

Dyslexia Program Procedures Manual



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RCCGISD Dyslexia Program

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RCGISD Dyslexia Program

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**Definition and Characteristics of Dyslexia
Definition and Characteristics of Dysgraphia
Mission Statement
School Board Policies Addressing Dyslexia
And
Program Goals**

Definition and Characteristics of Dyslexia

What is Dyslexia?

The International Dyslexia Association defines “dyslexia” in the following way:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002) *The Dyslexia Handbook – Revised 2018: pg. 1*

Characteristics of Dyslexia

Characteristics that are associated with dyslexia are listed. A child with dyslexia may exhibit a wide range of characteristics; however, a child need not exhibit all of these traits to be considered dyslexic. Also, a child may have one or more of these difficulties without being dyslexic.

The primary areas of difficulty for 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 primary reading/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

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

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

The secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities

Resource: The Dyslexia Handbook – Revised 2018, pg. 1

Definition and Characteristics of Dysgraphia

What is Dysgraphia?

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence 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)

Resource: The Dyslexia Handbook – Revised 2018, pg., 59

Dyslexia Mission Statement

The mission of the RGGISD Dyslexia Program is to:

Provide all eligible students with dyslexia with the multi-sensory and phonological awareness skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling, in order to nurture a strong self-esteem and to provide opportunities for them to develop their talents.

School Board Policies Addressing Dyslexia

- EHB(LEGAL): Curriculum Design - Special Programs
- EKC(LEGAL): Testing Programs - Reading Assessment
- FB(LOCAL): Equal Educational Opportunity
- BQ(LEGAL): Planning and Decision-Making Process
- EIE(LEGAL): Academic Achievement - Retention and Promotion
- AG(LEGAL): Home-Rule Districts
- EHBC(LEGAL): Special Programs - Compensatory/Accelerated Services
- EL(LEGAL): Campus or Program Charter
- EKB(LEGAL): Testing Programs - State Assessment
- EIA (LEGAL): Academic Achievement - Grading Progress Report for Parents

RGCGISD Dyslexia Program

Dyslexia Program Goals

RGCGISD strives to have an exemplary dyslexia program for students enrolled in grades K–12. Through a response to intervention (RTI) process, RGCGISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments including but not limited to the PreK3 - CLI Checklist, PreK 4 - Circle Progress Monitoring, Kinder - TX-KEA, 1st & 2nd Grade - TPRI/Tejas Lee, Middle School - I-SIP, Curriculum Based Assessments (CBA), Benchmarks and/or written evidence of curriculum-based monitoring (CBM).

Pursuant to the TEA's *The Dyslexia Handbook, revised 2018*, students being referred for consideration of dyslexia should have demonstrated age appropriate developmental progress and have received appropriate instruction in reading, including but not limited to accelerated reading programs as required by the state. Students who exhibit characteristics of dyslexia should be referred for consideration of a dyslexia evaluation after at least one semester of formal reading instruction has taken place pursuant to the TEC §28.006.

RGCGISD is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

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

- Screen, refer and evaluate, students in grades K – 12 students who may be at---risk of dyslexia and related disorders;
- Provide instructional treatment options for students identified with dyslexia and related disorders;
- Provide staff development that includes:
 - Characteristics of dyslexia
 - Assessment of dyslexia
 - Intervention strategies and accommodations
- Provide a parent education program that includes:
 - Awareness of the characteristics of dyslexia and related disorders
 - Information on testing and the educational diagnosis of dyslexia
 - Information of effective strategies and options for parents to use at home to effectively communicate and help their child with dyslexia and related disorders

Objective: all campuses, through a response to intervention process, will identify students with dyslexia and related disorders and provide appropriate, individualized services.

**Early Identification, Universal Screener and Intervention
Prior to Formal Evaluation**

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. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed in Figure 3.1 below.

Figure 3.1. 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.

Resource: *The Dyslexia Handbook – Revised 2018, pg., 24*

Universal Screening and State and Federal Requirements

The Importance of Early Screening

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

- Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

Universal Screening

Screening is defined as a universal measure administered to **all** students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is **not** a formal evaluation. Texas Education Code §38.003 mandates that first grade and kindergarten students be screened at the end of the school year. RGCGISD will assess each grade level at the times listed below:

Grade Level	Timeframe For Testing	Notification of Results
Kindergarten	By the end of the school year	May
First Grade	By January 31st	February

Resource: The Dyslexia Handbook – Revised 2018, pg., 9

*Assessments will include the TPRI/TEJAS LEA Early Reading Instrument Progress Monitoring Results.

Response to Intervention

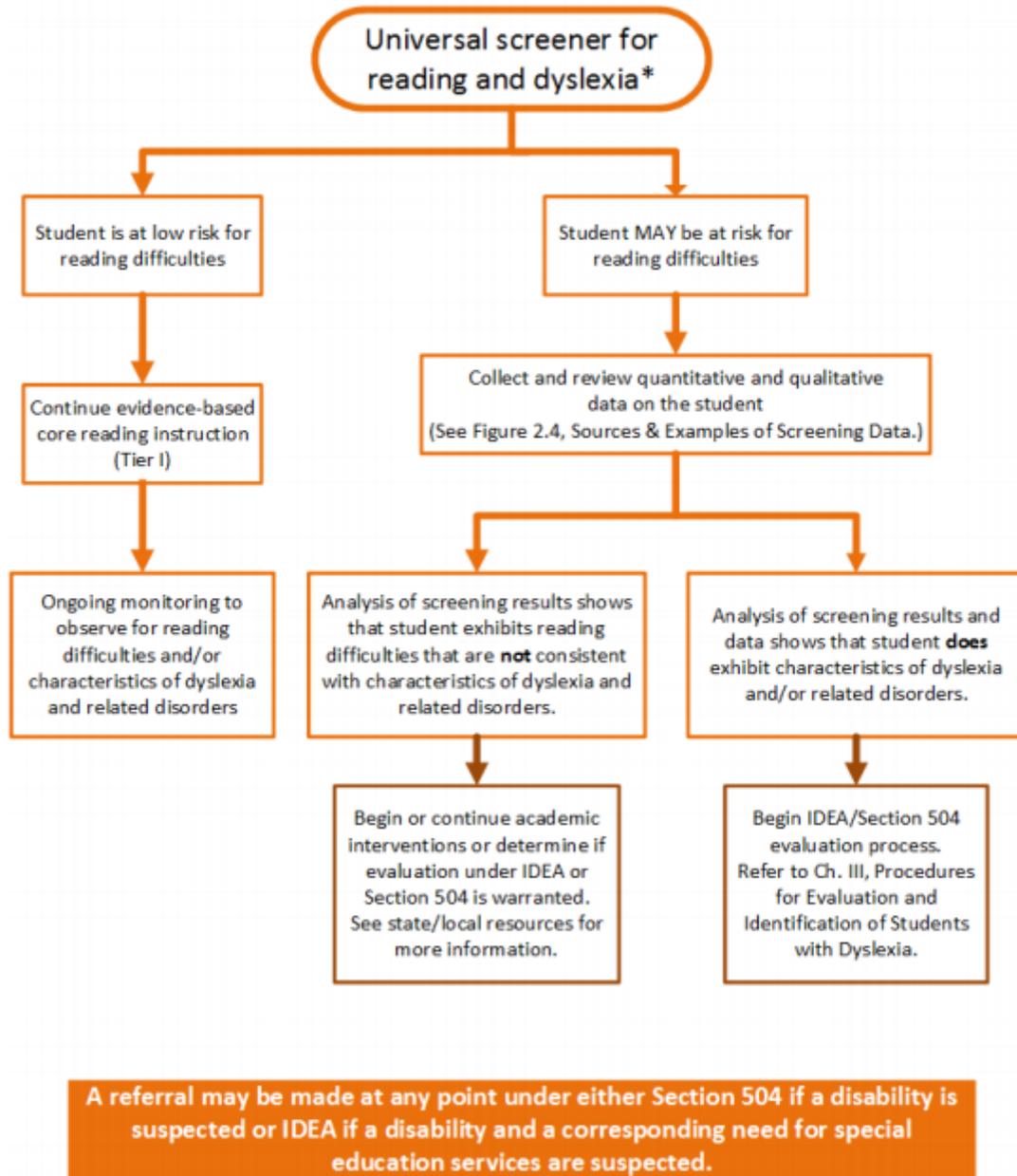
The importance of early intervention cannot be overstated. Intervening early, before difficulties become intractable, offers the best hope for successful outcomes and prevention of long-term deficits. The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided. RGCGISD students who are identified as at risk for dyslexia, will be provided with targeted intervention by the appropriate staff four times a week for 45 minutes each day.

