

Terrell County Independent School District

OPERATING PROCEDURES

DYSLEXIA SERVICES

Terrell County Independent School District (222901)

OPERATING PROCEDURES

DYSLEXIA SERVICES

PROCEDURES

EARLY IDENTIFICATION

- 1st and 2nd grade students are screened using a district screener (Istation) and teacher input. The teacher complete the screener form and it is documented in the student's Permanent Records File. (completed before the last day of January).
- Kindergarten students are screened using a district screener (Istation) and teacher input. The teacher completes the screener form and it is documented in the student's Permanent Records File. (completed before the last day of the school year).
 - Forms/Letters included within the procedures manual)

INTERVENTION AND SUPPORT

- The students identified at risk are provided intervention with their general education and teacher and with a Reading Interventionist. The classroom teacher targets the student's needs in small group and guided instruction. The Reading Interventionist utilizes the pull-out program to support the "at-risk" student. The Reading Interventionist utilizes best practices and Reading by Design to support the "at-risk" students.

REPORTING (TSDS/PEIMS)

- When a student is identified as a dyslexic, the administrator provides the PEIMS coordinator with a PEIMS form that indicates the student's dyslexia eligibility (form included within the procedures manual).
- If the student moves from 504 to special education, the dyslexia testing and documentation is provided to the 588 co-op within the student's Response to Intervention data, prior to a student being assessed for special education.
- During an ARD meeting, the administrator and teacher also provide the diagnostician with information regarding a student's dyslexia data.

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PURCHASING

- The district utilizes the approved Reading by Design curriculum to support dyslexic students. This program and training were selected because of its alignment with early literacy and phonics. If additional materials for the program are needed, a teacher must submit a pre-purchasing request. When the request is received, the administration and the dyslexia teacher and/or special education teacher review the request to determine if the purchase request is aligned with the Reading by Design program, if it meets the state's requirements and if it is needed for student support.
-

INTERVENTIONS

- The interventions in place to support dyslexic students are as follows:
 - Dyslexia pull-out classes
 - Reading by Design a minimum of 3 times per week for 30-45 minutes per session
 - Instruction support
 - A minimum of 3 times per week for 30-45 minutes per session
 - 504 and/or special education accommodations
 - Individualized by student
 - Tutorials
 - Individualized by student
 - RTI reading support in addition to the Reading by Design class
 - A minimum of once per week for a 20-30 minute session, focused on phonics and fluency

GENERAL EDUCATION AND SPECIAL EDUCATION TEACHER SCREENING

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- In order to ensure that appropriate instruction is provided to dyslexic students and that teachers understand how to screen students, teachers will be provided professional development in the area of dyslexia. Staff members will also be trained and certified in the adopted dyslexia program to ensure consistency and aligned amongst all staff and grade levels.
 - Terrell County ISD has the following staff members trained and certified in the Reading by Design program
 - All PreK-6th Grade Reading teachers
 - Special Education teacher
 - Secondary Social Studies teacher
 - Secondary Spanish teacher
 - School Counselor
 - School Administrator
 - Terrell County ISD has the following teacher assistants trained in the Reading by Design program
 - Special Education Assistants
 - Library Assistants
- If essential staff members leave the district, teachers who fill those positions will be trained in the Reading by Design program, to ensure consistency and effectiveness.
 - This training must occur within the first year of employment.

PARENT PROGRAM

- Terrell County ISD utilizes the services provided by the Educational Service Center, Region 18 for parent educational programs.

PATHWAY TO FOLLOW

- When a student is identified “at-risk” for dyslexia, after intervention, if the student continues to demonstrate dyslexic tendencies, the student is referred for dyslexia testing.
- If the student is identified as a student with dyslexia only, Section 504 of the Rehabilitation Act is utilized to provide the appropriate services and accommodations to the student.
- If the student is identified as a student with dyslexia and other disabilities, the students is serviced through IDEA-Part B.
- Students serviced through Section 504 are monitored. If the student does not make the expected growth through this service, the student is referred for additional testing to determine if the student would be better served through IDEA-Part B.

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STAFF RESPONSIBLE

District Level:

- School Superintendent, Reading Interventionist, Classroom Teachers, Special Education Teacher/s

Campus Level:

- School Superintendent, Reading Interventionist, Classroom Teachers, Special Education Teacher/s

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TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES

