Dyslexia Handbook



Lake Oswego School District

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OVERVIEW

Definition of Dyslexia

What is Dyslexia?

The Formal Definition of Dyslexia according to IDA:
Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.

Adopted by the IDA Board of Directors on October 22, 2025.

Characteristics and Signs of Dyslexia

Characteristics of Dyslexia

Dyslexia has three central features: difficulty with word reading, spelling, and/or reading fluency. Students with dyslexia will have trouble in one or more of these areas, but the degree of expression will vary from person to person, from mild to severe. Dyslexia can be more or less impactful at different stages in a person's life.

Dyslexia can also be present with other disorders. Another way to say this is that they are concomitant, co-existing, or comorbid. These other conditions can make dyslexia more complicated and impactful on learning. Learn more in the section entitled, "Dyslexia and Coexisting Conditions".

Common Characteristics of Dyslexia:

- Poor decoding: difficulty reading (or sounding out) familiar and/or unfamiliar words, sometimes substituting a word that looks similar but doesn't make sense in context, and/or skipping words that are too difficult
- Poor fluency: slow, inaccurate, or effortful oral reading (slow reading rate) as well as slow and effortful silent reading
- Poor spelling: trouble learning to spell, difficulty spelling words correctly, spelling errors are inconsistent, and sounds may be left out or poorly articulated
- Poor reading comprehension: trouble with decoding and fluency can impact overall comprehension, especially in cases where a reader is working slowly and laboriously, or where time is a factor

Dyslexia is Linked to Challenges in:

- Phonological awareness, including segmenting, blending, and manipulating the spoken syllables and sounds in words
- Phonics skills, learning letters and sounds, and being able to see letters and letter patterns in print and recall and say the correct sounds
- Poor phonological memory or working memory, challenges in remembering the sounds and patterns and using them to read or spell
- Difficulty with rapid naming of familiar objects, colors, numbers, or letters of the alphabet

Signs of Dyslexia

Depending on the age and educational demands present, and the particular strengths and challenges of a person, signs of dyslexia may be more or less obvious. In some cases, it may remain hidden until adolescence, and in others it may be easily noticed at a young age. People with dyslexia, like all people, have other strengths, and in many cases this serves to mask their struggles.

Signs of Dyslexia in Preschool

- *Mispronounces words, like saying "beddy tear" instead of "teddy bear"*
- *Struggles to name familiar objects and uses general words like and instead in substitution*
- *Has a hard time learning nursery rhymes or song lyrics that rhyme*
- *Has trouble remembering sequences, like singing the letters of the alphabet*
- *Tells stories that are hard to follow; has trouble talking about an event in a logical order*
- *Has difficulty remembering and following directions with multiple steps*

Signs of Dyslexia in Grades K–2

- *Has trouble learning letter names and remembering the sounds they make*
- *Often confuses letters that look similar and letters with similar sounds*
- *Struggles to read familiar words (like, can), especially if there aren't pictures*
- *Substitutes words when reading aloud, for example, hops for hopes or said for answered*
- *Has trouble hearing the individual sounds in words and blending sounds to make a word*
- *Has trouble remembering how words are spelled and applying spelling rules in writing*

Signs of Dyslexia in Grades 3–5

- *Confuses or skips small words when reading aloud*
- *Has trouble sounding out new words and quickly recognizing common ones*
- *Struggles to explain what happened in a story or answer questions about key details*
- *Frequently makes the same kinds of mistakes, like reversing letters*
- *Has poor spelling; may spell the same word correctly and incorrectly in the same exercise*
- *Avoids reading whenever possible or gets frustrated or upset when reading*

Signs of Dyslexia in Teens and Tweens

- *Reads slowly, leaving out small words and parts of longer words when reading aloud*
- *Struggles to remember common abbreviations, including ones on social media*
- *Often seems to be searching for words; may use substitutes*
- *Often does not "get" the joke; has trouble understanding idioms and puns*
- *Has an easier time answering questions about a page of text if it's read aloud*
- *Takes a very long time to complete reading assignments*

IDA Fact Sheets Link: https://dyslexiaida.org/fact-sheets/

Myths or Common Misconceptions about Dyslexia

Dyslexia, from its earliest history, has been misunderstood, and many myths grew out of misunderstanding. Knowing what these are helps families and educators to be able to notice when dyslexia may be present.

Some myths:

- If you have dyslexia you will not learn to read
- Dyslexia is related to intellectual ability
- A person's gender determines whether they are more likely to have dyslexia
- A person can outgrow dyslexia
- It is an oral language disorder
- Dyslexia is writing words or letters backward
- Any reading difficulty is dyslexia
- Dyslexia is uncommon
- Is it caused by a lack of instruction
- People with dyslexia need to try harder
- There is only one evidence-based program that successfully helps with dyslexia

Social-Emotional Impacts of Dyslexia

Dyslexia can pose unique social and emotional challenges for students. Students with dyslexia may have other areas of learning that come easily to them, and when they are confronted with text they cannot decode or words they cannot spell, these difficulties are unexpected. They may feel like "something is wrong" with them because reading and writing should come as easily to them as do other areas of learning. Some students' cognitive abilities can heighten self-awareness of their struggles which can lead to feelings of frustration and failure.

All students demonstrate strengths and challenges across educational and non-academic areas. When working with students with dyslexia, it is essential to help them come to understand that they have a variety of abilities and are not limited by the challenges they may face.

Tips For Supporting Students' Social-Emotional Needs

It is important for parents or guardians of a child with dyslexia to recognize and support their feelings, thoughts and ideas by discussing how the student is impacted by dyslexia. Students need adults to model positive attitudes in the face of adversity who will teach them to believe in themselves. They thrive with praise which acknowledges their efforts rather than praise which rewards the outcome.

In working with students, it will help to identify achievable goals, celebrate small successes, recognize and celebrate effort and progress in addition to results, identify underlying feelings (such as fear or frustration), and validate them while supporting a focus on effort over achievement.

Specific Social-Emotional Supports for Students

- Together with the student, identify a trusted adult at school to whom the student can turn for support and encouragement
- Teach students self-advocacy skills. Use scenarios to practice this skill set. See the section entitled, "Self Advocacy and Voice for Students with Dyslexia" for more information
- Explain dyslexia to the student while reinforcing age-appropriate skills in other subject areas
- Support the development of skills and nonacademic talents in any valued activity to enhance self-esteem, such as athletics, the arts and other creative ventures
- Find opportunities for these students to help others or be leaders for others during different activities
- Promote balance between reading and writing and other preferred extracurricular activities
- See outside resources to support the student's social emotional well-being
- Join in-person or virtual communities of people who are facing similar struggles

More than Their Dyslexia

All students demonstrate strengths and challenges across educational and non-academic areas. When working with students with dyslexia, it is essential to help them come to understand that they have a variety of abilities and are not limited by the challenges they may face.

The goal is to support the development of resilient students. Resiliency is defined as the capacity to withstand or recover quickly from difficult circumstances. When students with dyslexia are resilient, they can face their challenges and find ways to handle them.

Dyslexia and Coexisting Conditions

Students on the dyslexia continuum are often affected by co-existing or comorbid learning challenges. According to the National Institute of Health, approximately 60% of students with dyslexia meet the criteria for at least one neuropsychiatric disorder. Some students with dyslexia will face challenges with anxiety, attention-deficit hyperactivity disorder (ADHD), dyscalculia, dysgraphia, executive functioning disorder, as well as speech and language disorders. The most common comorbid conditions are described in the following passages:

Anxiety: Students with dyslexia frequently demonstrate symptoms related to anxiety. Even with systematic supports in place, some students may feel frustration, confusion, or worry surrounding the perception of an impending academic failure. Families and schools can partner to provide emotional support systems and interventions to enable students to learn to cope with anxiety.

ADHD: While there is not a causal link between dyslexia and ADHD, it is estimated that 30% of students with dyslexia are also impacted by ADHD. Characteristics of ADHD include impulsivity, inattention, distractibility, and hyperactivity. A diagnosis of ADHD is made in a clinical setting after a thorough examination and data collection process.

Dyscalculia: Dyscalculia is a specific learning disorder with impairment in mathematics, reading, or written expression. According to the American Psychiatric Association, there is no single form of math disability. Symptoms may present when attempting to grasp math concepts such as time, measurement, and spatial reasoning, or when solving arithmetic problems.

Dysgraphia: Dysgraphia is a learning disability that affects fine motor skills. Often displayed in writing, dysgraphia interferes with spelling, word spacing, and the ability to document thoughts on paper. With so much time focused on creating letter shapes, students often lose narrative direction and forget what they wanted to write. Students with dysgraphia may benefit from explicit handwriting instruction and keyboard accommodations.

