyslexia who have or who are being taught to read and write a transparent language may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN).

Dyslexia in Transparent and Opaque Orthographics	
Opaque	*Transparent*
● Early and marked difficulty with word-level reading ● Fluency and comprehension often improve once decoding is mastered	● Less difficulty with word-level reading ● More difficulty with fluency and comprehension

Characteristics of Dyslexia in English and Spanish	
English	**Spanish**
● Phonological awareness ● Rapid naming ● Regular/irregular decoding ● Fluency ● Spelling	● Phonological awareness - may be less pronounced ● Rapid naming ● Decoding - fewer “irregular words” in Spanish ● Fluency - often a key indicator ● Spelling - may show fewer errors than in English, by still more than students that do not have dyslexia
Reading comprehension may be a weakness in both English and Spanish	

Based on the above information and guidelines, should the ARD committee determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student’s data to determine whether these difficulties are unexpected in relation to the student’s other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.

g. New Summerfield I.S.D.’s Evaluation Procedures for Dyslexia & Dysgraphia

**Campus administrators and the district counselor will let teachers know they need to contact the district dyslexia teacher if a parent requests dyslexia testing so the process may begin immediately.*

➢ ***If parent/guardian agrees with Full and Individual Initial Evaluation (FIIE) and dyslexia testing:***

1. Complete a special education referral request packet (3-page packet) and send it to Raegan Moatassem (special education secretary) at the Cherokee County Shared Services Arrangement (CCSSA) Special Education Cooperative, **within 5 days**
2. Indicate the day the verbal request or agreement for testing was made or provide the written request of the parent, if available
3. The referral packet should indicate the **primary reason for referral as "Dyslexia"**
4. The ARD facilitator will let the diagnostician and Dyslexia Teacher know when consent has been obtained so testing can begin
5. Once a referral has been made, a dyslexia screening and a full individual and initial evaluation (FIIE) will be completed within 45-school days from the time New Summerfield I.S.D. receives consent from the parent/guardian
6. The CCSSA will administer the following assessments for New Summerfield I.S.D.:

    a. Cognitive Testing:

        i. Wechsler Intelligence Scale for Children-Fifth edition;
        ii. Woodcock Johnson IV Tests of Oral Language;
        iii. Woodcock Johnson IV Tests of Cognitive Abilities; and
        iv. Kaufman Assessment Battery for Children- 2nd edition Normative Update

    b. Achievement Testing:

        i. Kaufman Test of Educational Achievement-3rd Edition
        ii. Woodcock Johnson IV Tests of Achievement
        iii. Wechsler Individual Achievement Test-4th Edition
        iv. Feifer Assessment of Reading

7. After testing is complete, the district dyslexia teacher and diagnostician will discuss their result findings. The dyslexia profile will be shared with the special education teacher. A FIIE will be completed. An Admission, Review, and Dismissal (ARD) meeting will be held to discuss the FIIE and dyslexia assessment
8. The ARD committee will determine eligibility

9. If the student does not qualify, the decision will be noted in the ARD meeting. The campus administrator and dyslexia teacher may discuss other support options with parents (interventions, RtI, etc.)
10. If the student does qualify, the decision will be noted in the ARD meeting. During this meeting, dyslexia program recommendations will be made
11. Dyslexia services will be considered first through the general education dyslexia program
12. If the student is referred for an FIIE through special education, the FIIE will include information if the student had dyslexia and is a student with a Specific Learning Disability (SLD) and in the need of special education and related services. The ARD Committee will determine needs for goals and the least restrictive environment for services, if necessary. The district dyslexia designee and/or teacher will provide the parent education program, including all components annually (i.e. Dyslexia Smore). Documentation will be maintained by the district dyslexia designee and/or teacher. Special education information will be maintained by the special education department/teacher, including dyslexia services
13. At the conclusion of ARD Meetings (if the student does qualify) the district PEIMS sheet/form is completed by the evaluation staff with appropriate documentation of all PEIMS elements including dyslexia. This form is submitted to the PEIMS clerk for data in the Texas Data Management System (TDMS). TEC 48.009 (b)(1)
14. Prior to PEIMS submissions, reports are generated through the TDMS multiple times during the school year. These reports are verified for accuracy by district personnel and Section 504 and special education services

New Summerfield I.S.D. does not require progression through the RtI process before a dyslexia referral can take place. Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.

➢ ***If parent/guardian DOES NOT agree with Full and Individual Initial Evaluation (FIIE) but wants to move forward with dyslexia testing:***

1. Complete the first page of the special education referral request packet
2. Under primary reason for referral, check: Parent refused special education testing for dyslexia
3. Complete a special education referral request packet (3-page packet) and send it to Raegan Moatassem (special education secretary) at the Cherokee County Shared Services Arrangement (CCSSA) Special Education Cooperative, **within 5 days**
4. The CCSSA will complete the necessary Success Ed refusal forms
5. Contact dyslexia teacher and 504 Coordinator in the district to seek parent consent for dyslexia assessment through Section 504
6. Once official parent consent is obtained for assessing through Section 504, the district dyslexia teacher will complete dyslexia testing within 45-school days from the time New Summerfield I.S.D. receives consent from the parent/guardian. The district dyslexia teacher will notify the district 504 coordinator that testing is complete so an initial 504 evaluation meeting can be scheduled
7. The district dyslexia coordinator may contact parents and review "unofficial" results with them
8. The district dyslexia coordinator will review evaluation results (determined in conjunction with the New Summerfield I.S.D. Dyslexia Assessment Team) with the district 504 committee. The 504 Committee will determine 504 eligibilities. The district 504 coordinator will upload the dyslexia profile (provided by the district dyslexia teacher) in Success Ed as documentation of the evaluation
9. If the student does not qualify, the district's 504 coordinator will document that in the 504 evaluation and deliberations
10. If the student does quality, the district's 504 coordinator will document that in the 504 evaluation and deliberations, and the committee will move forward with creating the 504 Plan for dyslexia
11. At the conclusion of 504 meetings (if the student does qualify) the district PEIMS sheet/form is completed by the evaluation staff with appropriate documentation of all PEIMS elements including dyslexia. This form is submitted to the PEIMS clerk for data in the Texas Data Management System (TDMS). TEC 48.009 (b)(1)
12. Prior to PEIMS submissions, reports are generated through the TDMS multiple times during the school year. These reports are