- General training about screening occurs at the start of each school year. The administration provides the staff with information about the requirements, what to look for, and the screening process. (August and throughout the school year, dependent on staff needs)
- Teachers with dyslexic students in their classrooms are conferenced with to discuss the individual student's need, accommodations and services. (August, within the first two weeks of the new school year)
- Parents receive information about dyslexia during the screening process. Parents are provided a brochure and the screening letter and supporting documents. Any parent who wishes to learn more about dyslexia is provided information about education programs offered through the ESC Region 18. (1st and 2nd grade – November/December and Kindergarten – April/May)
- When a student is screened for dyslexia, prior to the assessment, the parent/s, the teacher and the administrator meet to discuss the process and the potential eligibility of services provided under Section 504. If a student is identified as dyslexic, the 504 committee meets with the parent/s to discuss the results and to determine whether the student would benefit from the services offered through Section 504. (Occurs upon the need to screen and/or place a student in Section 504)
- Dyslexia Screening occur in compliance with the state's requirements:
 - Kindergarten ~ April – May
 - 1st and 2nd grade ~ December – January
 - Other students of concern ~ November – December
- A referral for formal dyslexia testing occurs by the teacher, administration and/or parent. When a student has been identified "at-risk" for dyslexia, received intervention and the tendencies continue, a referral is appropriate. The intervention occurs for 4-6 weeks, allowing the district to collect additional data to determine the best educational support needed for the individual student.
- FIIE (referral for dyslexia under IDEA) – A referral for assessment under IDEA is requested when the data indicates that there could be additional learning disabilities and/or if the dyslexic tendencies are causing the student to regress or work 1-2 years behind grade level peers.

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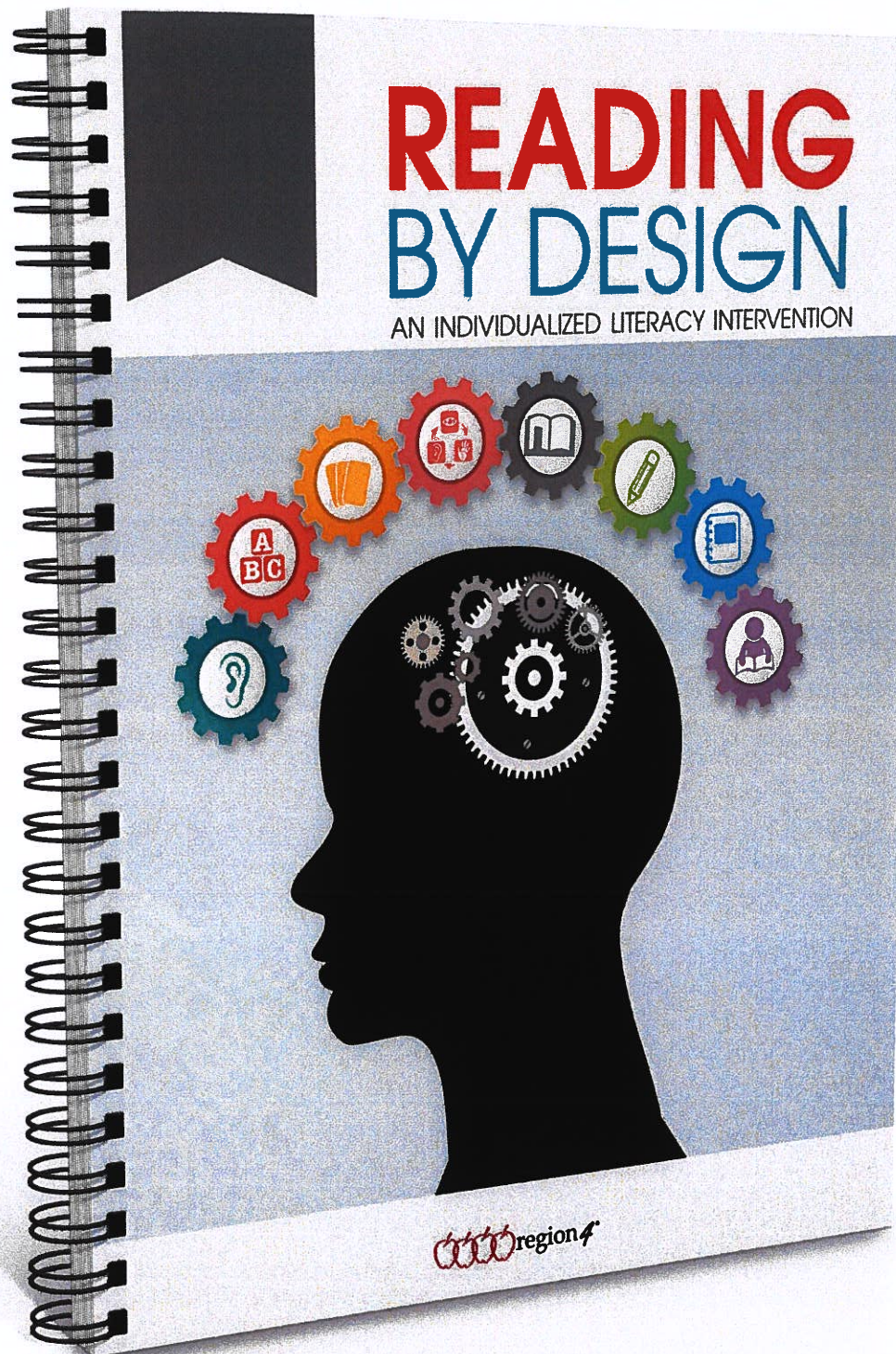
EVIDENCE OF PRACTICE:

- Forms or checklists
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Agendas from education programs for parents
- Written consent for evaluation
- Evaluation reports
- Copies of Section 504 meetings
- Copies of ARD committee meetings
- Description of reading program(s) used for students with dyslexia
- TSDS/PEIMS reports for students with disabilities identified with dyslexia

