

**INTERNATIONAL LEADERSHIP OF TEXAS BOARD POLICY
MANUAL
POLICY GROUP 6 - SPECIAL EDUCATION
DYSLEXIA AND RELATED DISORDERS**

PG-6.13

Sec. 1. DYSLEXIA AND RELATED DISORDERS

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. “Related disorders” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Dyslexia is an example of and meets the definition of a specific learning disability (SLD) under the Individuals with Disabilities Education Act (IDEA). *Education Code 38.003(d)(1), (d)(2); 29.0031(a).*

The Board shall ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students for dyslexia and related disorders are implemented by each and every International Leadership of Texas campus. Evidence-based dyslexia programs are considered specially designed instruction (i.e. special education services) under the IDEA. These procedures shall be implemented in accordance with the most recently updated version of the State Board of Education’s *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* and its subsequent amendments (Dyslexia Handbook). International Leadership of Texas shall further ensure International Leadership of Texas complies with all rules and standards adopted by the State Board of Education to implement the dyslexia program, including the Dyslexia Handbook and guidance published by the commissioner to assist International Leadership of Texas in implementing the program. *Tex. Educ. Code § 38.003(b).*

Sec. 2. UNIVERSAL DYSLEXIA SCREENING AND IDENTIFICATION

Students enrolled in International Leadership of Texas shall be screened, as appropriate, for dyslexia and related disorders at appropriate times in accordance with the Dyslexia Handbook and state law. Specifically, the law requires that all kindergarten and first grade students be screened for dyslexia and related disorders. Kindergarten students must be screened at the end of the school year. Students in first grade must be screened as close to the middle of the year as possible, but no later than January 31 of each year. In addition, the law requires International Leadership of Texas to administer to students in kindergarten, first grade, and second grade a reading instrument to assess student reading development and comprehension. This law also requires International Leadership of Texas to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading STAAR. *Tex. Educ. Code §§ 38.003, 28.006*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. International Leadership of Texas may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be

**POLICY GROUP 6 - SPECIAL EDUCATION
DYSLEXIA AND RELATED DISORDERS**

conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related services.

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

19 Texas Administrative Code 74.28(d), (j)

Sec. 3. PARENT INFORMATION REGARDING DYSLEXIA

International Leadership of Texas shall provide to parents of students enrolled information on:

1. Characteristics of dyslexia and related disorders;
2. Evaluation and identification of dyslexia and related disorders;
3. Effective instructional strategies for teaching students with dyslexia and related disorders;
4. Qualification of and contact information for providers of dyslexia instruction at each campus or school;
5. Instructional accommodations and modifications;
6. The steps in the special education process, as described in the form developed by the Texas Education Agency to comply with Education Code 29.0031(a)(1) (the Overview of Special Education for Parents form); and
7. How to request a copy and access the electronic version of the Dyslexia Handbook.

19 Texas Administrative Code 74.28

Parents and guardians of students with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support modules as required by Section 26.0081 of the Education Code.

International Leadership of Texas shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the Commissioner. *Education Code 28.006(g-2).*

Sec. 4. REFERRAL FOR EVALUATION

If International Leadership of Texas suspects or has a reason to suspect that a student may have dyslexia, including after a dyslexia screener or other reading assessment required under Texas

**INTERNATIONAL LEADERSHIP OF TEXAS BOARD POLICY
MANUAL
POLICY GROUP 6 - SPECIAL EDUCATION
DYSLEXIA AND RELATED DISORDERS**

PG-6.13

Education Code Sections 28.006 or 38.003, and that the student may require specially designed instruction (including an evidence-based dyslexia program), International Leadership of Texas must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency explaining the rights available under the IDEA that may be additional to the rights available under Section 504 of the Rehabilitation Act of 1973 (the Overview of Special Education for Parents form);
2. Comply with all federal and state requirements, including the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Tex. Educ. Code § 29.0031(a).

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the IDEA, a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504.