verified for accuracy by district personnel and Section 504 and special education services.

New Summerfield ISD does not require progression through the RtI process before a dyslexia referral can take place. Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.

➢ ***If the student is already in special education (including "speech only")***

1. District staff will use a provided script to let parents know the campus will be contacting the special education teacher to schedule an Admission, Review, and Dismissal (ARD) Meeting to review the request for a dyslexia evaluation
2. Notify the special education case manager immediately so an ARD can be scheduled
3. The ARD facilitator will plan for a brief ARD to obtain consent for further testing. The ARD facilitator will invite the dyslexia teacher to the brief ARD
4. The dyslexia teacher will be present at the ARD and can answer questions parents may have specific to dyslexia testing
5. The ARD facilitator will let the diagnostican and dyslexia teacher know when consent has been obtained so testing can begin
6. Once a referral has been made, a dyslexia screening will be completed within 45-school days from the time New Summerfield I.S.D. receives consent from the parent/guardian
7. After testing is complete, the district dyslexia teacher and diagnostician will discuss the results of their findings. The dyslexia profile will be shared with the special education department. A Full and Individual Initial Evaluation (FIIE) will be completed and an ARD Meeting will be held to discuss the FIIE and dyslexia assessment
8. The ARD Committee will determine eligibility
9. If the student does not qualify, the decision will be noted in the ARD. The campus administrator and dyslexia teacher may discuss other support options with parents (interventions, RTI, etc.)
10. If the student does qualify, the decision will be noted in the ARD along with dyslexia program recommendations

11. Dyslexia services will be considered first through the general education dyslexia program
12. At the conclusion of ARD Meetings (if the student does qualify) the district PEIMS sheet/form is completed by the evaluation staff with appropriate documentation of all PEIMS elements including dyslexia. This form is submitted to the PEIMS clerk for data in the Texas Data Management System (TDMS). TEC 48.009 (b)(1)
13. Prior to PEIMS submissions, reports are generated through the TDMS multiple times during the school year. These reports are verified for accuracy by district personnel and Section 504 and special education services

New Summerfield ISD does not require progression through the RtI process before a dyslexia referral can take place. Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.

h. Identification of Students with Dyslexia

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. For Emergent Bilinguals (EBs), an LPAC representative must be included on the ARD committee. The list of questions in the figure below must be considered when making a determination regarding dyslexia.

Questions to Determine the Identification of Dyslexia	
English	**Spanish**
● Does the data show the following characteristics of dyslexia? ○ Difficulty with accurate and/or fluent word reading ○ Poor spelling skills ○ Poor decoding ability ● Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.) ● Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?	

If, through the evaluation process, it is established that the student has the condition of dyslexia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency. However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

In IDEA, dyslexia is considered one of a variety of etiological foundations for specific learning disability (SLD). Section 34 C.F.R. §300.8(c)(10) states the following:

> *Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do*

mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term SLD does not apply to children who have learning difficulties that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

The IDEA evaluation requirements for SLD eligibility in 34 C.F.R. §300.309(a)(1) specifically designates the following areas for a learning disability in reading: basic reading skills (dyslexia), reading fluency skills, and/or reading comprehension.

Once the condition of dyslexia has been identified, a determination must be made regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student requires specially designed instruction), the student's IEP must include appropriate reading instruction. If a student has previously met special education eligibility and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student's dyslexia instruction.