Terrell County Independent School District

PROGRAM

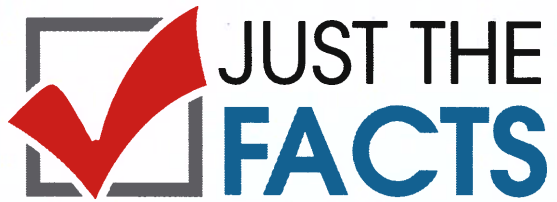
DYSLEXIA SERVICES



READING BY DESIGN

Systematic, Explicit, and Intensive Reading Intervention

Reading by Design: An Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components: phonological awareness, sound-symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity. *Reading by Design* may be used with students in kindergarten through grade 12 in a small, homogeneous group setting. (Teacher training required.)



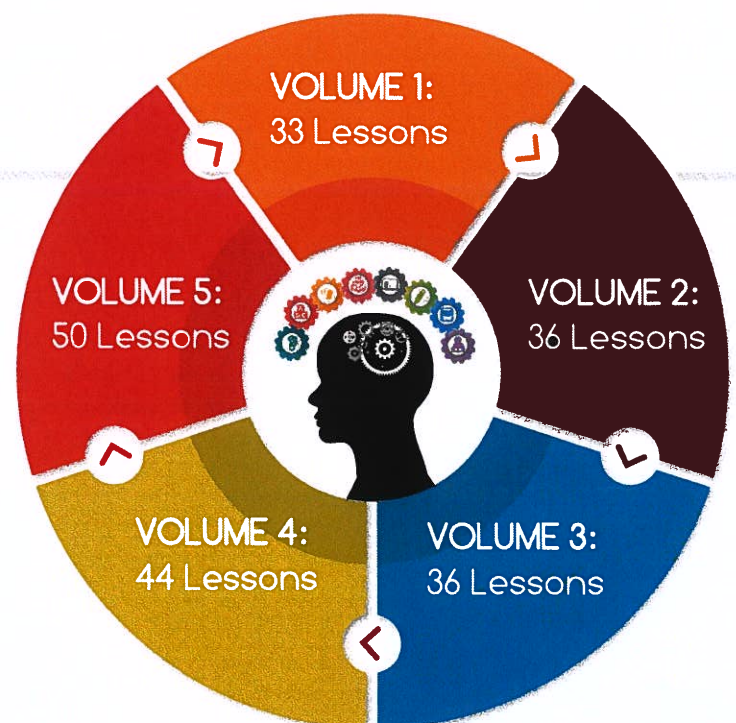
Reading by Design is a **FIVE** VOLUME SET

- ▶ Volume 1: Alphabetic principle
- ▶ Volumes 2–4: Six syllable types, digraphs, diphthongs, vowel pairs, consonant clusters, special situations, etc.
- ▶ Volume 5: Greek and Latin roots, morphology

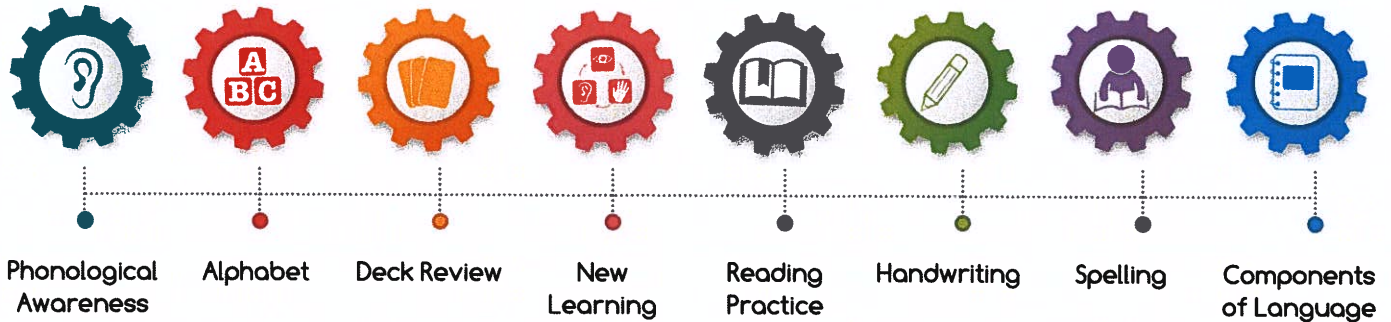
Reading by Design

- ▶ May Be Used K–12
- ▶ Recommended Delivery
 - 4–5 days per week
 - One lesson per day (30–45 minutes)
- ▶ Mastery Checks
 - Progress monitoring
 - Placement in program
 - Pre- and post-assessment
- ▶ Bridge Lessons
- ▶ Review Lessons