Executive Functioning Disorder: Executive functioning relates to the use of skills to organize and act on information. The following skills are central to executive functioning:

1. Metacognition - awareness of one's own thought processes.
2. Working memory
3. Attention / focus
4. Self-control
5. Target-directed persistence
6. Cognitive flexibility

Students with an executive functioning concern may have challenges paying attention, remembering items, organizing tasks, managing time, or maintaining control in order to analyze a problem.

Speech and Language Disorders: Students on the dyslexia spectrum may also present with common speech or language disorders. Some students may have difficulty articulating sounds or with the accuracy of sound production. While impairments in reading and language are discrete disorders, they are often closely related conditions.

Gifted Learners with Dyslexia

Students identified with dyslexia exhibit incredible strengths in other academic or non-academic domains and can be identified as gifted. Twice-exceptional (also called 2e) students are difficult to identify because they possess the characteristics of gifted students and the characteristics of students with disabilities. Gifted characteristics may mask disabilities, or disabilities may mask gifted potential.

Either the strengths, the disabilities, or both may not be identified. The difficulty in the identification of such students makes it especially critical for this special population and their unique needs to be specifically highlighted in this handbook. Twice-exceptional students can use their strengths to compensate for their reading challenges, and both their dyslexia and giftedness can be missed.

Twice-exceptional students are those who are both: Identified as gifted and identified with a disability, according to federal and state criteria — and the disability qualifies them for either an Individual Education Plan (IEP) or a Section 504 Plan. Still other gifted students with dyslexia sometimes become frustrated and, feeling markedly misunderstood, drop out of school and never realize their potential. Gifted students with dyslexia are at risk because their educational and social emotional needs often go unnoticed or, in some instances, are misinterpreted.

As with all students identified with dyslexia, it is essential that the identification and evaluation process be comprehensive, allowing for a thorough understanding of the whole individual — not just their weaknesses, but also their strengths. Early identification is important for this special population of students, as it is for all students with dyslexia, since reading challenges and teachers' misperceptions about students' capabilities and efforts can take a significant toll on twice-exceptional students' belief in their abilities and strengths.

Understood.org has a fact sheet titled "7 Myths About Twice-Exceptional (2e) Students" available on their webpage.

State and Federal Laws Relating to Dyslexia

Federal and Oregon laws create minimum requirements for Oregon public schools in serving students with dyslexia. The following are key pieces of state and federal legislation and guidance that govern our work.

The Oregon Legislature passed Senate Bill 612 in 2015. SB 612 did the following:

- Required the Oregon Department of Education (ODE) to designate a Dyslexia Specialist to provide school districts with support and resources to assist students with dyslexia and their families
- Required ODE to develop and communicate annually a list of training opportunities for districts related to dyslexia
- Required each school district to ensure that at least one K-5 teacher in each K-5 school receives training related to dyslexia
- Required ODE to develop a plan to ensure that every student who is first enrolled at a public school in the state for kindergarten or first grade receives a screening for risk factors of dyslexia. The plan was developed and presented to the legislature in September of 2016

The Oregon Legislature passed Senate Bill 1003 in 2017. SB 1003 did the following:

- Carried forward the dyslexia-related training requirements from SB 612
- Extended the deadline for completion of the training
- Included requirements for districts to universally screen for risk factors of dyslexia in kindergarten
- Required ODE to develop guidance for districts regarding instructional support for students who demonstrate risk of reading difficulties, including dyslexia
- Required ODE to submit a report to the legislature related to best practices for screening and instructional support

IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal law that makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children. The IDEA governs how public schools provide early intervention, special education, and related services to eligible students with disabilities.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination based on disability. Under Section 504, students with disabilities have the right to reasonable accommodations.

Federal Guidance

The U.S. Department of Education issued a "Dear Colleague" letter on October 23, 2015, clarifying the responsibilities of educators in providing services to students with dyslexia, dyscalculia, and dysgraphia under the Individuals with Disabilities Education Act (IDEA). The letter clarifies that "there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in the IDEA evaluation, eligibility determinations, or IEP documents."

ASSESSMENT, INSTRUCTION, & ACCOMMODATIONS

Assessment

Continuum of Assessment with Reading Difficulties

Assessment for reading difficulties begins in the classroom. Based on data obtained through classroom work samples and/or universal screening, a student may be referred to the building's student success team for further assessment and intervention. While school districts do not diagnose dyslexia, these assessments can document a pattern of strengths and challenges that are commonly seen in dyslexia.

Classroom Assessments that Point to Dyslexia

Teachers use formative and summative assessments to evaluate students for the characteristics of dyslexia. These assessments provide measures of decoding, fluency, and spelling skills and may also measure the underlying skills of phonological awareness and, more specifically, phonemic awareness.

Sometimes a student may be reading at grade level despite indicators of difficulty with reading fluency and/or spelling. When a student's strengths in oral language assist them in compensating for word-level decoding difficulties (by helping them to predict words, etc.), it is particularly important to assess non-contextual decoding skills, reading fluency, and spelling skills using such measures as phonics surveys, oral reading fluency, and spelling inventories.

Screening for Dyslexia

All kindergarten and first grade students are screened for dyslexia using a state-approved universal screener that measures phonological awareness, letter-sound correspondences, and rapid naming. Students new to the district beyond first grade may also be screened. At any point in a student's educational career, families, teachers, counselors, or the student themselves may request a screening for indicators of dyslexia. This type of request would be appropriate whenever a concern about a student's ability to decode accurately and/or fluently arises. To request a screening, guardians may contact their child's classroom teacher, school counselor, or building administrator.

Multi-Tiered Systems of Support (MTSS)

MTSS focuses on providing high-quality instruction for all students. For literacy, classroom teachers provide strong reading instruction daily, working with both large and small groups of students during the designated reading time. All students are screened multiple times across the year. The results from the screening help schools determine students who may need additional support to ensure they are on track for healthy reading outcomes. Schools use the screening data to plan for additional small group reading support for these students who show risk factors for reading difficulties. Teachers monitor the progress of students receiving additional support and use the data to increase the level of intensity of the reading support as needed. The team may propose additional interventions, a referral for consideration of a 504 plan, or a referral for consideration of a special education evaluation.

Areas to Consider for Evaluation

An evaluation for an individual with reading concerns includes phonological awareness (the ability to hear and manipulate sounds within words), word reading and phonics skills, reading fluency, and reading comprehension. Tests of oral language skills are considered, given the overlap between spoken and written language. Various tests are available to assess these areas.

Students with dyslexia often have:

- Difficulties with phonological and phonemic awareness. Assessments target the student's ability to distinguish sounds within words, segment sounds within words, and blend sounds to form words
- Difficulties developing phonic and word reading skills. Assessments target real word reading, as well as nonsense word reading
- Compromised fluency and reading rates. Assessments target the reading rate of individual words as well as that of a connected text

Once evaluations are completed, the results are shared with the student's parents or guardians and, as appropriate, with the student. Informal evaluation results are shared with the school's student success team, school counselor, and/or the student's classroom teachers. Formal special education evaluation results are shared with the student's special education team for consideration of special education eligibility under the Individuals with Disabilities Education Act (IDEA).

Reading Intervention Flowchart Kindergarten - Part 1

Kindergarten Flow Chart Part 1 - FALL
Screening Data from Current School Year (Rigby, DIBELS {FSF First Sound Fluency & LNF Letter Naming Fluency}), IDEL (SI)

- Above Grade Level
- Grade Level
- Some Risk
- At Risk

In-Program Assessments (HMH, CFAs)

- Above Grade Level: Extension of Core Reading Program
- Grade Level: Pass → Continue Core Reading Program
- Some Risk / At Risk: No Pass
  Parent Contact at Conferences to Share Concerns
  → Continue Core Reading Program
  PLUS
  Tier I Intervention:
  Small Group, WIN
  Re-teach of skills not mastered in program
  (RF.K.1.d - correlates to LNF) taught through 12/2
  (RF.K.3.a - correlates to FSF) taught through 1/15