International Leadership of Texas will also ensure that every student with a disability who is enrolled in an International Leadership of Texas school who needs Section 504 accommodations due to dyslexia or related disorder is located, identified, and evaluated. When a student is suspected of having dyslexia or a related disorder and is found ineligible under the IDEA because the student is determined to not need dyslexia instruction (i.e. specially designed instruction) after an IDEA evaluation, International Leadership of Texas shall refer the student to a Section 504 Committee. The Section 504 Committee will not conduct a new evaluation of the student under Section 504. Instead, the Section 504 Committee will use the IDEA evaluation and determine eligibility for Section 504 accommodations and services, as necessary.

Sec. 5. IDEA EVALUATION TEAM AND ARD COMMITTEE MEMBERSHIP

The multidisciplinary evaluation team and any subsequent ARD committee convened to determine a student's eligibility for special education and related services as a child with dyslexia or a related disorder must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;
2. Hold the most advanced dyslexia-related certification issued by an association recognized

**INTERNATIONAL LEADERSHIP OF TEXAS BOARD POLICY
MANUAL
POLICY GROUP 6 - SPECIAL EDUCATION
DYSLEXIA AND RELATED DISORDERS**

PG-6.13

- by the State Board of Education, and identified in, or substantially similar to an association identified in, the program rules adopted under Sections 7.102 and 38.003; or
3. If a person qualified under 1 or 2 above is not available, meet the applicable training requirements adopted by the State Board of Education pursuant to Sections 7.102 and 38.003 as described in the Dyslexia Handbook.

International Leadership of Texas will prioritize the individuals who meet the credentials of (1) and (2) above when designating an individual to fill this role. To meet the credentials of the most advance dyslexia-related certification in (2) above, the individual must have received certification or training from the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council (IMSLEC) accredited training center at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming a LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for (1) and (2) above.

If a person qualified under (1) or (2) is not available, International Leadership of Texas may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must: register and complete the Texas Education Agency's Texas Dyslexia Academies; register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia; and complete any updated requirements TEA makes for these trainings.

The member of a multidisciplinary evaluation team or subsequent ARD committee convened to determine a student's eligibility for special education and related services as described above must sign a document describing the member's participation in the evaluation and any resulting Individualized Education Program (IEP) developed for the student.

If the student is determined to require dyslexia instruction, the student meets eligibility for special education and related services under the IDEA because dyslexia instruction is considered specially designed instruction. The IEP for this student must be developed and implemented in accordance with state and federal law and the Dyslexia Handbook.

Tex. Educ. Code § 29.0031(b), (c); 19 TAC 74.28

Sec. 6. DYSLEXIA SERVICES UNDER THE IDEA

International Leadership of Texas shall provide each identified student access at his or her campus to instructional programs and to the services of a teacher trained in dyslexia and related services. International Leadership of Texas may, with the approval of each student's parents or guardians,

**INTERNATIONAL LEADERSHIP OF TEXAS BOARD POLICY
MANUAL
POLICY GROUP 6 - SPECIAL EDUCATION
DYSLEXIA AND RELATED DISORDERS**

PG-6.13

offer additional services at a centralized location, so long as such centralized services do not preclude each student from receiving services at his or her campus.

International Leadership of Texas shall purchase a dyslexia program or develop its own dyslexia program for students with dyslexia and related disorders that is aligned with the descriptors found in the *Dyslexia Handbook*.

a) *Providers of Dyslexia Instructor (PDI)*

All Providers of Dyslexia Instruction (PDI) must be fully trained in International Leadership of Texas's adopted instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. A PDI does not meet this requirement solely by completing a literacy achievement academy under Section 21.4552 of the Education Code.

A PDI does not have to hold a special education certificate or permit unless they are employed in a special education position that requires certification. If, however, the PDI is not a certified special education teacher, a certified special education teacher must be involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student.

Tex. Educ. Code § 29.0032.

b) *Progress Report to Parents*

At least once each grading period, or more often if provided for in a student's IEP, the school must provide the parent of a student receiving dyslexia instruction with information regarding the student's progress as a result of receiving that instruction. *Tex. Educ. Code § 29.0031(d)*.

Sec. 7. TEA MONITORING

International Leadership of Texas must report through the Public Education Information Management System to the Texas Education Agency the number of students enrolled who are identified as having dyslexia.

International Leadership of Texas will be subject to monitoring for compliance with federal law and regulations regarding students with dyslexia and related disorders. In addition, International Leadership of Texas will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner as required by Texas Education Code 38.003(c-1).