It is important to note that the use of a tiered intervention process, such as Response to Intervention or RTI, must not be used to delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia.

Universal Screening and Data Review for Reading Risk

Figure 2.5

Universal Screening and Data Review for Reading Risk



*Testing and screening in accordance with TEC §28.006 and §38.003(a)

Resource: *The Dyslexia Handbook – Revised 2018*, pg., 17

Dyslexia Referral Process

Dyslexia Referral Process

Schools shall recommend assessment for dyslexia or a related disorder if the student demonstrates the following: *The Dyslexia Handbook – Revised 2018, pg. 25 & pg. 61*

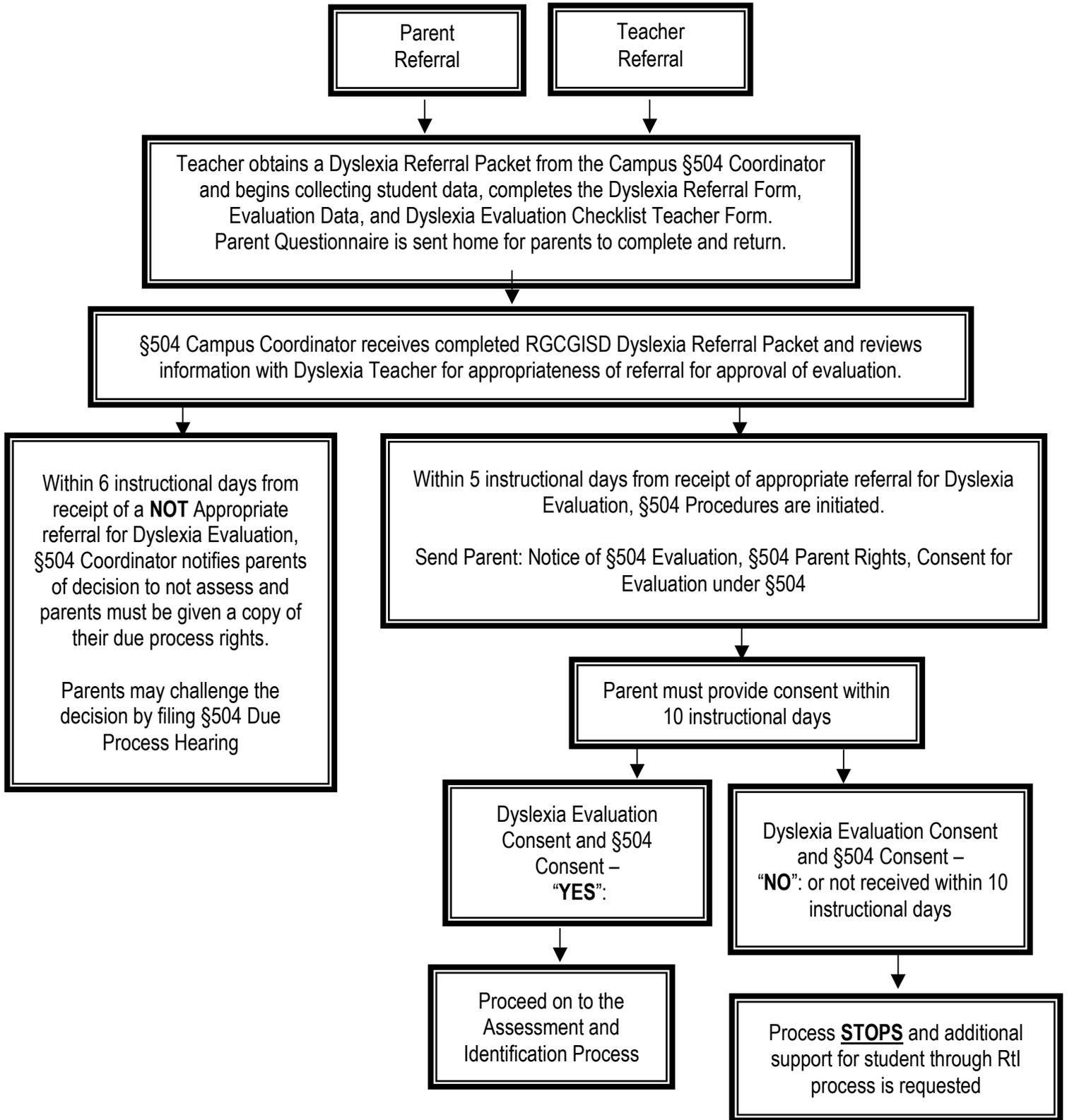
- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia of *The Dyslexia Handbook – Revised 2018*
- Impaired or illegible handwriting 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

“Progression through tiered intervention is not required in order to begin the identification of dyslexia.” *The Dyslexia Handbook – Revised 2018, pg. 15*

Teachers, students, or parents can initiate the referral process. *Parent referrals must go through the same process as referrals initiated by the school.*

1. Teacher / Parent notices the student demonstrating characteristics of Dyslexia.
2. Teacher requests and completes the **Rio Grande City CISD Dyslexia Referral Packet**, collects student data required and submits to the Campus §504 Coordinator.
 - a. Complete Forms in RGCGISD Dyslexia Referral Packet
 - I. **Evaluation Data Checklist**
 - II. **Dyslexia Referral Form**
 - III. **Educational Screening/Screening Evaluation Data/Observation Data**
 - IV. **Dyslexia Evaluation Checklist Teacher Form**
 - V. **Parent Questionnaire for Dyslexia**
 - b. Collect Student Data
3. The Campus §504 Coordinator, Campus Principal and Campus Reading Interventionist/Dyslexia Teacher reviews RGCGISD Dyslexia Referral Packet for completeness and appropriateness of referral. If a student displays poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade and demonstrates the characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia of *The Dyslexia Handbook – Revised 2018*, the dyslexia referral may be appropriate.
4. If referral is appropriate, Campus §504 Coordinator initiates §504 Procedures within 5 instructional days.
5. Parents are sent **Notice of §504 Evaluation for Dyslexia, §504 Parent Rights, and Consent for Dyslexia Evaluation under §504.**
6. Parents have 10 instructional days to return consent.
7. Once permission is gained, the student can be assessed. **NOTE- Do not obtain consent for assessment until after the referral documentation is all in place and approved.**

RGCGISD Dyslexia Referral Timeline Flowchart



Dyslexia Data

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction are defined in Section 2221(b) of ESSA as explicit, systematic, and intentional instruction in the following:

- Phonological awareness
- Language structure
- Phonic coding
- Reading fluency
- Vocabulary
- Reading comprehension

The Dyslexia Handbook – Revised 2018, pg. 25

Sources and Examples of Cumulative Data

Any time from kindergarten through grade 12 a student continues to struggle with one or more components of reading, 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 Figure 3.2 below, will provide information regarding factors that may be contributing to or primary to the student’s struggles with reading and spelling.

Figure 3.2. Sources and Examples of Cumulative Data	
<ul style="list-style-type: none"> • Vision screening • Hearing screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of schoolwork • Parent conference notes • Results of kindergarten-grade 1 universal screening as required in TEC §38.003 • K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible) 	<ul style="list-style-type: none"> • 7th-grade reading instrument results as required in TEC §28.006 • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student’s response to the instruction • Screening • Parent survey

The Dyslexia Handbook – Revised 2018, pg. 26

RGGISD Dyslexia Program

Dysgraphia Data

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.

Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

<ul style="list-style-type: none">• Slow or labored written work	<ul style="list-style-type: none">• Improper letter slant	<ul style="list-style-type: none">• Poor formation of letters
<ul style="list-style-type: none">• Inadequate pressure during handwriting (too hard or too soft)	<ul style="list-style-type: none">• Poor pencil grip	<ul style="list-style-type: none">• Excessive erasures
<ul style="list-style-type: none">• Poor spacing between words	<ul style="list-style-type: none">• Poor spacing inside words	<ul style="list-style-type: none">• Inability to recall accurate orthographic patterns for words
<ul style="list-style-type: none">• “b” and “d” reversals beyond developmentally appropriate time	<ul style="list-style-type: none">• Inability to copy words accurately	<ul style="list-style-type: none">• Inability of student to read what was previously written
<ul style="list-style-type: none">• Overuse of short familiar words such as “big”	<ul style="list-style-type: none">• Avoidance of written tasks	<ul style="list-style-type: none">• Difficulty with visual-motor integrated sports or activities

The Dyslexia Handbook – Revised 2018, pg. 61

Sources and Examples of Dysgraphia Cumulative Data

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 Figure 5.1

Figure 3.2. Sources and Examples of Cumulative Data	
<ul style="list-style-type: none"> • Vision screening • Hearing screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of schoolwork • Parent conference notes • Results of kindergarten-grade 1 universal screening as required in TEC §38.003 • K-2 reading instrument results as required in TEC §28.006 (English and native language, if possible) 	<ul style="list-style-type: none"> • 7th-grade reading instrument results as required in TEC §28.006 • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student's response to the instruction • Screening • Parent survey

The Dyslexia Handbook – Revised 2018, pg. 62

Language Proficiency Data

Much diversity exists among ELs. A student’s language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). ELs 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. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (TAC §89.1220(g)-(i)) that is necessary to consider when identifying ELs 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 ELs are provided below in Figure 3.3.

Additional Data Sources for English Language Learners

Figure 3.3. Additional Data Sources for English Learners
<ul style="list-style-type: none">• Home Language Survey• Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests—all years available)• Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)• Instructional interventions provided to address language needs• Information regarding previous schooling inside and/or outside the United States• Type of language program model provided and language of instruction

The Dyslexia Handbook – Revised 2018, pg. 27

IMPORTANT NOTE: if the student is currently §504 identified, by federal law, a §504 Committee Meeting must make all educational decisions. Therefore, even the parent referrals must be recommended by the §504 Committee.

**Dyslexia Assessment
and
Identification Process**

Assessment, Identification and Placement Process

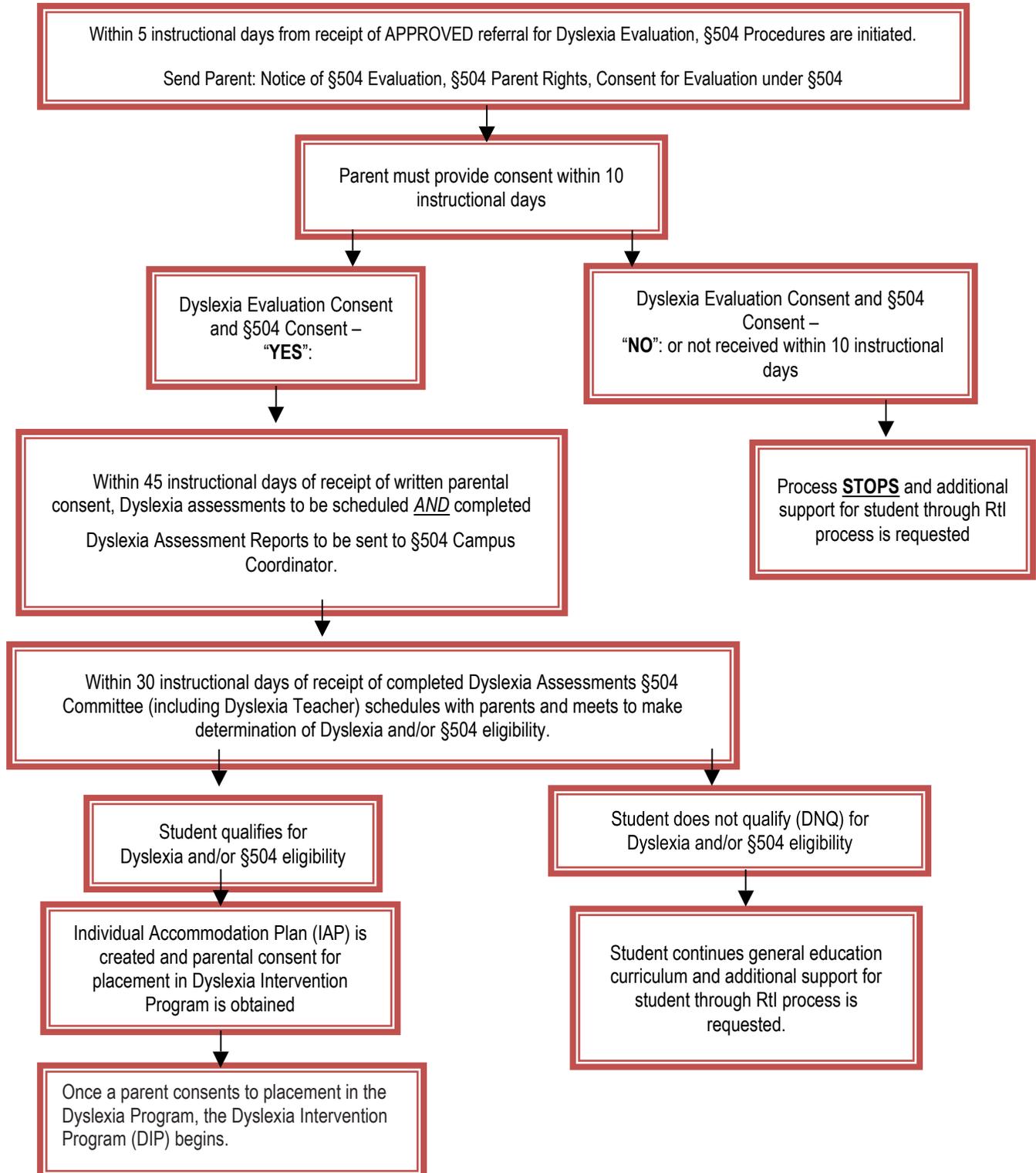
Do not assess until parental consent for evaluation is obtained. Do not obtain consent for assessment until after the referral documentation is all in place and approved by the §504 Committee.

1. Within 45 instructional days of parent consent for Dyslexia Assessment, the student must be assessed by individuals/professionals who have been trained in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).
2. In compliance with §504 and IDEA 2004, the Dyslexia Diagnostician will use the assessment instruments that have been approved by the district for the purpose of identifying for characteristics of dyslexia.
3. The Dyslexia Diagnostician shall integrate the sum of the data collected into the final dyslexia assessment report.
4. Within 30 instructional days of receipt of completed Dyslexia Assessments the §504 Committee, Dyslexia Diagnostician, schedules with parents and meets to make determination of Dyslexia and/or §504 eligibility.
5. The §504 Committee, **including the Dyslexia Diagnostician**, shall use ALL pertinent student data collected to interpret the results derived from the formal assessments given for Dyslexia.
6. Upon determination of eligibility, the §504 Coordinator, including the Dyslexia Teacher, completes all required §504 forms including the Individual Accommodation Plan (IAP) if a student qualifies.
7. Parents are given/sent **Consent for Placement in Dyslexia Program for Services**.
8. Once a parent consents to placement in the Dyslexia Program, the Dyslexia Intervention Program (DIP) begins.

Refusal to Evaluate by School District Cases – In keeping with IDEA’s provisions, a school may refuse to evaluate a child. However, it is best practice, to schedule a §504 Committee and provide a written notice to the parents, which explains why the §504 Committee refuses to proceed with the dyslexia evaluation. The written notice must include all the information that was gathered and used as a basis to make that determination. The parent must be given a copy of their due process rights and may challenge such refusal by requesting a §504 Due Process Hearing.

RGGISD Dyslexia Program

Dyslexia Assessment Timeline Flowchart



RGCGISD Dyslexia Program

Domains That Must Be Assessed

Figure 3.4. Areas for Evaluation		
<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Phonological/phonemic awareness• Rapid naming of symbols or objects	<ul style="list-style-type: none">• 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

The Dyslexia Handbook – Revised 2018, pg. 30

For non-English speakers who struggle to read in their native language, similar measures in the student’s native language should be used as appropriate. This may require that dyslexia personnel work with bilingual staff to administer the measures and determine if student performance is lower than what would be expected for the student’s age/grade.