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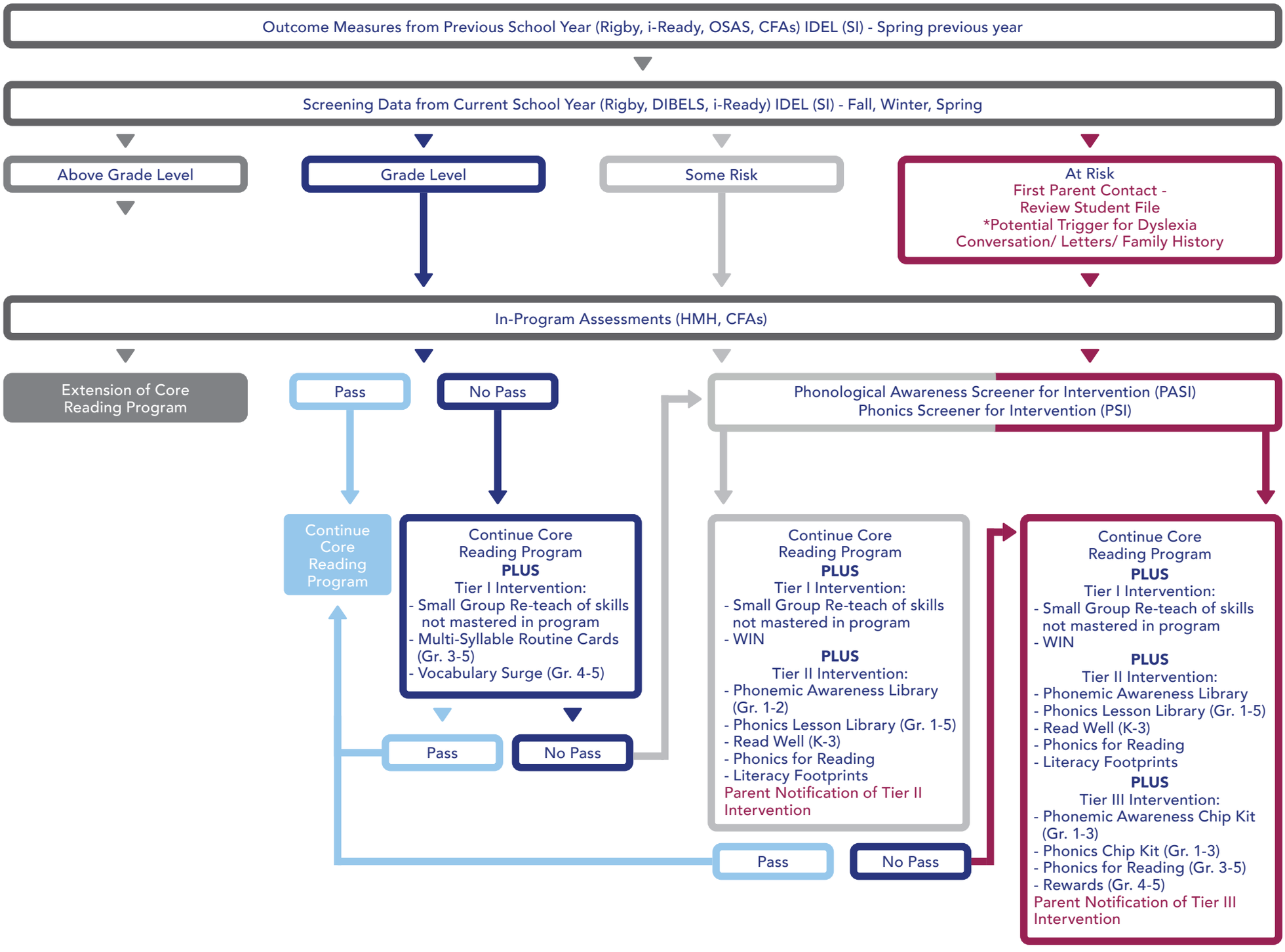
Reading Intervention Flowchart Kindergarten - Part 2

Kindergarten Flow Chart Part 2 - WINTER
Screening Data from Current School Year (Rigby, DIBELS {FSF First Sound Fluency, PSP Phoneme Segmentation Fluency, LNF Letter Naming Fluency, NWF Nonsense Word Fluency}), IDEL (SI)

Above Grade Level	Grade Level	Some Risk	At Risk
In-Program Assessments (HMH, CFAs)			
Extension of Core Reading Program	Pass	No Pass Parent Contact at Conferences to Share Concerns	
	Continue Core Reading Program	Continue Core Reading Program **PLUS** Tier I Intervention: Small Group, WIN Re-teach of skills not mastered in program (RF.K.1.d - correlates to LNF) taught through 12/2 (RF.K.3.a - correlates to FSF) taught through 1/15	

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READING INTERVENTION FLOWCHART GRADES 1-5



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Assessment Tools

Please note: this list is not comprehensive. It is a list of some assessments available within the Lake Oswego School District that may be appropriate when assessing students for reading/literacy difficulties.

Informal Screeners for Literacy

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Really Great Reading Diagnostic Decoding Surveys
- Really Great Reading Phonological Awareness Survey
- Phonological Awareness Screening Test (PAST)
- Phonological Awareness Screener for Intervention (PASI)
- Phonics Screener for Intervention (PSI)
- easyCBM Reading
- Informal spelling inventories, such as the Words Their Way Qualitative Spelling Inventories
- Informal reading inventories, such as the Qualitative Reading Inventory-6th edition
- Family Histories
- Student Language Scale: Screener for Language & Literacy Disorders
- Scholastic Reading Inventory (SRI)
- System 44 Phonics Inventory
- Fountas & Pinnell Benchmark Assessment System (BAS)
- Smarter Balanced Assessment - English Language Arts
- Rigby Benchmark Assessment (HMH)

Assessment of Phonological Processing

- Comprehensive Test of Phonological Processing-2 (CTOPP-2)
- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Phonological Processing subtest
- *Test of Integrated Language and Literacy Skills* (TILLS) - Phonemic Awareness and Nonword Repetition subtests
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Sound Awareness subtest

Assessment of Single Word Decoding

- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Letter & Word Recognition and Nonsense Word Decoding subtests Age range: 4:6-90+
- *Test of Integrated Language and Literacy Skills* (TILLS) - Nonword reading subtest Age range: 6:0-18:11
- *Test of Silent Word Reading Fluency-2* (TOSWRF-2)
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Word Reading and Pseudoword Decoding subtests
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Letter/Word Identification and Word Attack subtests

Assessment of Oral Reading Fluency

- *Gray Oral Reading Tests-4* (GORT-4)
- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Word Recognition Fluency, Decoding Fluency, and Silent Reading Fluency subtests
- *Test of Integrated Language and Literacy Skills* (TILLS) - Reading Fluency subtest
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Oral Reading Fluency subtest
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Reading Fluency subtest

Assessment of Reading Comprehension

- *Gray Oral Reading Tests-4* (GORT-4)
- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Reading Comprehension subtest
- *Oral and Written Language Scales-II* (OWLS-2) - Reading Comprehension scale
- *Test of Integrated Language and Literacy Skills* (TILLS) - Reading Comprehension subtest
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Reading Comprehension subtest
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Passage Comprehension subtest

Assessment of Oral Language Skills

- *Clinical Evaluation of Language Fundamentals-5* (CELF-5)
- *Comprehensive Assessment of Spoken Language-2* (CASL-2)
- *Kaufman Test of Educational Achievement*-II (KTEA-II) - Listening Comprehension, Oral Expression, and Associational Fluency subtests
- *Language Processing Test*-3 (LPT-3)
- *Oral and Written Language Scales-II* (OWLS-2)
- *Test of Adolescent and Adult Language-4* (TOAL-4)
- *Test of Integrated Language and Literacy Skills* (TILLS)
- *Test of Language Development - Primary-4* (TOLD-P:4)
- *Test of Language Development - Intermediate-4* (TOLD-I:4)
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Listening Comprehension and Oral Expression subtests
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Picture Vocabulary and Oral Comprehension subtests

Assessment of Spelling

- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Spelling subtest
- *Test of Early Written Language-3* (TEWL-3)
- *Test of Integrated Language and Literacy Skills* (TILLS) - Nonword Spelling subtests
- *Test of Written Language-4* (TOWL-4)
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Spelling subtest
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Spelling and Spelling of Sounds subtests

Assessment of Written Language Skills

- *Kaufman Test of Educational Achievement-II* (KTEA-II) - Written Expression and Writing Fluency subtests
- *Oral and Written Language Scales-II* (OWLS-2) - Written Expression scale
- *Test of Early Written Language-3* (TEWL-3)
- *Test of Written Language-4* (TOWL-4)
- *Wechsler Individual Achievement Test-III* (WIAT-III) - Alphabet Writing Fluency, Sentence Composition, Essay Composition subtests
- *Woodcock Johnson IV Tests of Achievement* (WJ-IV Achievement) - Writing Samples, Sentence Writing Fluency, Editing subtests

Instruction

Core Instruction for Students with Dyslexia

The Lake Oswego School District is committed to providing high quality core instruction for all students. Students with dyslexia benefit tremendously from having access to both a strong comprehensive literacy program as well as structured responsive language intervention to address specific areas of need.

Evidence based instructional practices that support reading development in grades K-5 are the foundational pillars of core instruction. The integral elements of a comprehensive literacy program include explicit and systematic instruction in the following domains:

Phonological Awareness: Students are taught the skills of listening for, distinguishing, and manipulating words, word parts, and individual sounds in spoken language. Phonological awareness proficiency is the strongest indicator of a student's future reading success. "Every point of a child's development of word level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to the sight vocabulary" (Kilpatrick 2015). Direct instruction and early intervention of phonological awareness can greatly reduce and alleviate a student's reading and spelling difficulties.