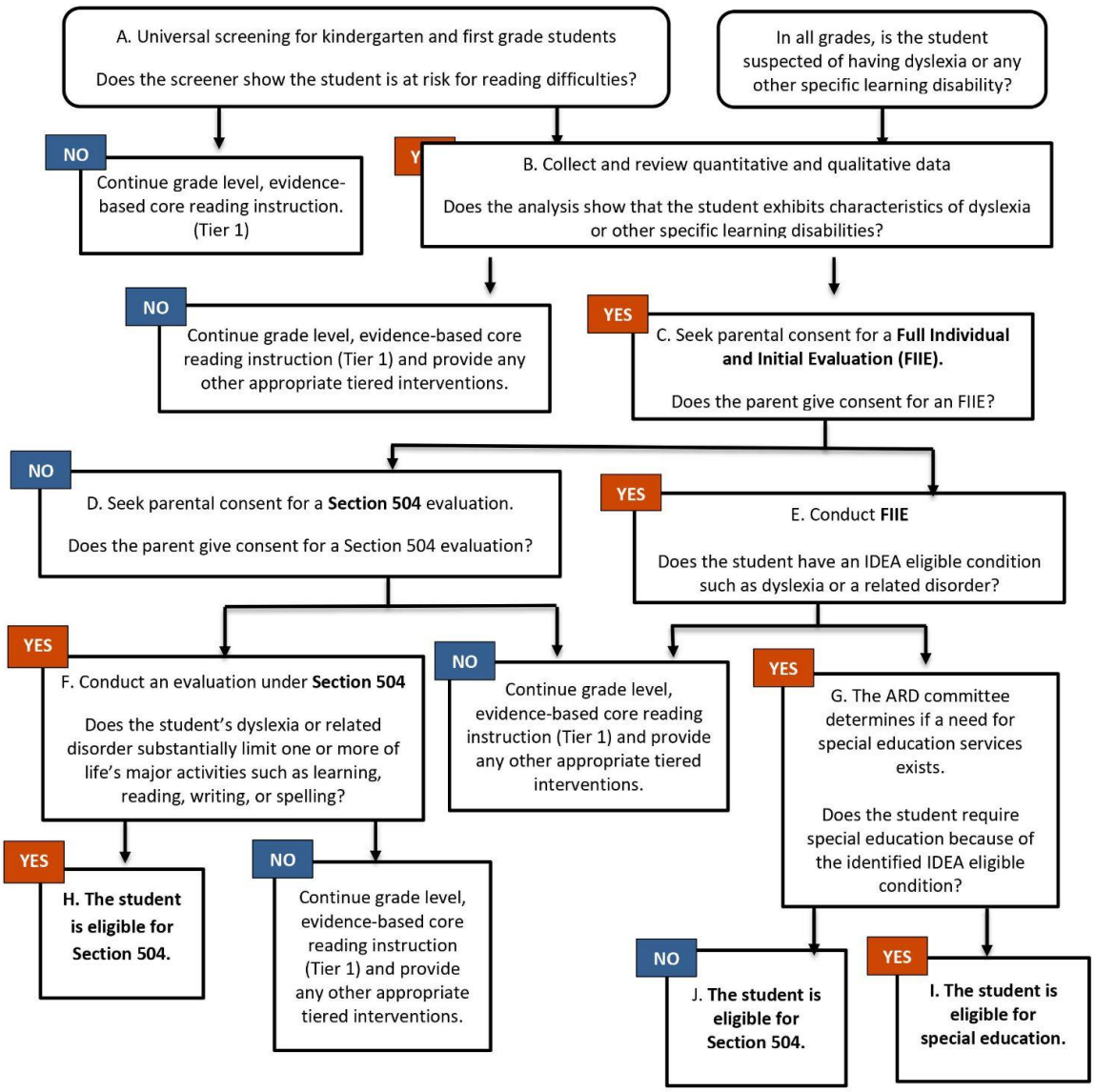
If — based on the data — the student is identified with dyslexia, but is not eligible for special education, the student may receive dyslexia instruction and accommodations under Section 504.

A student who is found not eligible under the IDEA, but who is identified with the condition of dyslexia through the Full Individual Initial Evaluation (FIIE) process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and develop an appropriate plan for the student without delay.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate reading instruction to meet the individual needs of the student. Appropriate reading instruction includes the components and delivery of standard protocol dyslexia instruction identified in the following section: Critical, Evidence-Based Components of Dyslexia Instruction. Revision of the Section 504 Plan will occur as the student's response to instruction and to the use of accommodations, if any, is observed. Changes in instruction and/or accommodations must be supported by current data (e.g., classroom performance and dyslexia program monitoring).

Pathways for Identification Figure

Pathways for Identification and Provision of Instruction for Students with Dyslexia



Critical, Evidence-Based Components of Dyslexia Instruction

A. Instruction for Students with Dyslexia

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

Once it has been determined that a student has dyslexia, New Summerfield I.S.D. will provide an appropriate instructional program for the student as required in TEC §38.003(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.*

SBOE rules in 19 TAC §74.28 require that each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in SBOE rule and to the services of a teacher trained in dyslexia and related disorders.

a. Standard Dyslexia Instruction

A standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often take place in a small group setting. Standard protocol dyslexia instruction must be —

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity

Instructional decisions for a student with dyslexia must be made by a dyslexia committee (members include Section 504 or ARD personnel) that is knowledgeable about the instructional components and approaches for students with dyslexia. It is important to remember that while dyslexia instruction is most successful when provided as early as possible, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

In accordance with 19 TAC §74.28(e), districts must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates all the components of instruction and instructional approaches described in the sections below. As is the case with any instructional program, differentiation that does not compromise the fidelity of a program may be necessary to address different learning styles and ability levels and to promote progress among students receiving dyslexia instruction.

b. Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components. Participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under the IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

c. Critical, Evidence-Based Components of Dyslexia Instruction

The instructional program is offered in a small group arrangement (e.g., 1:3 – 1:6) and includes reading, writing, and spelling as appropriate. The major instructional strategies will utilize individualized, intensive, and multisensory methods as appropriate. The program implemented by New Summerfield I.S.D. is the Neuhaus Education Program.