RGCGISD Dyslexia Program

Dyslexia Assessments

In compliance with §504 and IDEA 2004, the following assessment instruments are approved by RGCGISD for identifying for characteristics of dyslexia:

The Dyslexia Handbook – Revised 2018, pg. 28

Assessment Description:

The Woodcock Johnson 4th Edition, Test of Oral Language (WJ-IV OL)

The Woodcock Johnson 4th Edition, Test of Oral Language (WJ-IV OL) is administered to help determine whether deficits in Oral Language abilities exist. The WJ-IV OL measures important areas of oral language, including listening comprehension, oral expression, vocabulary, phonological processing, and speed of lexical (word) access in people ages 2 years through 90+ years of age. Scores on the WJ-IV OL have a mean of 100 and a Standard Deviation of 15.

The Woodcock-Johnson 4th Edition, Tests of Achievement (WJ-IV ACH)

The Woodcock Johnson 4th Edition, Tests of Achievement (WJ-IV Ach) is administered to help determine whether deficits in academic performance exist. The WJ-IV Achievement is a comprehensive individually administered battery for assessing academic achievement in people ages 2 years through 90 years of age. Subtest Composite scores are expressed as Standard Scores (Mean of 100, SD of 15) and Percentiles.

The Woodcock-Johnson 4th Edition, Test of Cognitive Abilities (WJ-IV COG)

The Woodcock Johnson 4th Edition, Tests of Cognitive abilities) is an individually administered test designed to measure mental processing and cognitive abilities in children. The WJ IV COG tests are divided into two basic batteries: The Standard Battery (Tests 1 through 10) and the Extended Battery (tests 11 through 18). The WJ IV can be used to determine and describe a profile of an individual's strengths and weaknesses, determine the nature or

Kaufman Assessment Battery for Children (Second Edition)

The Kaufman Assessment Battery for Children- 2nd Edition (KABC-II) is an individually administered test designed to measure mental processing and cognitive ability in children ages 3 through 18. Seven index Scale scores or "composites" are utilized depending on the child's age and theoretical model selected for evaluation. Index Scales included in this battery are: Sequential processing, Simultaneous Processing, Learning, Planning, Knowledge, Nonverbal, and Global. Index Scale scores have a mean of 100 and a standard deviation of 15. Individual subtest scores are distributed with a mean of 10 and a standard deviation of 3.

Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)

The CTOPP-2 is a comprehensive instrument designed to assess phonological awareness, phonological memory, and rapid naming. People with deficits in one or more of these areas may have more difficulty reading than those who do not. The CTOPP-2 identifies individuals from ages 4 through to 24 who may benefit from instructional activities to enhance their phonological skills.

Dysgraphia Assessments

TOWL-4

The TOWL-4 is a **norm-referenced, comprehensive diagnostic test of written expression** that identifies students who need special help, documents specific areas of strength or weakness, and monitors the effectiveness of remedial efforts to improve writing skills.

GORT - 5

The GORT-5 measures **oral reading rate, accuracy, fluency, and comprehension**. It also provides an Oral Reading Index, a combined measure of fluency and comprehension.

Dysgraphia

- ** (WJ-IV OL)**
- ** (WJ-IV ACH)**
- ** (CTOPP-2)**
- ** (TOWL-4)**
- ** (GORT -5)**
- ** Handwriting Assessment (Writing Samples)**

Procedures for Identification of Dyslexia

The state requires all school districts to develop procedures for identification and appropriate instructional programs for students identified with dyslexia. At any time, a student continues to struggle with reading, the district will gather data from parents, teachers and others to determine the appropriate intervention. Assessment for dyslexia may be appropriate for a student who shows some or all of the characteristics of dyslexia, and who has unexpected poor performance in reading, writing and/or spelling in the classroom. Students with known family history of dyslexia may also be monitored through the district-wide primary assessments for early signs of difficulty with reading so that intervention and possible assessment for dyslexia may take place as early as needed.

While each law has specific requirements regarding the identification of dyslexia, decisions must be made by either a Section 504 committee under Section 504 or an ARD committee under IDEA. At RGCGISD, the committee of knowledgeable persons functioning in the position may be the RtI team ARD/IEP (hereafter referred to as “The Committee.”)

The Committee must be knowledgeable about:

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

The list of questions in Figure 3.7 must be considered when making determination regarding dyslexia.

Figure 3.7. Questions to Determine the Identification of Dyslexia
<ul style="list-style-type: none">• Do the data show the following characteristics of dyslexia?<ul style="list-style-type: none">○ 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 cognitive abilities and provision of effective classroom instruction?

The Dyslexia Handbook – Revised 2018, pg. 32

Procedures for Identification of Dysgraphia

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

While each law has specific requirements regarding the identification of dyslexia, decisions must be made by either a Section 504 committee under Section 504 or an ARD committee under IDEA. At RGCGISD, the committee of knowledgeable persons functioning in the position may be the RtI team ARD/IEP (hereafter referred to as “The Committee.”)

The Committee must be knowledgeable about:

- The student being assessed
- The meaning of the data collected
- Dysgraphia and related disorders
- District, RtI, and federal guidelines for assessment
- The assessment used
- The handwriting process
- Dysgraphia instruction

The list of questions in Figure 5.3 must be considered when making determination regarding dyslexia.

Figure 5.3. Questions to Determine the Identification of Dysgraphia
<ul style="list-style-type: none">• Do the data show a pattern of low writing and spelling ability that is unexpected for the student in relation to the student’s other cognitive abilities and provision of effective classroom instruction?• Does the pattern indicate the student has dysgraphia?• Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

The Dyslexia Handbook – Revised 2018, pg. 65

RGCGISD Dyslexia Program

Timeline Adherence and Exceptions

RGCGISD will adhere to the following timelines:

- I. §504 process will begin within 5 instructional days of receiving a completed and appropriate referral for Dyslexia.
- II. Parents to provide Consent for Evaluation under §504 within 10 instructional days of receiving it.
- III. Dyslexia assessments will be completed within 45 instructional days of receiving consent for evaluation under §504.
- IV. §504 meeting to determine eligibility for Dyslexia Services will be held within 30 instructional days of completion of Dyslexia assessments.
- V. Parents to provide Consent for Placement in Dyslexia Program within 10 instructional days of receiving it.
- VI. Once parent consent for placement in the Dyslexia program is received, the Dyslexia Intervention Program (DIP) begins.

Exceptions to timeline adherence:

- Parent repeatedly fails or refuses to produce the child for the evaluation (§300.301(d)(1)); or
- The child transfers from a school in another LEA after the timeline for evaluation began at the previous school and prior to determination of eligibility under §504 by the previous school (§300.301(d)(2)); or
- Child who is enrolled in public school is absent three or more days during the evaluation period (extended by number of days absent) TEC 29.004 (a)(1); or
- Consent for evaluation is received at least 35 but less than 45 school days before the end of the school year (due by June 30); and the initial ARD to be held by the 15th school day of the following school year. If the child is absent three or more days during the period, the evaluation is due within 45 school days, and the initial ARD must be held within 30 calendar days of completion of the evaluation (TEC 29.004 (A-1); (TEC 29.004 (a)(1) Adapted from Legal Framework for the Child-Centered Process October 2014

RGCGISD Dyslexia Program

Procedures for Dyslexia Evaluation Requests from Private/Home School

State statute related to dyslexia, TEC §38.003 indicates that the law pertains to students enrolled in public schools. The school has no duty to provide services unless the student is enrolled in public school. *The Dyslexia Handbook – Revised 2018, Q&A #22*

If the student is identified at a private school as §504 then the following would occur:

1. Through the §504 process, Dyslexia Department will complete the evaluation as outlined using the following procedures:
 - A. Notify parents/guardians of the proposal to assess student for dyslexia (§504).
 - B. Inform parents/guardians of their rights under §504
 - C. Obtain permission from parents/guardians to assess the student for dyslexia.
 - D. 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)
2. Upon completion of all required documentation and within 30 school days or less of receipt of the signed Parent Consent/Notice for §504 Evaluation, the evaluation will be scheduled and completed.
3. The formal assessment will be completed at the campus that would be the student's home campus if the student attended school in the district.
4. The §504 Committee meeting must be held within 30 calendar days or less upon completion of the Dyslexia Evaluation.
5. The Campus §504 Coordinator will contact the parent(s) to advise them that their child has been evaluated as provided for under §504 of the Rehabilitation Act of 1973 and a §504 Committee Meeting has been scheduled.
6. As per §504 regulations, the Campus §504 Coordinator will contact the private school to notify them about the scheduled §504 meeting and request the attendance of the student's general education Teacher and if possible an administrator.
7. A §504 Committee Meeting will take place and the group of knowledgeable people will make an informed determination.