Phonemic Awareness: Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills.

Phonics & Word Study: Students are taught the relationship between printed letters and phonemes (the sounds they make) and how to apply this knowledge to reading and spelling. By being taught common and complex phonetic patterns, syllabication types, and morphological word structures, students can apply these relationships to decode (read) and encode (spell) increasingly complex text and multisyllabic words.

Fluency: Students are taught to read high frequency words automatically. They are also given explicit instruction in and opportunities to practice appropriate phrasing, intonation, and attention to punctuation in order to support comprehension of text, grammar, and the mechanics of language.

Vocabulary: Students are taught the meaning of academic and unknown words to help them respond to a variety of complex texts. They are given word analysis (morphology) instruction to use root words, affixes and origins to better understand unfamiliar and content vocabulary.

Comprehension: Students are taught reading comprehension practices to scaffold their understanding of literary and informational text. Students read, listen to, understand, and critically analyze a variety of texts to develop a deep knowledge of oral and written language and its structure, meaning, and purpose.

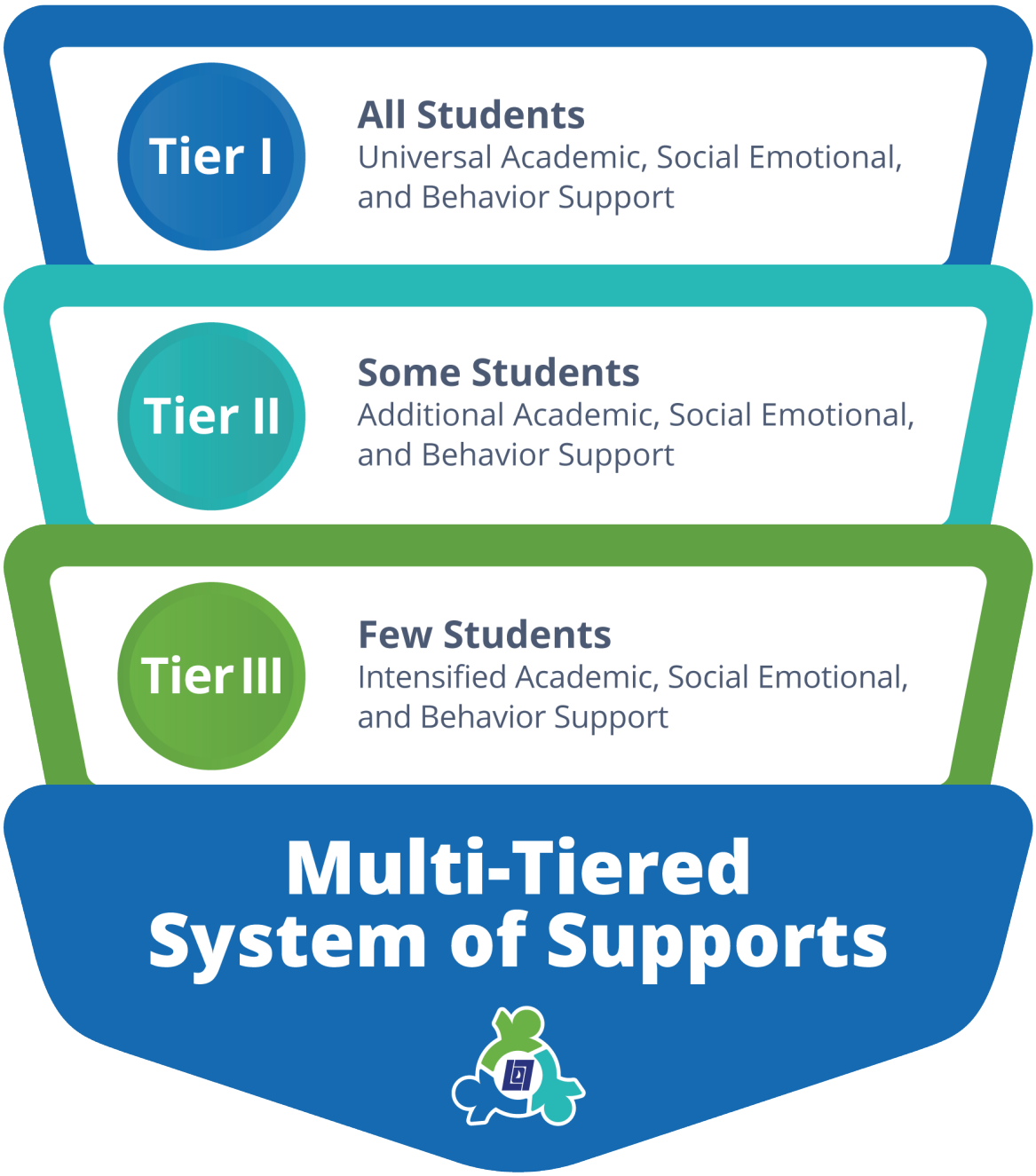
Speaking and Listening: Students engage in actively communicating ideas and opinions in formal and informal settings for a variety of audiences and purposes. They are able to receive and utilize information as a means to build knowledge and understand the information and ideas presented by others.

Writing: Students receive direct and systematic instruction of writing as a means to respond to literature and content instruction through interactive, shared, guided, and independent writing opportunities. Writing encompasses communication of ideas both verbally and written in order to support opinions, demonstrate understanding of cross curricular subjects, and convey real and imagined experiences and events through reading, writing, and speaking practice.

Instructional Practices: Teachers initiate ALL student learning through high yield instructional strategies and routines. By providing quality, engaging instructional practices and differentiation within core instruction, teachers make objectives visible to actively involve students in their learning.

Responsive Instruction: Student learning is continually measured and carefully monitored to inform new and challenging reading goals for each individual student's ongoing reading progress. Specific response to student needs is skill targeted, intentional, and intensively appropriate to support student mastery of cumulative skills.

Motivation: Students are provided opportunities to access a variety of texts and build motivation to read for enjoyment and the learning of new information. Students are given opportunities to display proficiency through multiple processes. The ultimate goal of independent reading for multiple purposes across content areas is paramount for all students.



Multi-Tiered System of Supports (MTSS) is a framework to provide targeted support for students in all realms: academic, behavioral and social-emotional. Students receive instruction in their core classes where they are regularly monitored for progress and interventions are put in place when necessary. Students are observed for strengths as well as weaknesses, and educators use that data to provide appropriate instruction. If a student is struggling, this information will be used to determine whether interventions need to be intensified, including adding a support class or providing small group instruction.

What are the Tiers of Support?



Tier III - Few Students
Intensified Academic, Social Emotional and Behavior Support
In addition to receiving high quality classroom instruction in Tier I, a few students also receive intensive and individualized support for identified academic or behavioral needs. Tier III interventions supplement standards-based grade level instruction and may happen in the regular classroom or in other settings.
Note: Tier III supports are not synonymous with Special Education Services.



Tier II - Some Students
Additional Academic, Social Emotional and Behavior Support
In addition to receiving high quality classroom instruction in Tier I, some students also receive targeted supplemental instruction for identified academic or behavioral needs. Tier II interventions supplement standards-based grade level instruction and may happen in the regular classroom or in other settings.



Tier I - All Students
Universal Academic, Social Emotional and Behavior Support
All students receive high quality instruction and participate in social-emotional learning in the classroom. Classroom teachers use formative assessments to monitor progress toward grade level standards and to differentiate instruction.

Planning Interventions to Support Dyslexia

Successful Interventions Components

- Student needs are specifically identified; interventions are matched to the underlying skill deficits and are delivered by a trained professional
- Instruction is well planned, sequenced, and implemented with fidelity
- Students improve by building necessary skills/strategies
- Progress is monitored on the specific skill/strategy and discussed on a consistent basis
- Communication occurs between the interventionist and all other stakeholders, including families

Students continue to receive high quality core instruction. Educator teams may choose to provide an individualized evidence-based plan of instruction or use an evidence-based program. Additionally, teams will plan accommodations to support students in their core instruction. As dyslexia may impact behavior and wellness as well as academics, plans will address multiple areas of student need.

Reading
A student with dyslexia has trouble decoding or reading fluently regardless of high-quality reading instruction and cognitive strengths. Having dyslexia does not mean students automatically need special education services. Most students will need some instruction in phonological skills; the duration and frequency will depend on their level of need. Some may only require accommodations.