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

- **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 [phonemic awareness]." (Birsh, 2018, p. 26)

- **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 sound-symbol association (alphabetic principle) is the foundation for the ability to read

(decode) and spell (encode) (Birsh, 2018, p. 26). “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. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure” (Birsh, 2018, p. 26)

- **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 morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language” (Birsh, 2018, p. 26)

- **Syntax**—“Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language” (Birsh, 2018, p. 26)

- **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, 2018, p.14)

- **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Fluency also includes prosody. 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)

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

d. Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- **Simultaneous, multisensory (VAKT)**—"Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 26). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58)

- **Systematic and cumulative**—"Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26)

- **Explicit instruction**—"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326)

- **Diagnostic teaching to automaticity**—"The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding

the content and emphasis of instruction for the individual student"(Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70)

- **Synthetic instruction**—"Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole" (Birsh, 2018, p. 27)

- **Analytic instruction**—"Analytic instruction presents the whole and teaches how this can be broken into its component parts" (Birsh, 2018, p. 27)

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly-structured, systematic, and explicit, and it lasts for sufficient duration. With regard to explicit instruction, Torgesen (2004) states, "Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own" (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Teachers of students with dyslexia are prepared to utilize these techniques and strategies. They may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Sources for Critical, Evidence-Based Components and Delivery of Instruction

Berninger, V. W., & Wolf, B. (2009). Teaching students with dyslexia and dysgraphia: Lessons from teaching and science. Baltimore, MD: Paul H. Brookes Publishing.

Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, Multisensory teaching of basic language skills (4th ed., pp21–34). Baltimore, MD: Paul H. Brookes Publishing.

Henry, M. K. (2010). Unlocking literacy: Effective decoding and spelling instruction (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

Moats, L. C, & Dakin, K. E. (2008). Basic facts about dyslexia and other reading problems. Baltimore, MD: The International Dyslexia Association.

Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle, & V. Chhabra (Eds.), The voice of evidence in reading research (pp. 355–382). Baltimore, MD: Paul H. Brookes Publishing.

e. New Summerfield I.S.D. Program Schedule for Delivering Dyslexia Instruction

2021 - 2022	
Kindergarten: Neuhaus Education Program 40 mins/day (M-Th)	**6th - 8th Grade:** Neuhaus Education Program 40 mins/day (M-Th)
1st - 5th Grade: Neuhaus Education Program 40 mins/day (M-Th)	**9th - 12th Grade:** Neuhaus Education Program 40 mins/day (M-Th)

f. Teachers of Dyslexia Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic

and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who also receives special education and related services if that provider is the most appropriate person to offer dyslexia instruction.

- New Summerfield I.S.D. provides each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) 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 (19 TAC §74.28)

- Parents/guardians of all students eligible under special education or Section 504 are informed of all services and options available to the student under that federal statute

- New Summerfield I.S.D.'s district dyslexia teacher has served in this role since the 2014-2015 school year. In addition, as of the 2021-2022 school year, the teacher has 18 years of instructional experience as a classroom English Language Arts and Reading/dyslexia teacher. Her teacher's Texas State Board of Education certifications include the following:

    - Elementary Self-Contained (Grades 1-8)
    - Elementary Reading (Grades 1-8)
    - English as a Second Language Supplemental (Grades 1-8)

g. Professional Development and Parental Education Related to Dyslexia

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2003). To ensure that teachers are knowledgeable about dyslexia, TEC §21.054(b) and 19 TAC §232.11(e) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

New Summerfield I.S.D.'s District Dyslexia Teacher, who provides the appropriate instruction for students with dyslexia, has been trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this handbook (19 TAC

§74.28). In addition, this teacher completes multiple research-based dyslexia training courses each year in new research and practices related to dyslexia through the Region VII Service Center.

In regards to New Summerfield I.S.D.'s partnership with the Cherokee County Shared Services Arrangement (CCSSA - Special Education Cooperative), the CCSSA purports the following:

> *The CCSSA ensures evaluation procedures are followed by hiring qualified, certified, and licensed professionals. Continual training is offered through a variety of resources including but not limited to the following: the education service center, the TEA TETN, state-wide conferences, specific professional organizations, and legal academies. In addition, at each annual job evaluation, any areas needing improvement or additional training are identified and documented as an area for professional growth. The appraisal instruments and procedures for administration are selected based on the unique needs of the students.*

h. Parental Education Related to Dyslexia

New Summerfield I.S.D. provides a parent education program for the parents/guardians of students with dyslexia and related disorders on an annual basis (i.e. Dyslexia Smore). The program includes the following:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

i. Instructional Intervention Consideration for Emergent Bilinguals (EBs) with Dyslexia

Emergent Bilinguals (EBs) receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, English as a Second Language (ESL)). Interventionists working with EBs should have additional training on the specialized needs of EBs.

Learning to read, write, and spell in two languages can be facilitated by building on a student's native language knowledge and helping to transfer that knowledge to a second language. While direct, systematic instruction is still required for all aspects of reading, additional explicit instruction will be needed to address the similarities and differences in sounds, syllable structure, morphology, orthography, and syntax between the first and second languages.