Guidelines for Transitioning English Language Learners in the Dyslexia Program

When considering whether an ELL student may have dyslexia, you will need to address the following questions:

- 1. Did the student start to show the phonemic problems when they were in the stage of transitioning into English?**

Having difficulties in phonics or decoding when a student is in this transitional stage is common. The student should not be considered as possibly having dyslexia.

- 2. Is the ESL/bilingual student mixing the sounds from their native language with the sounds of the English language?**

An example of this would be when a student whose native language is Spanish and he sees the letter "i" in an English word. He decodes this /i/ as a long vowel e. He is using the Spanish sound for the letter. It is very common for students who have a native language other than English to do this. This is not an example of a student with dyslexia.

- 3. Does the student have difficulty in class when asked to do rhyming, locating beginning-middle-ending sounds, or substituting sounds?**

You will need to investigate if this student has been given direct instruction in how to do these types of exercises. Remember, the educational background of ESL/bilingual students may be very different from students who have been in the U.S. educational system. They may be having more difficulty with the structure of the task and not the actual phonics sounds. Be sure the student has had repeated experiences and/or interventions in the cognitive processes and steps it takes to understand how to complete these types of tasks before you consider him/her as having dyslexia.

- 4. Do the phonemic difficulties occur only in the English language?**

A student with dyslexia will have the same difficulty in decoding problems in both their native language and English. Dyslexia does not just occur in English. Remember dyslexia is a language-based disorder that results in insufficient phonological processing. It can and does occur in people around the world, no matter what language they speak.

If the student has received academic instruction in his/her native language, as well as English, then the dyslexia assessment needs to be completed in both languages to the appropriate extent.

Referral for Special Education Eligibility

Students with severe dyslexia or related disorders who are unable to make academic progress in the programs designed for students with dyslexia and related disorders may be referred to special education for a Full and Individual Evaluation and possible identification as a student with a disability within the meaning of the Individuals with Disabilities Education Act (IDEA).

- At any point in data gathering, a student may be referred to Special Education.
 - All referral, notification, assessment, and placement rules for students with disabilities must be followed. Such referral would be accompanied by the Procedural Safeguards and specific notices to the parents of federal and state rights for children with disabilities and would follow all mandated procedures.
- In IDEA, Amendments of 1997, Section 602 (26), dyslexia is considered one of a variety of etiological foundations for “specific learning disability.”
 - **Section 602 (26) Specific Learning Disability.**
 - The term “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, in which a disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
 - Disorders included- This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia,
 - Disorders not included- This term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

If the student with dyslexia is found eligible for special education services in the area of reading, and the ARD committee determines that the student’s instructional needs for reading are most appropriately met in a special education placement, the student’s individualized education program (IEP) must include appropriate reading instruction.

Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in ***The Dyslexia Handbook – Revised 2018*, pg. 39**. If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student’s dyslexia intervention.

RGCGISD Dyslexia Program

Procedures for Students Presenting Outside Independent Evaluations for Dyslexia Services

For students whose parents present evidence of outside independent evaluations addressing dyslexia, the following must be considered:

The outside independent evaluation (assessment) must:

- have been administered by an individual certified to conduct an educational evaluation and knowledgeable about dyslexia;
- be considered valid and comparable to the evaluation standards that RGCGISD would conduct; and
- comply with the requirements set forth in Section 504 and the TEA requirements specified in TEA's, *The Dyslexia Handbook – Revised 2018*.

Additionally, §504 regulations and TEA requirements as outlined in *The Dyslexia Handbook – Revised 2018* have identified certain expectations in regards to the referral process for a dyslexia assessment and/or eligibility. An outside independent evaluation is considered a single source of data. §504 and/or the IDEA both require that ***data must be provided from a variety of sources in determining a child's eligibility*** for services. Case law allows the District to maintain the right to conduct their own evaluation.

RGCGISD Dyslexia Program

RGCGISD

Dyslexia Intervention Program Exit Criteria/Monitor Status

Student: _____ ID#: _____ DOB: _____ Grade: _____ Campus: _____

Dyslexia Intervention Program services EXIT **must** be based on a comprehensive and thorough consideration of a preponderance of student data that meets most or all the criteria outlined below. Either the Campus §504 Committee or the ARD Committee can make the decision to exit a student from the District's dyslexia instructional program and place them on Monitor Status if a preponderance of evidence is available to support such a decision.

- YES NO 1. Student has met standards on the STAAR/EOC Reading and Writing tests for at least two years;
AND
- YES NO 2. Student is reading at grade level as measured by a Reading Inventory Measure from the District's dyslexia instructional program and classroom-administered fluency checks;
AND
- YES NO 3. The student has completed/mastered all the objectives in the District's dyslexia instructional program
AND
- YES NO 4. The student's reading teacher indicates student's grades and performance in the regular reading program demonstrate that there is no longer an educational need for placement in the dyslexia instructional program;
AND
- YES NO 5. Student's dyslexia teacher, regular reading program teacher **and parents** agree that the student no longer has an educational need for the dyslexia instructional program.
OR
- YES NO N/A 6. The student demonstrates minimal to no measurable progress in the District's dyslexia lab and/or an inability to grasp the concepts taught in the program after consistent implementation **and** is demonstrating regression. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. This lack of progress must be documented in either the student's §504 committee minutes or ARD minutes. The student must be referred for further evaluation.**
OR
- YES NO N/A 7. Factors such as behavior and/or absenteeism prevent the student from benefiting from the District's dyslexia instructional program. **This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning. This lack of benefit must be documented in either the student's §504 committee minutes or ARD minutes along with documentation indicating District remediation.**

A student exited from the Dyslexia Intervention Program and placed on Monitor Status will continue to be monitored by the Campus §504 Committee and may continue to require an Individual Accommodation Plan to be implemented in the general education classroom. All students must receive an annual review by either the Campus §504 Committee or ARD Committee to review a student's progress.

A student on Monitor Status who begins to show regression may be reinstated back into the Dyslexia Intervention Program by either the Campus §504 Committee or ARD Committee.

RGCGISD Dyslexia Program

RGCGISD

Dyslexia Intervention Program Exit Criteria/Monitor Status *(cont.)*

- YES NO 1. This student has met the above exit criteria.
- YES NO 2. The data used for making this decision is on file with this form in the student's §504 or Special Education folder.
- YES NO 3. A parent conference was held prior to this committee decision to collect parental input.
- YES NO 4. At this time, the student does **NOT** meet exit criteria; however, the parent has requested that the student be exited from the Dyslexia Intervention Program. Parent has withdrawn consent.
- YES NO 5. At this time, the student does **NOT** meet exit criteria; however, the student has completed all of the lessons in the Dyslexia Intervention Program and will need an alternate intervention to support continued reading difficulties.

Based on the above noted data, the §504 Committee or ARD Committee has exited this student from district Dyslexia Instructional Program services and is placing the student on Monitor Status, **effective** _____ **(date)**.

THIS PLACEMENT DECISION WAS MADE BY A LEGALLY CONSTITUTED CAMPUS §504 COMMITTEE OR ARD COMMITTEE.

(This placement decision was made by a group of persons including those knowledgeable about this student, the meaning of the evaluation data, and the placement options. For students being evaluated for Dyslexia, someone who has been trained and is knowledgeable about Dyslexia must also be included. This Committee realizes that §504 does not exempt any student from state--mandated tests and that mastery of the grade level TEKS continues to be a requirement.)

COMMITTEE SIGNATURES: List each member attending the §504 meeting and check the area of knowledge they provide. At least 1 person representing each type of area of knowledge **must** be present on the committee.