Writing
Students with dyslexia experience a range of difficulty regarding writing. The most common struggle is with spelling, although some may also struggle to articulate and organize ideas, and others may struggle with both. Writing can be very labor intensive for a student with dyslexia. Trying to use words that are difficult to spell may cause a student to avoid complex language and stick to easier words. The sheer effort in trying to organize and create a logical sequence can also be challenging, and without accommodations a student may not be able to express their ideas at grade level.

Improving phonological skills can translate to improved spelling, which often leads to better writing. Additionally, supports such as graphic organizers, text to speech, word banks, and in some cases, targeted writing instruction will also support a student with dyslexia who has co-existing writing challenges. Student success teams will use data to determine what level of support is appropriate for each student.

Mathematics
A student with dyslexia may have difficulty with reading and writing in relation to other subjects, such as math. Math can be particularly challenging because in addition to requiring students to read and understand word problems and give written answers, it also involves recalling numbers rapidly, and using working memory to do multi-step problems and solve problems mentally. Students may need accommodations to successfully meet the reading and writing demands of math. Student success teams will use data to determine the necessity and type of accommodations for students with dyslexia according to their individual needs. This may involve instruction in math problem solving strategies, or access to a multiplication chart or other notes.

Behavior and Wellness
A student with dyslexia may be impacted socially and emotionally. Every student is different, and their range of experiences and outward behaviors will vary. Some may develop outwardly with noticeable behaviors such as disruption, avoidance or gaining negative attention. Others may become anxious or depressed, behaviors which may be less obvious. Student success teams will use data to implement supports for students based on their individual needs.

Interventions and Specialized Reading Programs

Lake Oswego School District is committed to identifying and addressing the needs of each student to understand and maximize their learning potential. Oregon law requires our schools to screen all kindergarten and first grade students for family and developmental history who have been identified as not making sufficient progress towards reading goals. The LOSD extends those screening requirements to all students in 2nd through 3rd grade and those not meeting reading benchmarks in 4th and 5th grade. These screenings are designed to give valuable information to help school staff identify students who need further evaluation in order to develop and implement reading instruction that specifically meets individual students' needs.

Based upon screening results and additional diagnostic evaluation in the areas of phonological awareness, phonics and benchmark reading assessments, student success teams determine if a child would benefit from targeted, skill specific, supplemental reading or writing instruction. To help a child reach grade-level reading benchmarks, the following reading support may be provided in addition to, but not in place of, core reading instruction:

(1) Small group differentiated instruction with classroom teacher
(2) Supplemental reading intervention with reading specialist and/or Title I teacher
(3) Additional practice/reinforcement with instructional assistant

Each child is continually monitored by their classroom teacher and literacy specialist to evaluate necessary progress and parents are informed if any changes are needed in their reading support plan.

Literacy Instruction and Intervention
Tier I, Tier II, Tier III

GRADE	TIER I Emerging/grade level CORE Curriculum		TIER II Emerging/low emerging CORE + intervention		TIER III Significantly below grade level CORE + Intervention or Reduced/Replaced CORE + Intervention	
	Time	**Instructional Options**	**Time & Group Size**	**Instructional Options**	**Time & Group Size**	**Program Options**
K	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map Heggerty Needs small group w/ resources (leveled decodable texts)	**Add 10 – 15 Minutes daily** Small/Large Group **Add minutes – Title I Supplemental**	95% Group Phonemic Awareness Leveled Library Read Well K consider for Tier I for K with training Heggerty	**Add 30 + Minutes daily** Small Group	Heggerty Read Well Dyslexia Toolkit Orton Gillingham approach
1	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map Heggerty	**Add 20 - 30 minutes daily** Small group **Add minutes – Title I Supplemental**	95% Group Phonemic Awareness Leveled Library 95% Group Phonics Lesson Library Read Well 1 Dyslexia Toolkit Heggerty	**Add 30 + Minutes daily** Small Group	Heggerty Read Well Dyslexia Toolkit Orton Gillingham approach
2	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map Heggerty	**Add 30 minutes 3 times per week** Small group **Add minutes – Title I Supplemental**	95% Group Phonics Lesson Library Heggerty	**Add 30 + Minutes daily** Small Group	Corrective Reading A Dyslexia Toolkit Heggerty Orton Gillingham approach
3	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map Heggerty	**Add 20 - 30 minutes daily** Small group **Add minutes – Title I Supplemental**	95% Group Phonemic Awareness Leveled Library 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints Read Well 2 Heggerty	**Add 30 + Minutes daily** Small Group	Corrective Reading B1, B2 Rewards Phonics for Reading Dyslexia Toolkit Heggerty Read Well Orton Gillingham approach
4	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map	**Add 30 minutes 3 times per week** Small group **Add minutes – Title I Supplemental**	Vocabulary Surge 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints	**Add 30 + Minutes daily** Small Group	Corrective Reading B1, B2, C Phonics for Reading Rewards Dyslexia Toolkit Heggerty Read Well Orton Gillingham approach
5	**90 Minutes Daily** **Classroom**	HMH Supplemental Materials from ELA Unit Map	**Add 30 minutes 3 times per week** Small group **Add minutes – Title I Supplemental**	Vocabulary Surge 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints	**Add 30 + Minutes daily** Small Group	Corrective Reading B1, B2, C Rewards Phonics for Reading Dyslexia Toolkit Read Well Heggerty Orton Gillingham approach
6, 7, 8	**43-51 Minutes Daily** **Language Arts Classes**	Novel Studies Lit Circles Glencoe Supplemental Materials from ELA Unit Map Explicit vocabulary instruction Differentiated instruction and Tier I scaffolding as needed Universal accommodations such as Snap & Read/Co-Writer	**43-51 minutes daily + Core LA Classes (~10 - 20 students)** **28 minutes 3 times a week Advisory (~10 - 20 students)**	LANGUAGE Live! Lexia Academic Support Center - Goal setting - Managing - Responsibilities - Test taking strategies - Self advocacy - Managing assignments and projects - Snap & Read/Co-Writer Advisory intervention - Preteaching - Reteaching - Explicit instruction based on targeted needs - Extended time to work with content and teacher - Snap & Read/Co-Writer	**43-51 minutes daily + Core LA Classes (~2-10 students)**	LANGUAGE Live! Lexia Read 180 - Fluency - Comprehension - Spelling - Vocabulary - Growth Mindset - Snap & Read/Co-Writer Reading Strategies - Phonics - Orton Gillingham approach - Vocabulary - Snap & Read/Co-Writer System 44 - Decoding/phonics - Fluency - Spelling - Snap & Read/Co-Writer

Tier 3 Program	Targeted Students	Program Description	Research-based Practices	PA	P	F	V	C	W
Corrective Reading Decoding (A, B1, B2) McGraw Hill Education	Grades 3-12	• Supplemental reading intervention • Targets phonemic awareness, phonics, and vocabulary to increase decoding skills • Recommended instructional time: 45-50 minutes daily	• Direct instruction • Systematic and explicit • Mastery based learning • Progress monitoring	★	★	✓	★	✓	
► Phonics for Reading	Grades 3-6 ► may be used in grades 1-2	• Supplemental reading intervention • Targets phonemic awareness, phonics, and vocabulary to increase decoding skills • Recommended instructional time: 45-50 minutes daily	• Systematic and explicit • Mastery based learning • Progress monitoring	★	★	★	★	★	✓
Read Naturally™	Grades 1-8	• Supplementary fluency program • Nonfiction stories: readability levels 1-8 • Audio/software versions • Read Live (web based) • Recommended instructional time: 30 min/day	• Teacher modeling • Repeated readings • Progress monitoring			★		✓	
►Read Well® K, 1, and 2 VoyagerSopris Learning™	• Read Well K - Kindergarten • Read Well 1 - 1st and 2nd graders • Read Well 2 - 2nd and 3rd graders	• Comprehensive literacy curriculum when paired with RW Composition & RW Spelling and Writing • Recommended instructional time: - RW 30-40 min/day - RW Comp 30 min/day - RW Spelling & Writing: 20 min/day	• Differentiated instruction • Systematic and explicit • Mastery-based learning • Progress monitoring	★	★	★	★	★	★
Reading Mastery Signature Edition 2008 McGraw Hill Education	Grades K-5	• Supplemental reading intervention • Targets phonemic awareness, phonics, and vocabulary and beginning comprehension skills • Recommended instructional time 30-45 minutes daily		★	★		✓	✓	
REWARDS® (Reading Excellence: Word Attack and Rate Development) Intermediate: Grades 4-6 Secondary: Grades 7-12 VoyagerSopris Learning™	Grades 4-12 • Students whose reading skills are at least at a mid 2nd grade level • Students who have mastered single syllable words and are ready for multisyllabic words	• 25 lessons • Targeted strategy instruction for decoding multi- syllabic words • Recommended instructional time: 60 min/day for 6 weeks or 30 min/day for 12 weeks	• Direct instruction • Systematic and explicit • Intensive • Gradual release model • Progress monitoring		✓	★	✓	✓	
Read 180 Secondary: Grades 6 -12	Grades 6-8 • Students whose reading skills are one or more grade levels below • Students who are not meeting SBAC benchmarks • Students who are referred by a teacher	• Three prong approach: small group instruction, independent reading, student application • Targeted strategy instruction for decoding multi- syllabic words • Vocabulary, comprehension, spelling and growth mindset focus • 43 - 51 minutes daily until student reaches grade level lexile and has teacher recommendation.	• Direct instruction • Systematic and explicit • Intensive • Student interest based • Progress monitoring • Frequent and multiple feedback methods		✓	★	★	★	✓
System 44 Secondary: Grades 6-12	Grades 6-8 • Students whose decoding skills are in the pre, beginning or developing decoder range • Students who are not meeting state benchmarks • Students who may have a higher lexile but show indicators of dyslexia that impact their fluency	• 43 - 51 minutes daily until they complete the 44 lessons and have grade level fluency and a Lexile above 600 or phonics inventory above 20 • Students receive instruction in morphology and word study simultaneously • Fluency practice with targeted decoding skills	• Direct instruction • Systematic and explicit • Intensive • Student interest based • Progress monitoring • Frequent and multiple feedback methods	►★	►★	►★	✓	✓	
Reading Strategies Course Orton Gillingham Intermediate: Grades 6-8	Grades 6-8 • Students whose decoding skills are in the pre- or beginning decoder range. • Students who are not meeting state benchmarks. • Students who are reading several years below grade level	• 43 - 51 minutes daily until a minimum of 11 on the phonics inventory then move to System 44 and/or Read 180 • Instruction is primarily focused on accurate decoding and encoding. (Developing sound/symbol correspondence)	• Direct Instruction • Explicit • Systematic & Cumulative • Intensive • Multisensory • Errorless Learning	►	►	►	►	►	