It is also necessary to incorporate ESL strategies during the intervention process and in all content areas. In Texas, school districts are required to implement the English Language Proficiency Standards (ELPS) as an integral part of each subject area in the required curriculum (TAC §74.4(a)). Dyslexia instruction for EBs must incorporate the ELPS. A few strategies to consider include the following:

- Establish routines so that EBs understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student
- Provide extra time for the EB to process the English language. This is especially necessary during the early stages of second language development
- Provide extra time for the EB to formulate oral and written responses
- Emphasize text that includes familiar content and explain the structure of the text

New Summerfield I.S.D. 's District Dyslexia Teacher has been trained in and receives frequent updates in implementing the English Language Proficiency Standards (ELPS), Sheltered Instruction, and Proficiency Level Descriptors (PLD's).

j. Research-Based Best Practices

It is important to note that in Texas, the approach to teaching students with dyslexia is founded on research-based best practices. The ideas upon which the state's approach is based are summarized here:

- Gains in reading can be significant if students with reading problems are provided systematic, explicit, and intensive reading instruction of sufficient duration in phonemic awareness, phonics, fluency, vocabulary (e.g., the relationships among words and the relationships among word structure, origin, and meaning), reading comprehension strategies, and writing

- A failure to learn to read impacts a person's life significantly. The key to preventing this failure for students with dyslexia is early identification and early intervention

- Instruction by a highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia is necessary

It is vital to start evidence-based interventions as soon as possible. Effective treatments for dyslexia should consist of explicit academic teaching of reading and spelling skills.

k. Instructional Accommodations for Students with Disabilities

In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.** Listed below are **examples** of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material

- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of

accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

l. Access to Instructional Materials for Students with Disabilities

Accessible instructional materials (AIM) are textbooks and related core instructional materials that have been converted into specialized formats (e.g., Braille, audio, digital text, or large print) for students who are blind or have low vision, have a physical disability, or have a reading disability such as dyslexia. Digital books or text-to-speech functions on computers and mobile devices provide access to general education curriculum for students with dyslexia. **Bookshare** and **Learning Ally** provide electronic access to digitally recorded materials for students with print disabilities. TEA provides links to these resources as well as other accessible instructional materials for students with disabilities at https://tea.texas.gov/academics/instructional-materials/state-adopted-instructional-materials/accessible-instructional-materials.

m. State Assessment Accommodations for Students with Disabilities

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. The state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. An accommodation used in the classroom for learning may invalidate or compromise the security and integrity of the state assessment; therefore, not all accommodations suitable for instruction are allowed during the state assessments. It is important to keep in mind that the policies for accommodation use on state assessments **should not** limit an educator's ability to develop individualized materials and techniques to facilitate student learning. **Instruction comes first** and can be customized to meet the needs of each student.

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 Section 504 services and meet established eligibility criteria for certain accommodations
- Students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team of people at the campus level, such as the RTI team or student assistance team. For more information about accommodations on statewide assessments, visit https://tea.texas.gov/accommodations/.

n. Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria. Disability criteria may include the following:

- Learning disabilities
- Speech and language disorders
- Emotional/behavioral disorders
- Physical disabilities
- Traumatic brain injury
- Autism spectrum disorder

- Sensory disabilities (hearing impaired, visually impaired, blind-deaf)
- Other health impairments that limit strength, vitality, or alertness (such as ADHD)

Twice-exceptional students make up a highly diverse group of learners. While they do not form a simple, homogenous group, there are indicators that tend to be typical of many children who are both gifted and who also have a disability. Cognitive and affective indicators may include strengths such as extreme curiosity and questioning, high levels of problem-solving and reasoning skills, and advanced ideas/opinions which they are uninhibited about expressing. Cognitive and affective challenges twice-exceptional learners may exhibit include discrepant verbal and performance abilities, deficient or extremely uneven academic skills, and auditory and/or visual processing problems which may cause them to respond or work slowly or appear to think slowly. For more information regarding general characteristics of twice-exceptional learners, please see www.gtequity.org/twice/docs/generalcharacteristics.pdf on TEA's Equity in G/T Education website.

Twice-exceptional students must be provided access to all service and course options available to other students. Section 504 and Title II of the Americans with Disabilities Act (ADA), require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities [34 C.F.R. §104.4(b)(1)(ii) and 28 C.F.R. §35.130(b)(1)(ii)]. **A student with a disability such as dyslexia or a related disorder may not be denied admission to an accelerated or advanced class or program solely because of the student's need for special education or related aids or services or because the student has an IEP or Section 504 Plan.**

Additionally, a student with a disability may not be prohibited from using special education or related aids as a condition of participating in an accelerated or advanced class or program. Participation by a student with a disability in an accelerated or advanced class or program generally would be considered part of the regular education referenced in IDEA and Section 504 regulations. Thus, if a qualified student with a disability requires related aids and services to participate in a regular education class or program, the school cannot deny that student the needed related aids and services in an accelerated or advanced class or program. It is important to note that a district or school does not have to provide a student with an accommodation or modification "that fundamentally alters the nature of" an accelerated or advanced course or program.

In determining the appropriate courses and programs, the following questions should be considered by a twice-exceptional learner's ARD or Section 504 committee:

- Does the student meet the basic eligibility or admission requirements applied to ALL students?
- Does the student need special education or related aids and services to receive FAPE?
- Do the academic accommodations or related aids and services constitute a fundamental alteration of the program?

Additional support, information, and resources are available through the Equity in Gifted/Talented (G/T) Education website at www.gtequity.org/index.php. The Texas State Plan for the Education of Gifted/Talented Students, available at www.tea.state.tx.us/index2.aspx?id=6420, mandates that once any student is identified as gifted, he/she must be provided gifted/talented services that are commensurate with his/her abilities (1.4C, 1.6C, 2.1C, and 3.3C). Additionally, due to the disability, twice-exceptional learners should have an IEP through special education services or a Section 504 Plan through general education. Additional support for districts serving twice-exceptional students is available at www.gtequity.org/twice.php.