SIGNATURE/PRINT NAME	POSITION/TITLE	KNOWLEDGE OF...
		<input type="checkbox"/> Child
		<input type="checkbox"/> Evaluation data <input type="checkbox"/> Reading Process <input type="checkbox"/> Dyslexia
		<input type="checkbox"/> Placement options <input type="checkbox"/> Dyslexia Instruction
		<input type="checkbox"/> Child
		<input type="checkbox"/> Evaluation data <input type="checkbox"/> Reading Process <input type="checkbox"/> Dyslexia
		<input type="checkbox"/> Placement options <input type="checkbox"/> Dyslexia Instruction
		<input type="checkbox"/> Child
		<input type="checkbox"/> Evaluation data <input type="checkbox"/> Reading Process <input type="checkbox"/> Dyslexia
		<input type="checkbox"/> Placement options <input type="checkbox"/> Dyslexia Instruction
		<input type="checkbox"/> Child
		<input type="checkbox"/> Evaluation data <input type="checkbox"/> Reading Process <input type="checkbox"/> Dyslexia
		<input type="checkbox"/> Placement options <input type="checkbox"/> Dyslexia Instruction

It is the policy of the RGCGISD not to discriminate on the basis of race, color, national origin, sex or disability in its Educational programs, services or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Age Discrimination Act of 1975, as amended; and §504 of the Rehabilitation Act of 1973, as amended.

Campus Dyslexia Teachers

RGCGISD Dyslexia Program

Dyslexia Teacher Role

Texas does not have a certification requirement specific to teachers providing intervention to students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods as outlined in Chapter IV of *The Dyslexia Handbook – Revised 2018*.

Roles of Dyslexia/Interventionist Teachers:

- Deliver instructional reading program (Dyslexia Intervention Program) for identified dyslexic students with fidelity. **Completing “other duties as assigned” by campus/district administration shall NOT, under any circumstance, prevent the dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.**
- Maintain a teacher/student ratio not to exceed 1:10 per group as recommended by the Dyslexia Intervention Program
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- Communicate with student’s teachers, administrators and parents as needed regarding student’s progress
- Maintain all necessary student documentation and attendance records required by the district and the dyslexia program
- Provide training and support for parents and attend the district annual Parent Awareness Meeting
- Attend Professional Development each year to stay abreast of current research and development in dyslexia and research--based reading programs
- Assist in organizing and/or conducting trainings at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia
- Review dyslexia referral packets for completion of required documentation **prior** to folder being sent to §504 Coordinator. **Time taken to review dyslexia referral packets shall NOT, under any circumstance, prevent the dyslexia teacher from providing their assigned dyslexia therapies. This is a compliance/FAPE issue.**
- Complete Dyslexia paperwork for students who qualify for Dyslexia as recommended by the §504/ARD committee. All reports and data will go through the District Dyslexia Coordinator.
- Attend §504/ARD meetings when requested from the Dyslexia Diagnostician or District Dyslexia Coordinator.
- Comply with all state and federal laws as well as district policies

RGCGISD Dyslexia Program

Dyslexia Teacher Qualifications

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.

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services								
Dyslexia Certification/License	Licensing Body	Degree Required	Training Program	Course Contact Hours	Practicum Hours	Direct Observations	Certification Exam	Continuing Education Requirement
Educator certification* as appropriate	State Board for Educator Certification (SBEC)	Bachelors	Training which meets components of instruction and delivery	Varies with program	Varies with program	Varies with program	None	None
<small>*Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers are not required to hold a specific license or certification to provide dyslexia intervention for students; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity.</small>								

The Dyslexia Handbook – Revised 2018, pg. 43-44

Dyslexia Professional Development Requirements

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018. (pg. 44), "School Districts **MUST** do the following:

... Provide training about dyslexia to educators."

Texas Administrative Code 19 TAC §74.28(e)

... "Teachers who screen and treat these students (dyslexia) must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in '*Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.*' The professional development activities specified by each district and/or campus planning and decision-making committee shall include these instructional strategies."

Texas Administrative Code 19 TAC §74.28(i)

"Each school must provide each identified student access at his or her campus to instructional programs required in subsection (e) of this section and to the services of a teacher trained in dyslexia and related disorders. ..."

Texas Education Code §21.054(b)(c)

"(b) Continuing education requirements for an educator who teaches students with dyslexia **must** include training regarding new research and practices in educating students with dyslexia."

"(c) The training required under Subsection (b) may be offered in an online course."

Texas Education Code §38.0032 (amended during 85th Legislature)

"(a) The agency shall annually develop a list of training opportunities regarding dyslexia that satisfy the requirements of TEC §21.054(b). The list of training opportunities must include at least one opportunity that is available online."

"(b) A training opportunity included in the list developed under Subsection (a) **must:** (1) comply with the knowledge and practice standards of an international organization on dyslexia; and (2) enable an educator to: (A) understand and recognize dyslexia; and (B) implement instruction that is systematic, explicit, and evidence-based to meet the education needs of a student with dyslexia."

Documentation

RGCGISD Dyslexia Program

RGCGISD

Dyslexia Services Documentation Requirements

Campus Dyslexia Teachers, Campus §504 Committee Members and the Campus §504 Coordinators are responsible for maintaining documentation of services provided to students with Dyslexia on the **Dyslexia Services Documentation (by Campus)** Google Doc that will be provided by the District Dyslexia Coordinator. To ensure confidentiality and to remain in compliance with *The Family Educational Rights and Privacy Act (FERPA)*, these documents will ONLY be shared with the Campus Dyslexia Teacher, Campus §504 Committee Members, Campus §504 Coordinators, Campus Administrators, the District Special Services Director, the District Dyslexia/504 Director, and the District Dyslexia Coordinator. The information documented will be used for PEIMS verification annually which notifies TEA of students requiring accommodations on the STAAR assessment grades 3-12.

Information on the Dyslexia Services Documentation Google Doc to be Maintained

Student Information Required	Person(s) Responsible
● Student’s Current Campus	● Campus Dyslexia Teacher
● Student Name	● Campus Dyslexia Teacher
● Student ID#	● Campus Dyslexia Teacher
● Gender	● Campus Dyslexia Teacher
● Date of Birth	● Campus Dyslexia Teacher
● Dyslexia Effective Date <i>(date of §504/ARD Mtg student was identified with Dyslexia)</i>	● Campus §504 Coordinator or Campus Dyslexia Teacher
● Identifying Committee <i>(§504/Special Education ARD)</i>	● Campus §504 Coordinator or Campus Dyslexia Teacher
● Previous Year EOY Dyslexia Intervention Program Lesson	● Campus Dyslexia Teacher
● Current Year Schedule of Dyslexia Intervention Program Services for student <i>(Frequency and Duration)</i>	● Campus Dyslexia Teacher
● Current Year BOY Dyslexia Intervention Program Lesson <i>(to be entered by end of 1st week of school)</i>	● Campus Dyslexia Teacher
● Current Year MOY Dyslexia Intervention Program Lesson <i>(to be entered by end of January)</i>	● Campus Dyslexia Teacher
● Expectation of Continuation in Dyslexia Intervention Program <i>(for 5th and 8th Grade Students ONLY)</i>	● Campus §504 Coordinator or Campus Dyslexia Teacher
● Projected Campus for next year <i>(for 5th Grade Students ONLY)</i>	● Campus §504 Coordinator or Campus Dyslexia Teacher
● Current Year EOY Dyslexia Intervention Program Lesson <i>(to be entered by last day of school)</i>	● Campus Dyslexia Teacher
● Monitor Status Effective Date <i>(date of §504/ARD Mtg. student was exited from DIP Program)</i>	● Campus §504 Coordinator or Campus Dyslexia Teacher
● Date of most recent §504/ARD Mtg. <i>(At a minimum, this is an annual meeting)</i>	● Campus Dyslexia Teacher

RGCGISD Dyslexia Program

RGCGISD

Dyslexia Classroom Checklist of DIP Implementation and Documentation

Date: _____ Time: _____ Campus: _____

Teacher: _____ Room: _____ # of Students: _____

DYSLEXIA STUDENT DOCUMENTATION

- Format/Organization
- Individual Student Progress Monitoring Forms are current
- Daily Attendance is Documented
- Campus Dyslexia Roster/Schedule/Documentation is current (Google Doc)
- IAPs: current/distribution documentation
- Dyslexia Intervention Program Materials Displayed

INSTRUCTION/CURRICULUM

- Following Dyslexia Intervention Program Lesson Cycle
- Students familiar with lesson cycle/activities
- Teacher actively involved in the lesson
- Multisensory learning occurring (visual, auditory, and kinesthetic)
- Accurate use of Dyslexia Intervention Program Instructional Materials:
 - Alphabet manipulatives
 - Student Dictionaries
 - Student Lesson/Module workbooks
 - Reading Rules Posters
 - Steps to Word Division Poster
 - Reading Deck
 - Spelling Deck
 - Irregular Word Deck
 - Affix Deck

COMMENTS:

Date: _____

Administrator/Lead Teacher: _____

Dyslexia Intervention Program

RGGISD Dyslexia Program

Dyslexia Intervention Program Services

Once a student is identified with dyslexia or related disorders, there are several courses of action available for use depending on the needs and accommodations of the individual student.