PA-Phonemic Awareness P-Phonics F-Fluency V-Vocabulary C-Comprehension W-Writing

★ Covers most to all aspects of this literacy element

✓ Covers some aspects of this literacy element

► Indicates programs with evidence of effectiveness for students with dyslexia.

Special Education Services for Students with Dyslexia

Procedures for Identification of Students with Specific Learning Disability for Special Education Services
The referral process for consideration of special education eligibility can be initiated by an educator, a parent, or guardian. Often this referral is based on concerns regarding:

- Weak performance in areas of reading, spelling, or writing that is unexpected for the student's age/grade
- Characteristics or markers of dyslexia indicated by assessments, family history, or observations

Data is collected and brought to the Student Success Team. After reviewing all the available data from multiple sources, the Student Success Team may propose interventions, further assessment, and/or refer for special education eligibility determination.

If a referral for a special education assessment is made, an evaluation planning meeting will be scheduled. Parents and/or guardians are a vital member of the special education team and will be invited to attend. The assessment battery that is considered by the team may include a psychological evaluation, an educational evaluation, and a social-emotional evaluation. No evaluations are conducted unless there is written consent from a parent or guardian. At or after the meeting, and at each subsequent meeting, parents/guardians will be provided with copies of all special education documentation.

Upon completion of evaluations, the IEP team, including the parent(s)/guardian(s), will reconvene within 60 school days to review all results and complete the process for determining whether the student qualifies as a student with a disability. The team will discuss and review the criteria, based on Oregon Administrative Rules (OAR), for any areas of suspected eligibility in which the student may qualify. Students with dyslexia are often considered for the area of specific learning disability (LD). The LD criteria is based on a strengths and weaknesses model of eligibility. When comparing the cognitive and academic performance areas the assessment components must indicate at least one area of strength and one area of weakness. The team will discuss if the student has patterns of underachievement, demonstrates a processing disorder and requires specially designed instruction prior to eligibility determination.

A pattern of underachievement can be established by consulting multiple data sources. Students with dyslexia may have developed compensatory strategies, leveraging comprehension skills to mask decoding and fluency difficulties; it is recommended that direct assessments of these skills be examined. Spelling difficulties are related to dyslexia as well, and spelling inventories and writing samples may be important data sources. Finally, students with dyslexia may exhibit difficulties at home that are less evident at school, so data should be collected about student difficulties with homework, test preparation, and other assignments.

The comprehensive evaluation results will be reviewed for the next eligibility criterion, **a processing disorder.** Students with dyslexia most frequently exhibit decoding, spelling or fluency difficulties that stem from a phonological processing disorder. In fact, phonological difficulty is a defining characteristic of dyslexia (see the section entitled, "Definition and Continuum of Dyslexia.") Other processing disorders can also contribute to reading difficulties (e.g., rapid automatized naming, processing speed, working memory).

Another eligibility criterion states that the student must require **specially designed instruction** as a result of the specific learning disability that cannot reasonably be provided solely through general education. Specially designed instruction is more than short term participation in a specialized reading program. The federal law, IDEA, defines specially designed instruction as adapting, as appropriate, the content, methodology or delivery of instruction to address the unique needs of the student that result from the disability, and to ensure student access to the general curriculum. A student may have dyslexia and may require accommodations and interventions, but not necessarily require specially designed instruction.

Parents/guardians who disagree with an eligibility determination have the right to appeal a decision made by the eligibility team. Refer to the Oregon Department of Education's Procedural Safeguards Manual.

Individualized Education Program

For students found eligible for special education services, an Individualized Education Program (IEP) must be developed within 30 school days of the eligibility meeting. The IEP will address the special education services, related services (if required), and accommodations the student will receive during the year. Services are individualized to the student's needs and will differ from student to student depending on the identified areas of weakness and severity of the dyslexia. The distinguishing characteristic of dyslexia as one of the types of specific learning disabilities, is a specific weakness at the phonological level, resulting in difficulties with accurate and/or fluent word recognition and poor spelling. If this is a specific area of need, the IEP team will propose targeted goals and specially designed instruction to address weaknesses in decoding, spelling, fluency, and/or writing. An IEP may indicate the need for Assistive Technology. The IEP will address goals in areas beyond literacy, if deemed appropriate for that student.

Once the initial IEP has been developed, the parents/guardians have the right to accept or decline the proposed Individualized Education Program by signing the Initial Consent for Special Education Services form to indicate their choice.

The IEP team, which includes the parents or guardians, reconvenes at least annually to report on progress, set new goals, determine hours of service and delivery options, and discuss accommodations. Any IEP team member can request an IEP meeting at any time if there are concerns about whether the IEP meets the student's needs. As appropriate, the student can be included as a member of his or her own IEP team.

Section 504 Referral Flowchart: *www.losdschools.org/student-services/section-504-referral-flow-chart*
IDEA Referral Flowchart: *www.losdschools.org/student-services/idea-referral-flow-chart*

Accommodations

Accommodations for Students with Dyslexia

What are Accommodations?
Accommodations ensure that students with dyslexia have equal access to the same instructional material and meet the same academic standards without being hindered by their learning differences. The term "accommodation" may refer to an alteration of environment, curriculum format, time allotted for an assigned task, or equipment that allows a student with dyslexia to access material or complete an assignment. Accommodations do not change the material being taught, the standards being met, or the skills or knowledge being assessed. Accommodations do not give students an unfair advantage over their peers. In addition, accommodations can be reviewed, changed, and updated at any time.

What is the Difference Between Accommodations and Modifications?
It is important to note the difference between the term accommodation and modification. Accommodations change **how** a student learns or accesses the curriculum. Modifications change **what** material a child is expected to master. Testing accommodations change **how** a student expresses their understanding of a topic, while testing modifications change **what** material is tested. For example, dictating an essay assessment would be an accommodation, while having the child skip the essay portion all together, would be considered a modification.

What are the Lake Oswego School District Universal Accommodations?
Universal accommodations are accommodations that any student can use regardless of eligibility. Universal accommodations are accommodations that any student can use regardless of eligibility. District universal accommodations may be different from what is considered "universal" by the state or for state/SAT/ACT testing. Some examples of universal accommodations that are available to all students in the Lake Oswego School District include:

- Snap and Read
- Co-writer
- Audio Books
- Extended Time
- Breaks
- Calculator (for calculator-allowed math)
- Dictionary
- Thesaurus
- Spell Check
- Text to Speech

Why are Accommodations Important?
Students with dyslexia often have the same cognitive abilities as their peers. Unfortunately, because most knowledge is accessed and shared by reading and writing, children with dyslexia can feel as if the world of school is blocked by a brick wall. Accommodations can provide the step ladder to climb over this wall and experience success in school. Classroom accommodations allow students to access the same instructional material and meet the same academic standards. Testing accommodations are also important. As reading and writing fluency is impacted by dyslexia, testing accommodations are critical in order to ensure that a student's knowledge is being assessed rather than their ability to read the test items or communicate their knowledge in writing.