Reading by Design is made up
of 199 Lessons



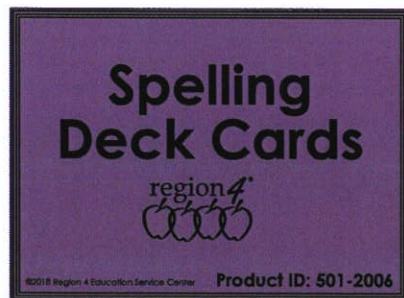
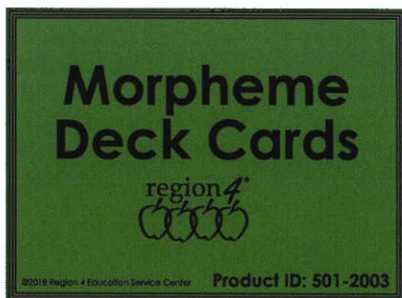
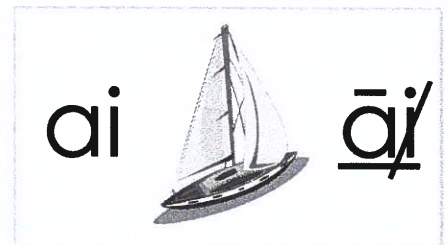
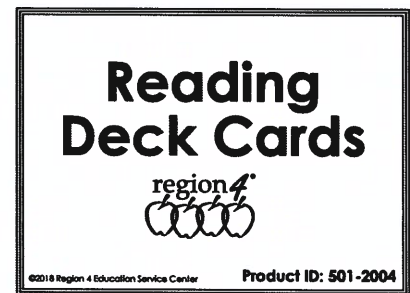
Reading by Design follows a **PREDICTABLE**
LESSON ROUTINE



Reading by Design includes the following

ANCILLARY MATERIALS

- ▶ Reading by Design Lessons (Volumes 1–5)
- ▶ Linking Spelling to Reading Dictionary
- ▶ Reading Rules Posters
- ▶ Deck Cards
 - Spelling Deck (purple)
 - Reading Deck (white)
 - High-Frequency Word Deck (blue)
 - Morpheme Deck (green)
 - What's Missing Cards (yellow)



Terrell County Independent School District

FORMS

DYSLEXIA SERVICES



**Terrell County Independent School District
Sanderson Schools**

To the Parents/Guardians of :

Date:

This letter is to inform you that your child has been screened for dyslexia, by Terrell County ISD, as required by state law (HB 1886). All >>>>>> students are screened utilizing Istation, Star reading, and teacher formative assessments. The purpose for the screening is to identify children in >>>>>> who may be at risk for a reading disability, specifically dyslexia. The district wants to ensure that we provide at risk students with appropriate research-supported accommodations and interventions. All research supports early identification and intervention for students in the core skill areas of reading, spelling and writing.

It is important for us to emphasize that the screenings are designed to identify predictors or “red flags” that suggest a child may have difficulty with some or all of the following:

- Phonemic Awareness – The ability to manipulate sound patterns within words.
- Rhyming – Being able to distinguish word patterns that rhyme.
- Rapid Color and Object Naming – The ability to efficiently retrieve names for colors and different visual objects.
- Letter Knowledge and Sound Naming – The ability to automatically and efficiently identify letters and to produce their associated sounds.
- Decoding – Linking letters and associated sounds to figure out words.
- Word Recognition – Reading learned sight words.
- Oral Reading Fluency – Reading text accurately and at an appropriate rate.
- Reading Comprehension – Understanding what was read.

To address these targeted areas, if needed, Terrell County ISD will do the following:

--

If you would like to discuss the screening and the planned interventions, please contact me at 432-345-2515. We can discuss this information via phone, or we can schedule a meeting to discuss this information with your child’s teacher.

Sincerely,

Amanda A. Magallan, Superintendent

Section 504

Student Data Sheet

*****This form is to be completed and submitted to Mary Alice Rodriguez (PEIMS coordinator) following each 504 meeting.*****

Student Name _____

Student ID# _____

Grade _____

Meeting Date _____

*****Check appropriate reason for meeting*****

Entry _____

Accommodations Required:

Annual _____

_____ Behavioral

Review _____

_____ Medical

Manifestation _____

_____ Academic _____ Receiving RTI

Amendment _____

Exit _____

District Assessments/verification of eligibility-ex. Dyslexia Assessment, LSSP Assessment

Date _____

Area of Disability

*****Check appropriate area*****

ADHD _____

Dyslexia _____

Health Issues _____

Other _____

Print name of person completing form

Terrell County Independent School District

PARENT INFORMATION

DYSLEXIA SERVICES

EFFECTIVE STRATEGIES

In addition to explicit and systematic instruction in phonological awareness and phonemic awareness, phonics and word recognition, spelling, fluency, vocabulary, and comprehension...