- Instruction in the regular classroom with accommodations by the regular education teacher.
- Instruction in the regular education classroom with accommodations by the regular education teacher coupled with instruction by a dyslexia teacher in a pull-out classroom setting.
- Any accommodations should be based on the student's individual needs for the disability of dyslexia.
- Interventions in reading based on student's individual needs for the disability of dyslexia.

Dyslexia Intervention Program Objectives

The student will be able to:

- Recognize words at an automatic level
- Read at a fluency rate of {their age x 10wpm}
- Comprehend on grade level
- Use strategies outside of Dyslexia classes
 - Preview material and code unknown words before reading
 - Use cursive handwriting in all classes
 - Use organizational strategies when writing
 - Spell words scientifically when writing
 - Carry over study skills to other classes

RGCGISD Dyslexia Program

Dyslexia Intervention Program Overview

In accordance with 19 TAC §74.28(e), RGCGISD Dyslexia program incorporates all the components of instruction and instructional approaches listed below:

Phonological awareness	Sound-symbol association	Syllabication
Orthography	Morphology	Syntax
Reading comprehension	Reading fluency	

The Dyslexia Handbook – Revised 2018, pg. 40-41

RGCGISD utilizes The New Herman Method™ as the main instructional program for students who are identified as dyslexic. The New Herman Method™ is a small group reading intervention that provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Its multisensory Orton-Gillingham-based approach is used in thousands of schools nationwide and has proved successful with inner-city classes, English learners, and students with learning disabilities.

How does The NEW HERMAN METHOD help students?

- Builds strong readers and writers with a comprehensive approach to literacy
- Sequentially and systematically teaches students reading, spelling, handwriting, and composition skills
- Incorporates visual, auditory, kinesthetic, and tactile modalities
- Introduces new procedures to aid teachers and students in successfully completing the introduction to new graphemes for reading, handwriting, spelling, and dictation activities

Dyslexia Intervention Program

READING SEQUENCE

Long-term goals are highlighted in each section below, followed by the short-term instructional objectives.

Teaching Strategies

Emphasis of remediation is on word-attack skills using a multi-sensory, multi-media approach that includes kinesthetic and tactile input to reinforce auditory and visual input, consistent review and practice to ensure retention, metronomic pacing to encourage speed and fluency, sequencing exercises for reversal problems, techniques to help students overcome difficulties in auditory and/or visual perception, and small group or one-to-one instruction to meet individual needs.

Goals & Objectives	Instructional Materials
<p>Levels 1-6 Students will be able to read 267 CVC words. Students will learn (or review) letter names, and learn the symbol-sound association of consonants, short vowels, and the diagraphs <u>sh</u>, <u>ch</u>, <u>wh</u>, <u>th</u>.</p>	<p>Level 1 - 6 of The Herman Method, letter cards, word cards, word lists, "Land the Fish" game, mirror, word-maker, hand tachistoscope, poster cards, teacher-prepared materials</p>
<p>Levels 7-10 Students will be able to read 624 words, 700 phrases, 200 sentences, and will be able to answer literal and inferential comprehension questions about sentences and stories. Students will learn 30 sight words; the double f-l-s rule; initial consonant blends; final consonant blends; effect of silent g; phrase reading; sentence reading with fluency and comprehension.</p>	<p>Level 7 - 10 of The Herman Method, letter cards, phrase lists, sentence cards, hand tachistoscope, line marker, blackboard game, word ladder, metronome, flashlight, hopscotch game, poster cards, teacher-prepared materials</p>
<p>Levels 11-15 Students will be able to read 1700 words, 2500 phrases, 700 sentences, stories on fourth grade reading level, and will be able to complete follow-up exercises. Students will learn 25 sight words; <u>ing</u>, <u>all</u>, and <u>ink</u> word families; soft <u>g</u>; digraphs and trigraphs <u>ck</u>, <u>ph</u>, <u>tch</u>, <u>qu</u>, <u>igh</u>, <u>ai</u>, <u>ay</u>, <u>ee</u>, <u>ea</u>, <u>oa</u>, <u>oe</u>, <u>ie</u>, <u>oo</u>, <u>ow</u>; vowels modified by <u>i</u>; <u>y</u> as a vowel; compound words; suffix <u>er</u> and <u>ing</u>; prefix <u>re</u>, <u>be</u> and <u>a</u>; syllable division; alphabetizing to second letter; comprehension skills (to recall detail, sequence, and character traits).</p>	<p>Level 11 - 15 of The Herman Method, letter cards, phrase lists, sentence cards, word ladder, metronome, flashlight, poster cards, stories, story follow-up, workbook exercises, word hunts, word codes, teacher-prepared materials</p>
<p>Levels 16-20 Students will be able to read 2500 words, 5000 phrases; 1200 sentences, stories on fifth grade reading level, and will be able to complete follow-up assignments. Students will learn 53 sight words; prefix <u>de</u>; suffix <u>ed</u>, <u>ful</u>, <u>ly</u>, <u>y</u>, <u>ness</u>, <u>less</u>, <u>ish</u>, <u>est</u>, <u>tion</u>, <u>sion</u>, <u>ous</u>; words ending in <u>age</u>, <u>ace</u>, <u>ice</u>, <u>nure</u>, <u>sure</u>; digraphs and trigraphs <u>ou</u>, <u>ew</u>, <u>kn</u>, <u>wr</u>, <u>dge</u>, <u>oi</u>, <u>oy</u>, <u>aw</u>, <u>au</u>, <u>ei</u>, <u>ey</u>, <u>ue</u>; contractions; reading of pronunciation key in dictionary including diacritical marks; syllable division (dividing words with one middle consonant); alphabetizing to third letter; comprehension skills (to infer main idea, cause and effect, predict outcomes).</p>	<p>Level 16 - 20 of The Herman Method, letter cards, phrase lists, sentence cards, word ladder, metronome, flashlight, poster cards, stories, story follow-up, workbook exercises, word hunts, word codes, teacher-prepared materials</p>

Dyslexia Intervention Program

SPELLING & HANDWRITING SEQUENCE

Long-term goals are highlighted in each section below followed by the short-term instructional objectives.

Teaching Strategies

This multi-sensory approach emphasizes encoding and writing of phonetically regular words, spelling of sight words, spelling rules and spelling patterns. Instructional techniques include kinesthetic and tactile input, blind writing, sequencing exercises for reversal problems, metronomic pacing to encourage fluency in cursive writing, mirror feedback to help overcome difficulties in auditory discrimination, modeling, small-group and one-to-one instruction to meet individual needs.

Goals & Objectives		Instructional Materials
<p>Levels 1-6</p> <p>Students will be able to spell 267 CVC words.</p> <p>Students will learn to write all lower case letters and learn the sound-symbol associations of consonants, short vowels, digraphs <u>sh</u>, <u>ch</u>, <u>wh</u>, <u>th</u>.</p>	<p>Level 1 - 6 of The Herman Method, letter cards, word cards, Word Maker game, word lists, mirror, kinesthetic paper, specially-lined writing paper, metronome, chalkboard</p>	
<p>Levels 7-10</p> <p>Students will be able to spell 600 words and write phrases and short sentences using correct punctuation.</p> <p>Students will learn to write capital letters; spell 30 sight words, words with initial consonant blends, final consonant blends, silent <u>e</u>, double <u>f-l-s</u>; and to write simple sentences.</p>	<p>Level 7 - 10 of The Herman Method, letter cards, word and phrase lists, sentence cards, specially-lined writing paper, practice for capital letters, metronome, chalkboard</p>	
<p>Levels 11-15</p> <p>Students will be able to spell 1,000 words, and write sentences using punctuation marks and capital letters.</p> <p>Students will learn to spell 25 sight words; words in the <u>all</u>, <u>ing</u>, <u>ink</u> families; words with <u>k/ck</u>, <u>ch/rch</u>, <u>c/k</u>, <u>ar</u>, <u>or</u>, <u>igh</u>, <u>ay</u>, soft <u>c</u>, <u>qu</u>, <u>ow</u>, <u>oo</u>, suffixes <u>ing</u> and <u>er</u>, prefixes <u>re</u>, <u>be</u> and <u>a</u>; words with doubled final consonants, or dropped final <u>e</u>; and to write compound sentences.</p>	<p>Level 11 - 15 of The Herman Method, word and phrase lists, sentence cards, metronome, workbook exercises, chalkboard, teacher-prepared materials</p>	
<p>Levels 16-20</p> <p>Students will be able to spell 1,500 words and write sentences and stories using punctuation marks and capital letters.</p> <p>Students will learn to spell 50 sight words; compound words; multi-syllable words; spelling rules and spelling patterns; and to write creative stories.</p>	<p>Level 16 - 20 of The Herman Method, word and phrase lists, sentence cards, metronome, workbook exercises, chalkboard, teacher-prepared materials</p>	

TEA Amplio MTA Platform for Intensive Digital Dyslexia Intervention

RGCGISD also utilizes the TEA Amplio Platform for Accelerating Progress and Addressing Learning Loss for Students with Dyslexia. Amplio facilitates individualized, outcomes-focused interventions and intensive digital guided practice that monitors student progress and empowers educators to devote more time to direct instruction. Using advanced technologies, Amplio enables high-fidelity instruction, streamlines administrative tasks and increases net individual learning time.