Dysgraphia

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. Texas Education Code §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

A. Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the coexistence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders

that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Sources for Definition and Characteristics of Dysgraphia

Andrews, J. and Lombardino, L. (2014). Strategies for teaching handwriting to children with writing disabilities. ASHA SIG1 Perspectives on Language Learning Education. 21:114-126.

Berninger, V.W. (2004). Understanding the graphia in dysgraphia. In Developmental Motor Disorders: A Neuropsychological Perspective. D. Dewry and D. Tupper (Eds.), New York, NY, US: Guilford Press.

Berninger, V.W. (2015). Interdisciplinary frameworks for schools: Best practices for serving the needs of all students. Washington, D.C.: American Psychological Association.

Berninger, V.W., Richards, T.L. and Abbott, R. D. (2015) Differential Diagnosis of Dysgraphia, Dyslexia, and OWL LD: Behavioral and Neuroimaging Evidence. Read Writ. 2015 Oct;28(8):1119-1153.

Berninger, V., & Wolf, B. (2016). Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from Science and Teaching (Second ed.). Baltimore, Maryland:

Paul H Brookes Publishing. Döhla, D. and Heim, S. (2016). Developmental dyslexia and dysgraphia: What can we learn from the one about the other? Frontiers in Psychology. 6:2045.

Levine, M.D. (1999). Developmental Variation and Learning Disorders. Cambridge, MA: Educators Publishing Service, Inc.

B. Procedures for Identification

The process of identifying dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties. Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

- Slow or labored written work
- Poor formation of letters
- Improper letterslant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- "b" and "d" reversals beyond developmentally appropriate time
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as "big"
- Avoidance of written tasks

- Difficulty with visual-motor integrated sports or activities

While schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations. Schools shall recommend evaluation for dysgraphia if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student's age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade

C. Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction, including writing, are defined in Section 2221(b) of ESSA as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.

Any time from kindergarten through grade 12 a student continues to struggle with one or more components of writing, schools must collect additional information about the student. Schools should use previously collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data, as indicated in the figure below, will provide information regarding factors that may be contributing to or primary to the student's struggles with handwriting, spelling, and written expression.

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dysgraphia is not due to lack of appropriate instruction in handwriting, spelling, and written expression. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. This cumulative data also includes information from parents/guardians. Sources and examples of cumulative data are provided in the figure below.

Sources and Examples of Cumulative Data	
● Vision Screening ● Teacher reports of classroom concerns ● Parent reports of concerns about handwriting, spelling, or written expression ● Classroom handwriting assessments ● Classroom spelling assessments ● Samples of written work (e.g., journal, story responses, writing samples, etc.) ● Accommodations or interventions provided ● Academic progress reports (report cards) ● Gifted/talented assessments ● Samples of written schoolwork (both timed and untimed)	● State student assessment program results as described in TEC §39.022 ● Observations of instruction provided to the student ● Full Individual and Initial Evaluation ● Outside evaluations ● Speech and language assessment ● School attendance ● Curriculum-based assessment measures ● Instructional strategies provided and student's response to the instruction ● Universal screening ● Parent survey

D. Formal Evaluation

After data gathering, the next step in the process is formal evaluation. This is not a screening; rather, it is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dysgraphia. Information collected from the parents/guardians also provides valuable insight into the student's early years of written language development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dysgraphia will need to look beyond scores on standardized assessments alone and examine the student's classroom writing performance, educational history, and early language experiences to assist with determining handwriting, spelling, and written expression abilities and difficulties.

a. Notification and Permission

When formal evaluation is recommended, the school completes the evaluation process as outlined in IDEA. Procedural safeguards under the IDEA must be followed. For more information on procedural safeguards, see IDEA/Section 504 Side-by-Side Comparison, TEA's Parent Guide to the Admission, Review, and Dismissal Process (Parent's Guide) and Notice of Procedural Safeguards.

b. Tests and Other Evaluation Materials

Test instruments and other evaluation materials must meet the following criteria:

- Be used for the purpose for which the evaluation or measures are valid or reliable
- 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 to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's writing abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, samples of written work, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

E. Domains to Assess

a. Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter formation, orthographic awareness, and general handwriting skills may be evident dependent on the student's age and writing development. Additionally, many students with dysgraphia may have difficulty with spelling and written expression.

b. Cognitive Processes

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Areas for Evaluation of Dysgraphia		
Academic Skills	**Cognitive Processes**	**Possible Additional Areas**
● Letter formation ● Handwriting ● Word/sentence dictation (timed and untimed) ● Copying of text ● Written expression ● Spelling ● Writing fluency (both accuracy and fluency)	● Memory for letter or symbol sequences (orthographic processing)	● Phonological awareness ● Phonological memory ● Working memory ● Letter retrieval ● Letter matching

To make an informed determination the ARD, committee must include members who are knowledgeable about the following:

- Student being assessed
- Evaluation instruments being used
- Interpretation of the data being collected

Additionally, the dyslexia committee members should have knowledge regarding

- The handwriting process;
- Dysgraphia and related disorders;
- Dysgraphia instruction, and;
- District or charter school, state, and federal guidelines for evaluation.

New Summerfield I.S.D. will follow the same evaluation procedures as listed above in the "***New Summerfield I.S.D.'s Evaluation Procedures for Dyslexia & Dysgraphia" section***. In addition to the aforementioned assessments, New Summerfield I.S.D. will assess students suspected of dysgraphia with the DeCoste Writing Protocol (DWP). The DWP is an informal diagnostic tool that helps educators identify factors affecting an individual student's ability to produce writing.