What is the Student Role in the Accommodation Planning Process?
Students should be involved with the accommodation planning process. Regular discussion of what accommodations are being used and their effectiveness for the student are important in order to continue monitoring their ongoing appropriateness. If students play an active role in these discussions, they can share their experiences with the provided accommodations and suggest changes based on their personal needs.

Suggested Accommodations for Students with Dyslexia

- *Read on demand or read aloud for classroom assignments and assessments and/or standardized tests*
- *Extended time for classroom assignments and tests*
- *Providing frequent breaks from academic and testing tasks*
- *Administering tests orally*
- *Providing options for responses during testing (i.e., multiple-choice, fill-in-the-blank, allowing the student to respond orally rather than in a written format)*
- *Providing options for skill demonstration (e.g., posters, oral reports, blogging, slide presentations, video presentations)*
- *Completing classwork with a partner*
- *Separate testing space*
- *Scribe to record dictated responses*
- *Picture schedules*
- *Visual representations of classroom directions*
- *Access to the teacher's notes or a classmate's notes*
- *Audiobooks (e.g., Learning Ally, Bookshare)*
- *Graphic organizers, both teacher- and student-made*
- *Not called on to read aloud*
- *Grade on content, not conventions*
- *Access to alternate setting and distraction free environment*
- *Alternative seating*
- *Provide with copy of lesson notes*
- *Use of highlighters to organize written information*
- *Post visual schedules and also read them out loud*
- *Provide colored strips or bookmarks to help focus on a line of text when reading*
- *Hand out letter and number strips so the student can see how to write correctly*
- *Use large-print text for worksheets*
- *Provide a glossary of content-related terms*
- *Provide sentence starters that show how to begin a written response*
- *Assistive Technology*

Assistive Technology for Students with Dyslexia

For people with dyslexia, Assistive Technology (AT) provides tools that ease the demands of reading and writing. Assistive Technology helps students with dyslexia save time and overcome challenges, such as slow note-taking, reading agility, and poor handwriting, allowing them to demonstrate their abilities in ways that were once unimaginable. For help with AT, please see the librarian at each school.

Lake Oswego School District

Assistive Technology Tools

Universally available to students and staff at LOSD

	Application	Platform/Works with	Availability
	**Read&Write** Literacy and accessibility support tool	Chrome extension, iOS, and Android	Free to all LOSD students and staff while logged in with a school Google account
	**OrbitNote PDF Reader** Creates accessible PDFs	Chrome extension, iOS, and Android	Free version comes with Read&Write
	**Sora** LOSD online library for audio and ebooks	Find in Google Waffle, available as an app on phones/tablets	Free to all LOSD students and staff while logged in with a school Google account
	**Google Keep** Note taking and organization	Chrome extension, iOS and Android	Available to add to LOSD Chromebooks at any time
	**Google Translate** Translator	Chrome, iOS and Android	Available to add to LOSD Chromebooks at any time
	**Open Dyslexic Font** Changes websites fonts	Chrome extension	Open sourced font that works on websites and Sora automatically when enabled

Other helpful apps/software not provided by LOSD

	**Kami** PDF annotator	Chrome extension, iOS and Android	Available to add to LOSD Chromebooks at any time (does not include premium version) *LOSD provides OrbitNote to annotate PDFs
	**Mote** Literacy platform that provides built-in assistive technology to support learning.	Chrome extension	Free 90 trial, $90/year subscription
	**Natural Reader** Synthesized AI voice for text to speech	Chrome, iOS, and Android	Free users can try Plus Voices for up to 5 minutes per day, or use Free Voices with no limits. Some advanced features are only available to paid users.
	**Speechify** Text to speech reader	Chrome, iOS, and Android	Monthly or yearly plans available

	**EquatIO** Makes math digital	Chrome extension, Windows and iOS	$179 per year for full version
	**Inspiration Maps** Graphic organizer	Chrome extension and iOS	Yearly plans available
	**One Note** Note taking and organization	Microsoft, iOS, and Android	Monthly or yearly plans available
	**Notability** Note taking app	iOS	Free basic options as well as paid plans with more features

Digital Books/Textbooks/Audiobooks/Readers

	**Libby** Public online library for audio and ebooks	iOS, Android phones and tablets	Free, must have a public library card
	**Bookshare** Online library for audio and ebooks	Chrome web reader, or can be paired with Dolphin, Voice Dream, and OpenLORE apps	Free, but students must qualify with a print or physical disability Contact: rodegeri@loswego.k12.or.us
	**Dolphin Easy Reader** For use with Bookshare	iOS, Android phones and tablets	Free reader that pairs seamlessly with Bookshare (student must qualify for a Bookshare account)
	**Voice Dream** Reader for Bookshare	iOS and Android phones and tablets	Free, in app purchases
	**Open LORE** Reader for Bookshare	iOS and Android phones and tablets	Free, in app purchases
	**Learning Ally** Online library for audio and ebooks	iOS, Android, Chrome	$135/year, students must qualify with a physical or print disability.

Devices

	C-Pen Reader pen		Starts at $250

Recommendations for Assistive Technology Resources

Five Myths About A.T.
https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/video-5-myths-about-assistive-technology

LOSD Audiobooks Information, including Snap&Read, Bookshare & Cowriter:
bity.ly/outloudLO

Introduction Video about Assistive Technology:
https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/video-5-myths-about-assistive-technology

Introduction to AT for Reading, including parent video:
https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-reading

Introduction to AT for Writing:
https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-writing

Introduction to AT for Math:
https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-math

Chromebook Apps for Dyslexia:
https://www.callscotland.org.uk/downloads/posters-and-leaflets/chromebook-apps-and-extensions-for-learners-with-dyslexia/

iPad Apps for Dyslexia:
https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyslexia/

Android Apps for Dyslexia:
https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/

iPad Apps for Dyscalculia/Numeracy Difficulty:
https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-learners-with-dyscalculianumeracy-difficulties/

For Transition Planning High School to College:
Center on Technology and Disability, Family Information Guide on Assistive Technology and Transition Planning
https://www.ctdinstitute.org/sites/default/files/file_attachments/Family%20Guide%20to%20AT%20and%20Transition%20Planning.pdf

Local Resources:

FACT Oregon, Parent Training for Disability Support, including help with AT accommodations
https://factoregon.org/get-support/

Assistive Technology Lab, Community Vision, Portland
Open Hours free to the public to learn about assistive technology options, call in advance for Thursday drop-in hours:
http://cv-atlab.org/resources/learning-vocation/

IDA
https://or.dyslexiaida.org/wp-content/uploads/sites/20/2019/04/ORBIDA-Tech-Sheet-Apr2019.pdf

504 Plans for Students with Dyslexia

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, is designed to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. This act requires that no qualified student who demonstrates a physical or mental impairment that substantially limits one or more major life activities shall be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity offered by LOSD. These major life activities include: self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, operation of a major bodily function, and communicating.

See "LOSD Section 504 Handbook LOSD 504 Flow Chart" for additional information about Section 504.

How May Section 504 Apply to Dyslexia?

Students with dyslexia have an impairment which may substantially limit the major life activities of reading, learning, or other areas that indicate they can be considered for Section 504 qualification. Reading or learning limitations may prevent students from fully accessing their instructional program. For example, if a student needs to access written text and they cannot read fluently, that student is not receiving access to the curriculum. In a case such as this, the student may qualify to receive accommodations through a 504 Plan to access the audio version of the text.

This is one of many examples of how dyslexia may pose a limitation to student access to the curriculum. Each student's unique needs should be considered when developing a 504 plan.

504 Process

The 504 process begins by contacting the student's classroom teacher, counselor and/or principal with your concern. Find out where your student is in the Response to Instruction (RTI) process. See "RTI Process Flowchart"

Data is collected and brought to the Student Success Team. After reviewing all the available data from multiple sources, the Student Success Team/Student Services Team may propose interventions, further assessment, and/or refer for a Section 504 initial qualification determination.

A complete description of the 504 process can be found in the LOSD Section 504 Handbook.

What May be Included in 504 Plans for Students with Dyslexia?

Each 504 plan is unique and designed to meet the needs of the student. The 504 plan provides accommodations and services to provide the student with equal access to the educational benefits of the school's programs and activities.

504 accommodations help provide students with dyslexia equitable access to instruction. Accommodations are selected based upon data to support the academic areas and classroom functions that are impacted by dyslexia.

Any student on a 504 plan may access Universal Accommodations. Students may also need additional Assistive Technology supports. Any determination of the need for additional Assistive Technology supports is made following the administration of appropriate assessment(s).

District universal accommodations may be different from what is considered "universal" by the state or for state/SAT/ACT testing.

