

Hamlin Collegiate Independent School District

District Dyslexia Procedures

2022-2023



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I. Dyslexia and Related Disorders

Definitions

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

“Dyslexia is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.”

“Related disorders include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.”

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

“Dyslexia is a specific learning disability that is neurobiological 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

Characteristics

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

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading
- Difficulty spelling
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid

naming)

II. Dyslexia 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 related disorders. Screening is **NOT** a formal evaluation. Hamlin Collegiate ISD has selected mClass as the screening instrument for all kindergarten students in the spring. The same screening instrument will be used to screen 1st and 2nd graders by January 31st.

[Understanding Your Child's mCLASS.pdf \(wcpss.net\)](#) Seventh grade students who do not pass the sixth

grade reading STAAR will be screened using the Texas Middle School Fluency Assessment (TMSFA). TMSFA is a screener that consists of two subtests Passage Reading Fluency, and Word Reading Fluency. The range of difficulty levels used in both the Passage Reading and Word Reading Fluency subtest is intended to reflect authentic reading requirements and diagnose skill deficits for intervention.

After the screener has been administered, the appropriate staff will analyze results, identify level of risk for each student, and make informed decisions. Depending on the results, the student may be referred for formal evaluation, begin targeted intervention, and/or continue with core instruction. Data will be gathered to help evaluate the students' academic progress and determine what actions are needed to ensure improvement in academic performance.

Dyslexia Codes

The classroom teacher or other certified teacher conducting these screeners will report the results to the campus administrator or PEIMS designee for coding. This indicates whether a student has been screened and whether or not the student is at-risk for dyslexia or related disorders. The designee will enter the Dyslexia Risk Code as follows:

01 – Screened and determined to not be at-risk for dyslexia or related disorders

02 – Screened and determined to be at-risk for dyslexia or related disorders

03 – Not screened for dyslexia or related disorders

III. Procedures for Evaluation and Identification

The decision to refer a student for a formal evaluation is always based on each individual student. Referrals must be accompanied with documentation of interventions, district benchmarks, dyslexia and early reading screeners, classroom observations, teacher information, vision/hearing screening, current grades, home language survey, and additional information as need. Parents/guardians have the right to refer their children to begin the process.

When a formal evaluation is recommended, the school will complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed. The ARD committee will interpret test results and determine if the student's difficulties are in the area of reading and spelling and 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)

If the ARD committee determines the student shows 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 intervention. It is not one single indicator but a collaboration of data (formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected.

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. After the initial evaluation, if it is determined that the student has an IDEA eligible condition, such as dyslexia or a related disorder, the ARD committee (including parents/guardians) should determine if a need for specially designed instruction exists. If the student requires specially designed instruction due to the IDEA eligible condition, the student is eligible for special education. The ARD committee then develops the Individualized Education Program (IEP) to allow the student to receive specially designed instruction, which includes but is not limited to standard protocol dyslexia instruction.

If the ARD committee determines that the student does indeed have dyslexia or a related disorder that substantially limits one or more of life's major activities, such as learning, reading, writing or spelling, but does not require specially designed instruction, the student is eligible for Section 504 and the 504 committee develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability

IV. Evidence-Based Components of Dyslexia Instruction

Once it has been determined that a student has dyslexia, Hamlin Collegiate ISD will provide an appropriate program for the student as required in TEC §38.003:

The board of trustees of each school district shall provide for the treatment of any student to have dyslexia or a related disorder.

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.38.htm#38.003>

The district has purchased a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the following descriptors found in the Dyslexia Handbook.

- Phonological Awareness
- Sound-symbol association
- Syllabication

- Orthography
- Morphology
- Syntax
- Reading Fluency
- Reading Comprehension

Delivery of Dyslexia Instruction

Teachers must deliver:

- Simultaneous, Multisensory Instruction
- Systematic and Cumulative Instruction
- Explicit Instruction
- Diagnostic teaching to automaticity
- Analytic and Synthetic Approaches

Hamlin Collegiate ISD uses Reading by Design and Scottish Rite – Take Flight programs.

Reading by Design is an Individualized Literacy Intervention that delivers

a systematic, multisensory approach aligned with research-based practices for

developing literacy and designed for students with basic reading difficulties, such as

dyslexia. Take Flight builds on the success of the three previous dyslexia intervention programs

developed by the staff of Scottish Rite: Alphabetic Phonics, Dyslexia Training Program and Scottish Rite

for Children Literacy Program. Dyslexia Curriculum & Training Opportunities | Scottish Rite for Children

Teachers who provide the instruction for students with dyslexia must be highly qualified,

as in a reading specialist, master reading teacher, general education teacher or

special education teacher who have been trained in instructional strategies that utilize

individualize, intensive, multisensory, phonetic methods and a variety of writing and

spelling components. This teacher must deliver the instruction with fidelity. Dyslexia

teachers do not have to hold a specific license or certification but must at minimum

have additional documented dyslexia training aligned to 19 TAC §74.28(c) and do not have to be certified as a special educator when serving a student who receives special education.

Students receive Reading by Design (secondary) instruction for 45 minutes a day, four days a week. Students are served in a group no larger than three students. Length of program

instruction is 1-3 years. Students receive Scottish Rite – Take Flight instructions 45 minutes a day, five days a week.

Instructional Accommodations for Students with Dyslexia

In addition to dyslexia instruction, accommodations provide the student with support to grade-level instruction in the general education classroom. Accommodations are individualized and based on the needs of each student. Here are some examples of reasonable classroom accommodations for students with dyslexia:

- Oral administration of assessments and assignments (speech to text)
- Extra time on class assignments and assessments
- Reduced or shortened assignments
- Access to audiobooks
- Text to speech for online assignments and assessments
- Spelling assistance
- Preferential seating
- Note taking assistance
- Small group testing

V. Student Monitoring and Program Exit Criteria

Dismissal of direct services is determined by the 504 or ARD committee. Once dismissed from direct services, the student is moved to a monitoring, or indirect service, status. The committee considers the following factors when recommending exiting the program:

- Successful completion of Reading by Design or Scottish Rite – Take Flight
- Student Growth
- Student Self-Monitoring Behaviors
- Student Achievement

Monitoring status may include, but is not limited to:

- Review Sessions (based on indirect service schedules)
- Progress reports
- Report cards
- State assessment data
- Teacher reports with accommodation documentation
- Parent information
- Counselor reports
- Other program reports

Indirect Service Schedule

First year – once a six weeks

Second year and beyond – once a semester

Students who qualify for dyslexia services will follow monitoring/re-evaluation requirements outlined in federal law

VI. Resources

The Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.

Links:

TEA Dyslexia Website –

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

TEA Dyslexia Handbook (English) –

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

TEA Dyslexia Handbook (Spanish) –

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

Talking Books: Texas State Library –

<https://www.tsl.texas.gov/tbp/index.htm>