- Self-monitoring strategies
- Memory techniques to remember processes
- Explicitly teach and practice skills for organizing, time management, and reviewing information

POSSIBLE ACCOMMODATIONS

TO BE DETERMINED BY

COMMITTEE

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs



Contacts for Further Information

State Dyslexia Consultant Region 10 Education Service Center
400 E. Spring Valley Road Richardson, TX 75083-1300
Texas Dyslexia Hotline: (800) 232-3030

www.region10.org/txdyslexv/index
Statewide English Language Arts/Reading Coordinator
Texas Education Agency Division of Curriculum 1701 N. Congress Avenue (512) 463-9581
www.texasstate.tx.us/index2.aspx?id=4454

Dyslexia contacts at the Texas Regional Education Service Centers

http://www.rea.state.tx.us/regional_services/asc/
The Dyslexia Handbook, 2018 Update
<https://tea.texas.gov/academics/dyslexia/>

District/Campus Dyslexia Contact:

Parent Resources:

International Dyslexia Association

<http://www.interdys.org>

Academic Language Therapy Association

<http://www.altaread.org>

Bookshare

<http://www.accessiblebooks.edu.org/>

Learning Ally

<https://www.learningally.org/state-landingpages/texas/>

Texas College and Career Readiness Support Center

<http://txccrsl.org/>

IDEA/504/RtI

Response to Intervention: a multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning

Section 504: provides equal opportunity eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education

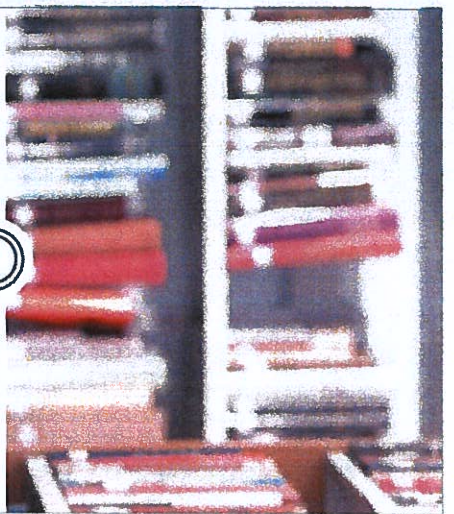
IDEA: ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.



Dyslexia Program Awareness for Educators and Parents



What is dyslexia?
How do we assess and identify for dyslexia?
What are effective strategies for students with dyslexia?
Who delivers instruction for students with dyslexia?
What are accommodations available for students with dyslexia?
What is the difference between IDEA, Section 504, and RtI?
Who do I contact for information or concerns?



WHAT IS DYSPLEXIA?

The current definition from the International Dyslexia Association states:

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.

Referenced in 2018 Dyslexia Handbook

HOW IS DYSPLEXIA ASSESSED FOR AND IDENTIFIED?

The law that applies to an individual student is determined by data and the student's individual needs.

If a team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA. If a student is suspected of having a disability and the determination is made to evaluate through IDEA, all special education procedures must be followed.

If—based on the data—the team suspects that a student has dyslexia or a related disorder but does not believe that special education is necessary to meet the student's needs, the team must refer the student for an evaluation under Section 504.

All public-school students are required to be screened for dyslexia while in kindergarten and grade 1. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC §38.003(a)).

Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

When formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA or Section 504. Procedural safeguards under IDEA and Section 504 must be followed. Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions should be made by the ARD committee or the Section 504 committee.

QUESTIONS FOR DETERMINING DYSPLEXIA:

1. Do the data show the following characteristics of dyslexia?
 - ◊ Difficulty with accurate and/or fluent word reading
 - ◊ Poor spelling skills
 - ◊ Poor decoding ability
2. Do these difficulties (typically) result from a deficit in the phonological component of language?
3. Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?

WHO DELIVERS INSTRUCTION?

A certified teacher who has been trained in dyslexia and related disorders and the curriculum of instruction



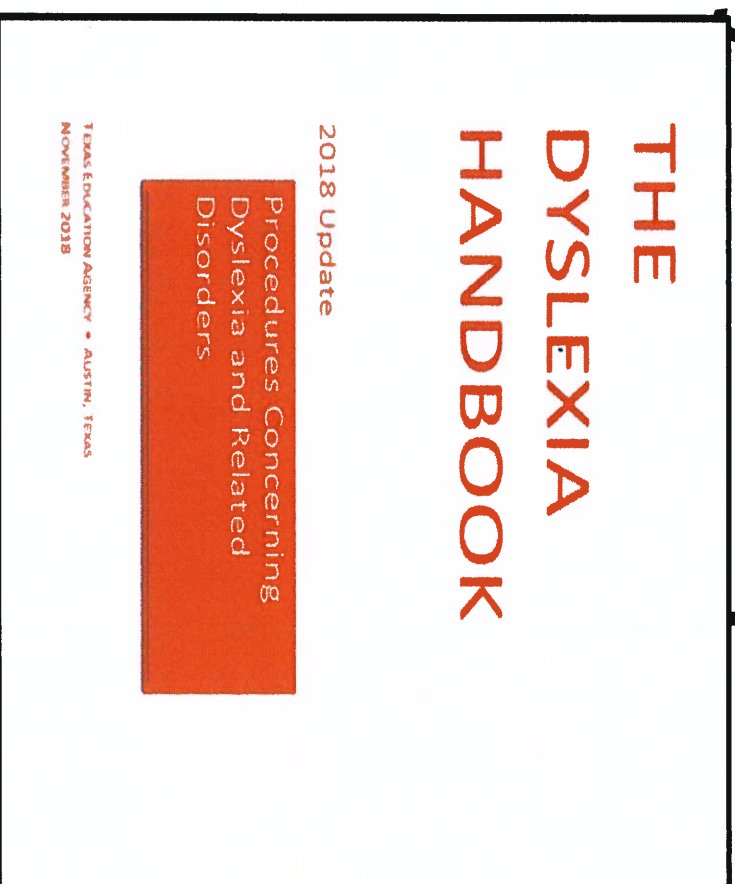
Terrell County Independent School District