F. Review and Interpretation of Data and Evaluation

To appropriately understand evaluation data, the ARD committee must interpret test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

A determination must first be made regarding whether a student's difficulties in the areas of writing and spelling reflect a pattern of evidence for the primary characteristics of dysgraphia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Handwriting
- Writing fluency (accuracy and rate)
- Written Expression
- Spelling

Based on the above information and guidelines, should the ARD committee determine that the student exhibits weakness in writing and spelling, the committee will then examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language differences, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, oral verbal ability, or math reasoning yet still have difficulty with writing and spelling.

Therefore, it is not one single indicator, but a preponderance of informal and formal data that provide the committee with evidence for whether these difficulties are unexpected.

G. Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dysgraphia. The list of questions in the figure below must be considered when making a determination regarding dysgraphia.

Questions to Determine the Identification of Dysgraphia
● Do the data show the following characteristics and consequences of dysgraphia? ○ Illegible and/or inefficient handwriting with variably shaped and poorly formed letters Difficulty with unedited written spelling ○ Low volume of written output as well as problems with other aspects of written expression ● Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)? ● Are these difficulties unexpected for the student's age in relation to the student's other abilities and the provision of effective classroom instruction?

Once dysgraphia has been identified, a determination must be made regarding the most appropriate way to serve the student.

The ARD committee will determine whether the student who has dysgraphia is eligible under IDEA as a student with a specific learning disability. The student is eligible for services under IDEA if he/she has dysgraphia and, because of the dysgraphia needs special education services. The October 23, 2015 letter from

the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf.

If the student is identified with dysgraphia but is not considered a student with a disability under the IDEA (because the student does not need specially designed instruction), then the student may receive appropriate accommodations and services under Section 504. Students are protected under Section 504 if the physical or mental impairment (dysgraphia) substantially limits one or more major life activities, such as the specific activity of writing. Additionally, the Section 504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity (writing), must not consider the ameliorating effects of any mitigating measures that student is using.

H. Supporting Students Struggling with Handwriting

Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization. In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. The findings of this research report were dramatic, showing moderate effects on writing fluency and very large effects on the number of words students wrote and the quality of their compositions (Santangelo & Graham, 2016).

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction. These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent.

- Show students how to hold a pencil
- Model efficient and legible letter formation
- Provide multiple opportunities for students to practice effective letter formation
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes

- Have students practice writing letters from memory
- Provide handwriting fluency practice to build students' automaticity
- Practice handwriting in short sessions

— Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Some students who struggle with handwriting may actually have dysgraphia. Dysgraphia may occur alone, or with dyslexia. An assessment for dysgraphia, as it relates to dyslexia, is important in order to determine whether children need additional explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding (IDA, 2012).

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

I. Delivery of Instruction

The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

- **Simultaneous, multisensory (VAKT)** — "Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 19). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58)

- **Systematic and cumulative** — "Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 19)

- **Explicit instruction** — "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply

from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326)

- **Diagnostic teaching to automaticity** — "The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70)

Sources for Critical, Evidence-Based Components and Delivery of Dysgraphia Instruction

Berninger, V. W., Rutberg, J.E., Abbott, R.D., Garcia, N., Anderson-Youngstrom, M., Brooks, A., & Fulton, C. (2006). Tier 1 and tier 2 early intervention for handwriting and composing. Journal of School Psychology, 44(1), 3-30.

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The International Dyslexia Association. (2012). Understanding dysgraphia. Retrieved from https://dyslexiaida.org/understanding-dysgraphia/.

Mather, N., & Wendling, B. J. (2012). Essentials of dyslexia assessment and intervention. Hoboken, NJ: John Wiley & Sons.

Moats, L. C, & Dakin, K. E. (2008). Basic facts about dyslexia and other reading problems. Baltimore, MD: The International Dyslexia Association.

Santangelo, T., & Graham, S. (June 2016). A comprehensive meta-analysis of handwriting instruction. Educational Psychology Review, 28(2), 225-265.

J. Instructional Accommodations for the Student with Dysgraphia

In addition to targeted instruction, accommodations provide the student with dysgraphia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual student determines the accommodation. When considering accommodations for the student with dysgraphia, consider the following:

- The rate of producing written work
- The volume of the work to be produced
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product (Texas Scottish Rite Hospital for Children, 2018, p. 5)

Listed below are examples of reasonable classroom accommodations for a student with dysgraphia based on the above considerations:

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information
- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see At a Glance: Classroom Accommodations for Dysgraphia, available at https://www.understood.org/en/school-learning/partneringwith-childs-school/instructional- strategies/at-a-glance-classroom-accommodations-fordysgraphia

K. Technology Tools

There are many technology resources to assist a student with dysgraphia. *The Technology Integration for Students with Dyslexia online tool* (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders. For more information and to view this source, visit https://www.region10.org/programs/dyslexia/techplan/.