Utilizing evidence-based dyslexia curricula in English and Spanish, Amplio offers interactive, multisensory activities for students, both in-class and online. The platform, together with the interventionist, assesses student responses in reading accuracy, comprehension and other skills. Amplio's digital platform connects students, educators and administrators with advanced technologies such as artificial intelligence and natural language processing to help students with dyslexia maximize their potential.

How does The TEA Amplio platform help students?

- Accelerated Progress – Targeted, engaging interventions with individualized, adaptive learning to equip students with a quicker path to success.
- More time for teachers and therapists to help students – Digitized curricula, smart content, and auto-documentation that allows educators to spend less time on paperwork and more time with students.
- Better compliance and oversight – Mechanisms to boost compliance, data-rich dashboards to monitor student progress and fidelity of instruction, turnkey staffing, reimbursement and more.

BE/ESL

Instructional Interventions to Address Language Needs

- Imagine Learning- (PK-8th grade). Develops foundational literacy and language skills through personalized learning pathways in grades PreK–8. Through a comprehensive, systematic scope and sequence, students build proficiency in phonological awareness, phonics, fluency, vocabulary, comprehension, grammar, and academic language. Once students have established a strong foundation, it helps them apply their literacy and language skills to reading, comprehending, and engaging with complex, grade-level texts in grades 3–5.
- Imagine Math- (PK-8th grade) builds problem-solving skills and conceptual understanding with support from an online, live, certified, bilingual teacher as well as:
 - Personalized learning driven by the Quantile® Framework
 - First language support for English learners
 - Scaffolded instruction for all learners
 - On-demand instruction by live, certified, math teachers
 - Motivational system that develops confident thinkers
 - Development of college- and career-readiness skills
- Imagine Español – (PK-2nd grade) is a personalized learning solution that accelerates grade-level reading and language proficiency in Spanish for students in grades PreK–2. Designed to address the diverse instructional needs of native speakers, Imagine Español teaches foundational literacy skills in an engaging, game-like environment that celebrates the cultures of the Spanish-speaking world.
- SummitK12- (PK-12th grade) Address Language Acquisition in all 4 language domains and ELPS mastery.
- Teachers use sheltered instruction strategies to differentiate instruction for their students. Ongoing sheltered instruction training is provided to teachers annually. Classroom observations are conducted by the Bilingual/ESL department annually and feedback is given to teachers to improve instruction for English Learners.
- Rosetta Stone Software is used with Newcomers to accelerate language acquisition.
- Other programs used to supplement learning- Read Naturally, Ready Rosie, Estrellita, Gomez and Gomez Dual Language Model, etc.
- Amplio incorporates the Esperanza curriculum, developed by Dr. Elsa Cardenas Hagan for Spanish-language dyslexia instruction, and the Multisensory Teaching Approach (MTA), developed by Margaret Taylor Smith for English-language dyslexia instruction.

RGCGISD Dyslexia Program

Fidelity of Program Implementation

Fidelity of implementation – means to carry out an instructional program in the manner in which it was designed. **“You cannot reduce the total time or time per session, or alter the materials and still maintain fidelity.”** [John McCook, *The RtI Guide (2006)*].

RGCGISD utilizes the Dyslexia Intervention Program to serve our students with Dyslexia services.

To meet fidelity of the Dyslexia Intervention Program, the student must receive services for **45 minutes a day, meeting 4-5 days per week.**

The student must commit to being there every day and to **reading books at their comfortable reading level an additional 20-30 minutes daily.**

RGGISD Dyslexia Program

Progress Monitoring of Dyslexia Intervention Program

Student success in the dyslexia program is evaluated and measured by daily observations and evaluations by the dyslexia teacher, classroom teacher feedback, 6-week progress reports from the regular education program, and in-program mastery checks (progress monitoring). In addition, State Assessment scores are used to measure progress as well as an evaluation of strengths and weaknesses.

The periodic mastery checks (progress monitoring of program) must be completed and extra assistance given to those students who are not mastering at the 90% level. With each mastery check, the word recognition level and comprehension level of students should be measured. Word recognition needs to be pushed to the automatic level. With fluency, comprehension will increase. The goal is for a student to be able to read their age times ten words per minute and to comprehend on grade level.

Students must be encouraged to use strategies outside of class. When they are reading outside of the dyslexia class, they should be taught to preview material and code any unknown words before reading for meaning. When writing, they need to be taught organizational strategies and spelling scientifically. Students should be encouraged to use cursive handwriting as much as possible in all classes. The dyslexia teacher needs to work closely with all of the students' teachers. Study skills taught in the dyslexia class need to be carried over in the other classes.

In addition, it is important to work closely with the parents. Progress reports of student progress in the dyslexia intervention program will be given to parents every six weeks. Dyslexia teachers will be available for parent support meetings to help parents understand what dyslexia is, the goal of the dyslexia program and the support that they can give their students in encouraging them to read and to use their study skills.

RGGISD Dyslexia Program

**Dyslexia Intervention Program Report Card for
Parent Communication**



RIO GRANDE CITY GRULLA

Independent School District

Dyslexia Program Progress Report

Name of Student <i>Nombre</i> : _____	DOB <i>Fecha de nacimiento</i> : _____
School <i>Escuela</i> : _____	Grade <i>Grado</i> : _____

Intervention Program: (Circle One) Herman Method / Amplio MTA / Esperanza (Other) _____
Programa de Intervención

Periodic reports on the progress the student is making toward meeting the goal will be provided every semester
Reportes periódicos sobre el progreso del estudiante para llegar a la meta se proveerán cada semestre

Skills Addressed: *Habilidades dirigidas*
Reading: _____ *Lectura*
Spelling: _____ *Ortografía*
Writing: _____ *Escritura*

Reporting Period/ <i>Periodo de reporte</i>	1 st Semester	2 nd Semester	Optional Reporting Date
Semester Progress Report Date/ <i>Fecha del Reporte de Progreso para el semestre</i>			
Evaluation Code / Comments <i>Código de Evaluación/ Comentarios</i>			
Comments/ <i>Comentarios</i>			

Evaluation Code / Código de Evaluación

M= Mastered / dominado **GP = Good Progress/ Progreso bueno** **SP = Some Progress/ Algún progreso**
NI = Needs Improvement /Necesita mejorar

Comments/ Comentarios

C = Parent Conference / Junta con padres **M = Meeting / Junta**

Dyslexia Teacher *Maestra de Dislexia*: _____
 Conference Period *Período de conferencia*: _____
 Phone number *Número de teléfono*: _____

RGCGISD Dyslexia Program

Yearly Review of Student Progress

RGCGISD recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. RGCGISD requires an annual review of each identified dyslexic student not in Special Education. Reviews will take place on a yearly basis. The 504 Committee determines the appropriate interventions and/or support for the dyslexic student's success in the academic classrooms.

Committee recommendations may include:

- Continuing current intervention and support
- Changing intervention and support
- Referral to special education for evaluation
- Continuation or change of classroom accommodations
- Consideration for monitoring only Progress of dyslexic students in Special Education will be reviewed by the IEP committee.

RGCGISD Dyslexia Program

**For additional information regarding the RGCGISD
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