TRAINING

DYSLEXIA SERVICES



Dyslexia Updates



<http://go.esc18.net/dyslexiacurriculumdirectors>

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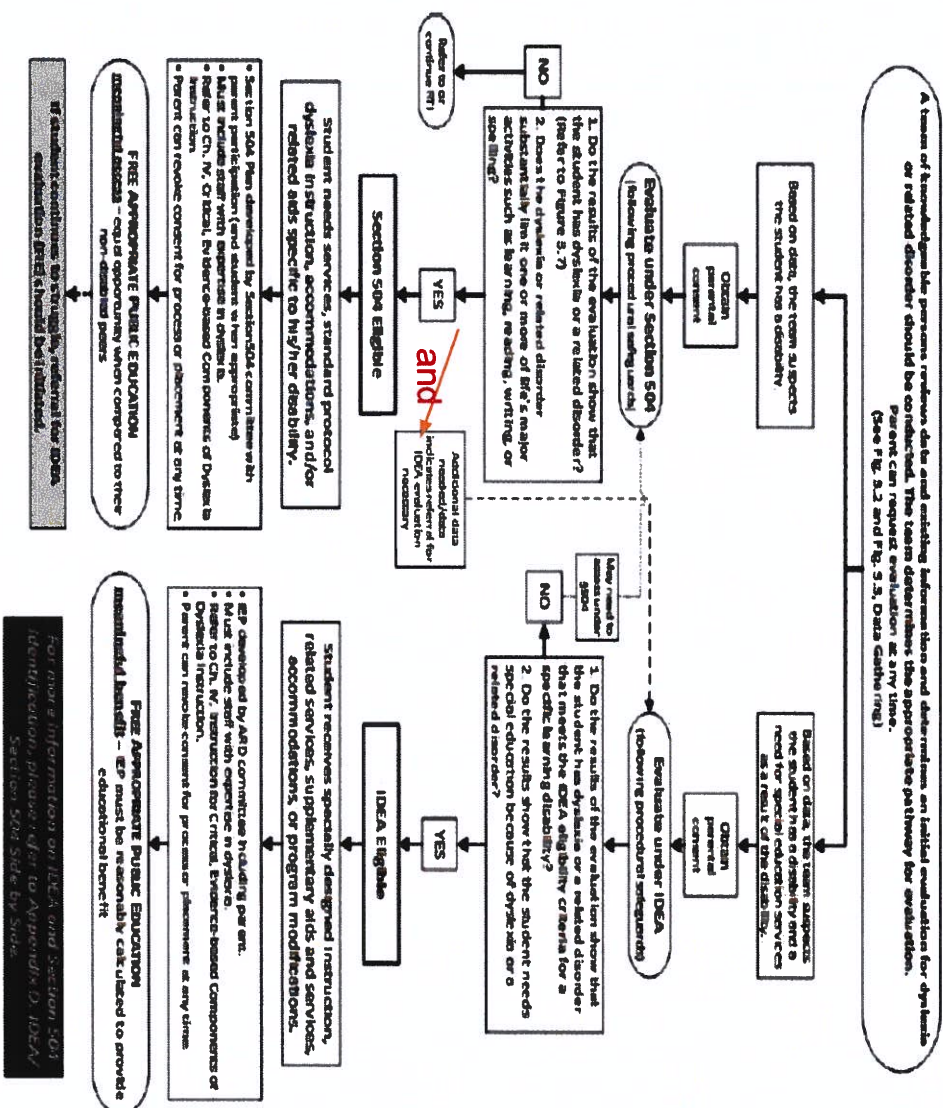
Chapters

- I. Definitions and Characteristics of Dyslexia**
- II. Screening *NEW**
- III. Procedures for Evaluation and Identification of Students with Dyslexia**
- IV. Critical, Evidence-Based Components of Dyslexia Instruction**
- V. Dysgraphia *NEW**

Appendices

- Appendix D: IDEA/Section 504 Side-by-Side Comparison**
- Appendix I: 2015 U.S. Department of Education Dyslexia Guidance**
- Appendix J: Pathway to the Identification and Provision of Instruction for Students with Dyslexia**
- Appendix K: Addressing Concerns about Dyslexia Programs**

Figure 3.8
Pathways for the Identification and Provision of Instruction
for Students with Dyslexia



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Appropriate Pathway for

Identification and Placement

Suspicion of a disability and the need for special education services are necessary in order to provide specially designed instruction.



**Evaluate
under IDEA**

Suspicion of a dyslexia, however the need for special education services are not necessary in order to meet the needs of the student.



**Evaluate
under
Section
504**



Instructionally Speaking...