Dyslexia Program Monitoring and Exit Criteria Procedures for Dismissal from Direct Dyslexia Instructional Services

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by consensus of the committee of knowledgeable persons, §504 committee, or ARD committee. The New Summerfield I.S.D. committee considers the following factors when recommending exit or reduction of dyslexic services:

- Completion of the district dyslexia program
- State assessment data
- Benchmarks
- Progress monitoring data
- Teacher and/or parent observations/checklist
- Individual dyslexia program requirements
- Grades from progress reports or report cards
- The re-evaluation and/or post-testing of a student shows student growth to be closer to grade level proficiency standards (**note:** re-evaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress and achievement. Accommodations may be adjusted accordingly)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment or meeting expected growth requirements (**note:** passing the reading portion of the reading assessment is never the sole source of exit from the dyslexia program)
- Committee recommendation
- Parent requests in writing that the student exit the program

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

Dyslexia Intervention Program Exit Criteria

The 504 or ARD Committee will use the following indicators (table below) when a student is considered for exiting the New Summerfield I.S.D. Dyslexia Program. Students must meet all of the following criteria to be considered for exit, and must have been serviced in an approved dyslexia program for at least two years.

Table of Dyslexia Intervention Program Exit Criteria

Grade	ELA	Curriculum
K, 1st, 2nd	Not eligible for exiting	
3rd	Reading/ELA STAAR - Approaches Grade Level and/or makes Expected Growth	Passed Dyslexia Curriculum Mastery Checks
4th	Reading/ELA STAAR - Approaches Grade Level and/or makes Expected Growth	Passed Dyslexia Curriculum Mastery Checks
5th - 6th	Reading/ELA STAAR - Approaches Grade Level and/or makes Expected Growth	Passed Dyslexia Curriculum Mastery Checks
7th - 8th	Reading/ELA STAAR - Approaches Grade Level and/or makes Expected Growth	N/A
9th - 10th	STAAR EOC - Approaches Grade Level and/or makes Expected Growth	N/A
11th- 12th	Passing grade in ELA	N/A

Notes

- Parents of students being considered for exit should be notified by phone or conference
- The 504 or ARD committee must complete the Exit Review Form and mail a copy to the parents
- A copy of the Exit Review Form must be placed in the student's cumulative folder

Support System for Exited Students

- State assessment and classroom accommodation checklist
- Annual monitoring by the dyslexia interventionist
- §504 eligible for establishing/documenting needed accommodations for classroom instruction
- Eligible for STAAR levels of support if student meets the criteria as set forth by the Texas Education Agency (TEA)

Appendix

Sources of Laws and Rules for Dyslexia Identification and Instruction

- Texas Education Code (TEC) §38.003
- Texas Education Code (TEC) §28.006
- Texas Education Code (TEC) §7.028(b)
- Texas Education Code (TEC) §48.009
- Texas Education Code (TEC) §39.022
- Texas Education Code (TEC) §48.009(b)(1)
- Texas Education Code (TEC) §21.054
- Texas Education Code (TEC) §38.0031
- Texas Administrative Code (TAC) §74.28 (State Board of Education Rule)
- Texas Administrative Code (TAC) §89.1220
- Texas Administrative Code (TAC) §232.11
- Texas Administrative Code (TAC) §74.4
- U.S.C. §1400(d) (United States Code)
- C.F.R. §300.1 (Code of Federal Regulations)
- C.F.R. §300.8 (Code of Federal Regulations)
- C.F.R. §300.309 (Code of Federal Regulations)
- Elementary and Secondary Education Act (ESEA)
- Equal Educational Opportunities Act (EEOA)
- Office of Special Education and Rehabilitative Services (OSERS)
- Office of Special Education Programs (OSEP)
- *The Dyslexia Handbook – Updated 2021: Procedures Concerning Dyslexia and Related Disorders*
- Texas Occupations Code, Chapter 403
- Rehabilitation Act of 1973, Section 504 (§504), as amended in 2008
- Individuals with Disabilities Education Act (IDEA 2004)
- STAAR Accommodations for Students with Dyslexia

Summary

School Boards MUST ensure the following

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

School Districts MUST do the following

1. All students in grades K–2 will be administered a dyslexia screener assessment to identify students with dyslexic tendencies and/or dyslexia (TEC §28.006)
2. All students who do not meet the “approaches” classification on their 6th grade Reading STAAR Assessment will be given a reading instrument (Texas Middle School Fluency Assessment - TMSFA) within 6-weeks of their seventh grade year as required in TEC §28.006
3. Provide early identification, intervention, and support (TEC §28.006)
4. Apply results of early assessment instruments to instruction and report to the Commissioner of Education (TEC §28.006)
5. Implement SBOE-approved procedures for students with dyslexia and related disorders (Dyslexia Handbook, 2021 and TAC §74.28)
6. The district dyslexia coordinator and/or dyslexia teacher will provide training to each campus Child Find designee and district staff members on procedures related to dyslexia and dysgraphia procedures annually. Most often during August staff in-service days (TAC §74.28(c))
7. Ensure the procedures for identification and instruction are in place (TAC §74.28)
8. Ensure referrals for consideration of dyslexia may be completed for any student in the district (TAC §74.1101(c)(2))
9. Notify parents in writing before an assessment or identification procedure is used with an individual student (TAC §74.28)
10. Test for dyslexia at appropriate times (TEC §38.003)

11. Meet the requirements of IDEA B and Section 504 when assessment for dyslexia is recommended
12. Provide treatment (instruction) for students with dyslexia (TEC §38.003)
13. Purchase or develop their own programs that include descriptors listed in the Dyslexia Handbook (TAC §74.28)
14. Inform parents of all services and options available to students eligible under IDEA B and the Section 504 (TAC §74.28)
15. Provide students the services of a teacher trained in dyslexia (TAC §74.28)
16. Provide a parent education program (i.e. Dyslexia Smore) (TAC §74.28)