**IDEA = Specially designed
instruction**

**504 = Standard Protocol
Instruction**



House Bill 3 and Dyslexia

House Bill 3 establishes a dyslexia allotment for students accurately identified as **having dyslexia or a related disorder and receiving services.**

\$616.00 per student



The Simple View of READING

Word Recognition



Language
Comprehension



Reading
Comprehension

Scarborough's Reading Rope--Further Breakdown

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

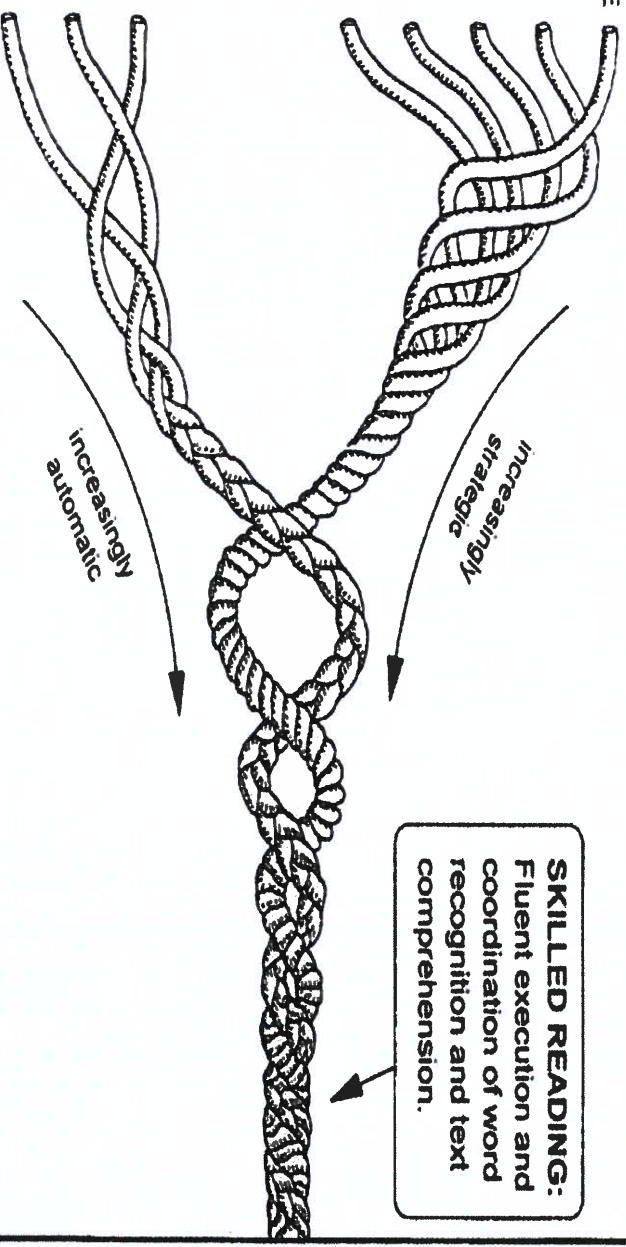
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



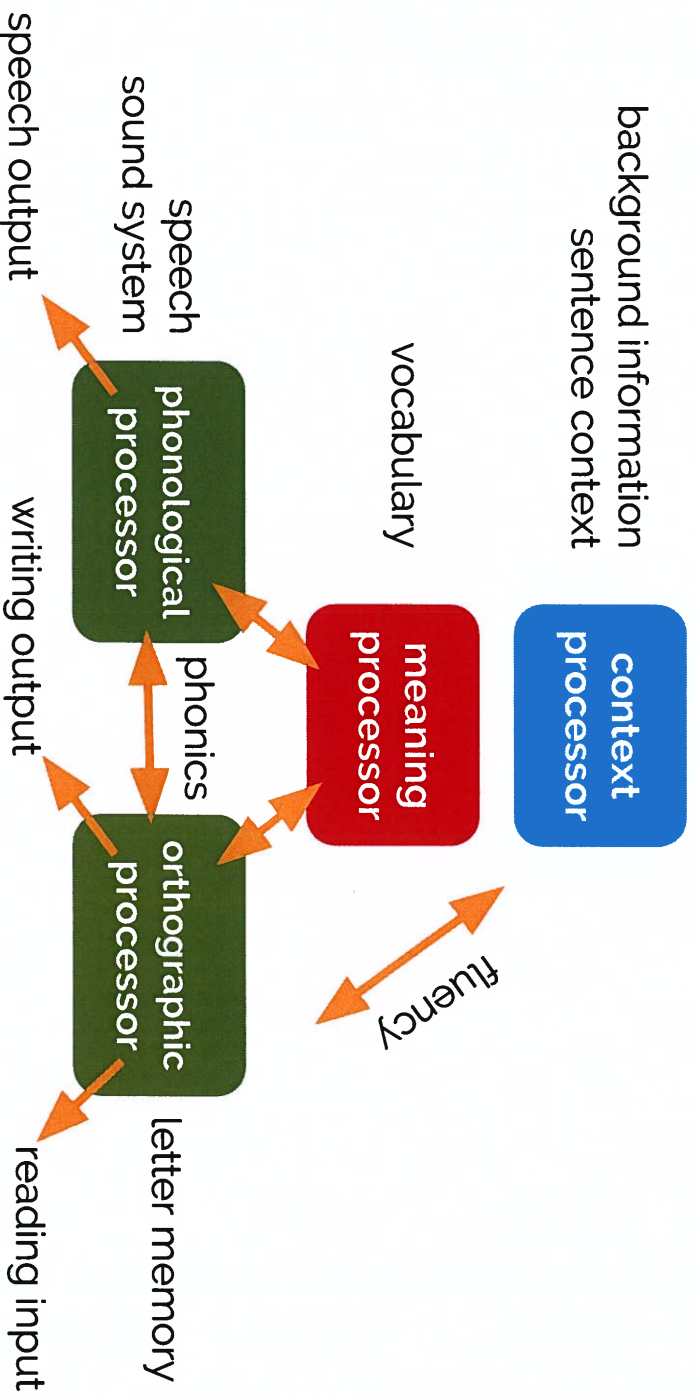


80% of students struggling in reading demonstrate difficulties in decoding.

Dyslexia is a brain-based language disability that makes reading and spelling words automatically and accurately very difficult. It is NOT caused by seeing words backwards. It is NOT due to lack of intelligence.

The Brain on Literacy

The Four Part Processor





Primary and Secondary Characteristics

Primary Characteristics	Secondary Characteristics
Difficulties in--	Difficulties in--
Phonological awareness	Access to higher level text
Decoding isolated words	Vocabulary Acquisition
Reading unfamiliar words	Reading comprehension
Reading fluency	Written expression
Spelling	Self-Confidence



How can we best teach dyslexic students?

**High Quality
Instruction**

**Evidence based
Intervention**

**Accommodations
or
Modifications**

**Assistive
Technology**



Related Disorders

Disorders which are similar or related to dyslexia:

Developmental auditory imperception

Dysphasia

Developmental dysgraphia

Developmental spelling disorder



Most frequent related disorder...

Dysgraphia

Difficulties in:

Handwriting

Spelling

Written expression



PEIMS Coding--The key to funding

- 1. Students identified with dyslexia should be coded as such under the dyslexia code E1530.**
- 2. Students identified with dyslexia and served under Section 504 or Special Education should be coded under those respective codes as well.**
- 3. Students identified with dyslexia should also be coded appropriately for the services they receive under code E1650.**



Types of services and coding--PEIMS

Students identified with dyslexia should also be coded appropriately for the services they receive under code E1650

E1650 – C224 Dyslexia Services Code: indicates the type of dyslexia or related services a student has received any time during the year.

00 - Does not receive services for dyslexia or a related disorder or is

01 - Receiving services for dyslexia or a related disorder under special education through IDEA or

Section 504 or



Types of services and coding...

02 - Receiving instruction that meets applicable dyslexia program criteria established by the SBOE and is provided by a person with specific training or

03 - On the basis of having dyslexia or a related disorder, is permitted to use modifications in the classroom or accommodations in the administration of assessments under Section 39.023



Regarding 03

- 1.) If a student is in Special Education and receives modifications in the classroom *and/or* accommodations in the administration of assessment instruments under Section 39.023 they would get an 03 code.
- 2.) If a student is under Section 504 and they receive accommodations in the administration of assessment instruments under Section 39.023 they would get an 03 code.

NOTE: Students under Section 504 are to not be eligible for modifications (first part of the code description); only Special Education students may receive modifications, if that is part of their IEP.

Requirements for Educators Providing Dyslexia Services

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
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.								
Licensed Dyslexia Therapist (LDT)	Texas Department of Licensing and Regulation (TDLR)	Masters	IMSLEC Accredited or other MSLE Program	200	700	10	yes	20 hrs/2 yrs
Licensed Dyslexia Practitioner (LDP)	Texas Department of Licensing and Regulation (TDLR)	Bachelors	IMSLEC Accredited or other MSLE	45	60	5	yes	20 hrs/2 yrs
Certified Academic Language Therapist (CALT)	Academic Language Therapy Association (ALTA)	Bachelors	IMSLEC Accredited or other MSLE	200	700	10	yes	10 hrs/1 yr
Certified Academic Language Practitioner (CALP)	Academic Language Therapy Association (ALTA)	Bachelors	IMSLEC Accredited or other MSLE Program	45	60	5	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Specialist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	135	30	3	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Interventionist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	90	30	3	yes	10 hrs/1 yr
Wilson Level II Certification/Therapist	Wilson Language Training	Bachelors	IDA Accredited	200	215	11+	yes	50 hrs/5 yrs
Wilson Level I Certification/Practitioner	Wilson Language Training	Bachelors	IDA Accredited	105	65	5+	yes	50 hrs/5 yrs

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Dyslexia Resources

[The Dyslexia Handbook 2018 Update](#)

[State Dyslexia Hotline](#)

[HB3 Special Education and Dyslexia Allotment](#)

[HB3 Video Series](#)

[Dyslexia and Related Disorders Special Student Page](#)

[Talking Book Program](#)

[Bookshare](#)

[Technology Integration and Dyslexia](#)



Please let us know...

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