Oregon's Resources

Oregon's Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf
Student Access - Section 504 Handbook
https://www.oregon.gov/ode/students-and-family/equity/civilrights/Documents/StudentAccess.docx

Language Immersion Students and Dyslexia

All children in kindergarten are given DIBELS as a dyslexia screening including those in Spanish Immersion. If a child in the Spanish Immersion program shows risk factors of dyslexia, LOSD will use Esperanza, a Spanish language Orton-Gillingham program for intervention.

What is Esperanza?
The Esperanza program is a Spanish multisensory structured language approach for reading, writing, and spelling. The goal of the Esperanza program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy.

Esperanza introduction video: https://youtu.be/mO_p0teMwI8

English Learners and Dyslexia

An English Language Learner or "ELL" is a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.

OAR 581-022-2445
Universal Screeners for Risk Factors of Dyslexia

- School districts must include students who are English learners in the universal screening for risk factors of dyslexia
- Screening must be in the student's native language, if the language of literacy instruction is in the student's native language
- Screening must be in English, if the language of literacy instruction is English; or in the student's dominant language, if the student is in a dual immersion program
- School districts may screen students who are English learners in English if a district does not have access to screeners in the student's native language

Characteristics of second language acquisition can look like dyslexia. It is important to ensure that appropriate English language development instruction and scaffolds are in place for the student. It is critical to determine if reading difficulties stem from where a student is in the English language development process or if it stems from a true disability.

Dyslexia is found in people within all cultures and languages. The characteristics demonstrating dyslexia may be different depending on the type of language the student speaks. Some languages are written with syllabic representation rather than letters (such as Japanese Kana) and others may be logographic, meaning the symbol looks like the object it represents (such as Chinese). Languages with a phonemic orthography (such as Spanish, Italian, Turkish, Finnish, Czech and Polish) have a close correlation of letters to sounds.

The core difficulties faced by second language learners who are dyslexic are the same as those of monolingual children with dyslexia. The core problem for these children is difficulty learning to decode written words accurately and fluently so that they can make sense of them and understand written text. If children's word reading skills are impaired, then their comprehension of written text will also be impaired because they cannot read the individual words accurately and fluently enough to create meaningful text.

In addition, students who are second language learners with dyslexia face the challenges encountered by all second language learners—limited vocabulary and grammatical competence and lack of familiarity with the cultural or social context of the text. In this respect, their challenges are different from monolingual children.

Determining if a Student who is An English Learner has Dyslexia

- Characteristics of dyslexia will appear in both the student's native language and in English; assessments done in both languages will help distinguish English learning difficulties from dyslexia
- Conferences with the family will help to determine the student's history in home language development Parents and guardians will be asked when the student learned to speak and if they had any difficulties learning to read and write in the home language
- Testing in the student's native language for skills such as phonemic awareness will be most beneficial

FOCUS ON THE STUDENT

Families and Schools as Partners

The signs of dyslexia are often confusing as family and schools work to figure out the source of difficulty. Guardians who participate in a partnership with the school during the process of evaluating, identifying, and creating an intervention plan for the student are able to contribute in very meaningful ways. Guardians can share information on how the child developed prior to their school years as well as become their child's advocate. By being an advocate, guardians can voice the child's needs when the students is unable to express themselves or understand their own needs. With the school and the guardians working together, the students' individual needs can be met. Guardians may be able to offer insights on the needs of their children on what is sometimes called the "hidden disability".

"Allowing a student with a hidden disability (ADHD, Anxiety, or Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction is no different than failing to provide a ramp for a person in a wheelchair" - author unknown

Students can be successful both academically and socially when families and teachers work as partners. As the student's needs change all involved will need to stay in communication.

A study of adults with dyslexia regarding their experience as children revealed important common ideas about what a child with dyslexia may need from his family and teachers. According to this study, "participants recognized the importance of being self aware of dyslexia. This acceptance of their disability enabled them to identify and use personal strengths in their quest for success. Recognizing personal strengths, having a positive support system, and developing compensatory strategies were all building blocks related to success for the adult with dyslexia" (Nalavany, Carawan, and Rennick 2011).

Participants stated that the following were most important to them:

- Support in exploring, developing, and understanding their strengths
- Support and understanding of the extra time and work traditional academic tasks can require
- Support in helping others, including teachers and peers, to understand dyslexia as a challenge that does not solely define a person
- Support using alternative methods to access information

Tips For Positive Support

It is important that families and educators alike remember that the student with dyslexia is so much more than their reading disability. Often, dyslexia can take a toll on a student's self-esteem. Students with dyslexia often have many strengths and talents. These should be emphasized throughout their school and home experiences. Parents should remember that children with dyslexia are very capable of succeeding in school and can achieve success in a wide variety of professions. It's important to know that while dyslexia impacts learning, it is not a problem of intelligence.

Strategies for families and educators to create a positive support system for students with dyslexia:

- Encourage a positive self-image
  - Celebrate successes
  - Focus on strengths
  - Minimize homework stress by setting time limits, providing breaks, and discussing homework accommodations with the school
- Instill a love of learning
  - Read aloud or listen together to books of high interest
  - Use games to reinforce learning
  - Share in the joy of learning
- Reward the effort, not just the end product (e.g., working hard for an hour on editing vs. producing an error-free essay). Strategies include:
  - Build in extra time to avoid anxiety
  - Break larger assignments into smaller parts to instill confidence
  - Acknowledge that school work may be difficult
- Find a balance between appropriate intervention to improve skills and accommodations to promote learning
  - Does the student need extra time on tests?
  - Would Assistive Technology resources be appropriate?
  - Are audio books available?
  - Can typing or dictating an assignment ease frustration?
- Talk about dyslexia in a positive way
- Encourage self-advocacy skills
- Involve the student, as appropriate, in IEP and 504 plan meetings
- Discuss accommodations and ask for student input

Specific Academic Supports For Students

Students with dyslexia struggle with reading and writing tasks. Here are some concrete ways families can support these students at home:

- Define the purpose of "reading" as making meaning from text
- Praise students for making improvements in their word reading skills
- Make reading a positive experience. Read together and hold discussions about the meaning of the text
- Expose students to books that might be above their decoding level through audio books and reading to them. Sources of audio books that can be used at home as well as at school
- Show students that they can be their own problem solvers. Practice these skills
- Work on decoding by finding appropriately leveled books in collaboration with students' teachers. Use high interest materials such as newspaper sports pages, cookbooks, and graphic novels
- Support academic talents that are not reading-based

Self-Advocacy and Voice for Students with Dyslexia

- Encourage students to find their voice. Ask them to describe what dyslexia means to them, and to identify their strengths and areas for growth
- Facilitate opportunities for students to explore and share what strategies help most
- Familiarize students with the goals and accommodations on their IEPs or 504s
- Encourage students to contribute to or participate in their IEP or 504 meetings, as appropriate
- Encourage students to reach out to all teachers at the beginning of the year to communicate what makes them successful

Graduation Requirements & Transitioning to College

Lake Oswego School District offers multiple pathways toward graduation, all of which support a student's ability to achieve their post-secondary goals. Many of the accommodations that a student receives in high school will remain available to them in college.

Graduation Requirements

In order to graduate high school, students must 1) meet the credit requirements for one of the offered diploma types, 2) demonstrate proficiency in reading, writing, and math, and 3) complete two career-related learning experiences.

Diploma Types

Students enter high school working toward a Lake Oswego District Diploma. This diploma has all of the same requirements as the Oregon State Standard Diploma, plus it requires one semester (.5 credits) of Advanced Communication Skills, two semesters of Fine Art, and two years (2.0 credits) of a world language. Many four-year universities require students to enter with two years of a world language, and Lake Oswego School District wants students to graduate college-ready. Currently, the school district offers classes in Spanish, French, Chinese, and Japanese. Some students with language-based disabilities such as dyslexia choose to take American Sign Language (ASL). Since each child is different, there is no clear "best" path for students with dyslexia to meet world language requirements. What works well for one student may not work as well for another student with the same diagnostic label.

Some families may elect to forego the world language requirement and work toward an Oregon State Standard Diploma instead. This diploma requires 4 credits of English, 3 credits of Math at the Algebra level and beyond, 3 credits of History, 3 credits of Science, 1 credit of Physical Education, 1 credit of Health, 3 credits of a combination of World Language, The Arts, and/or Career/Technical Education, and 6 credits of electives (24 total credits). This option may be appropriate if:

- The student intends to attend a university that does not have a world language requirement.
- The student intends to begin their post-secondary education at a community college or trade school.
- The student does not intend to pursue a post-secondary education.

Occasionally, special circumstances may lead a student to graduate with a Modified Diploma, Extended Diploma, or Alternative Certificate. A decision to move to one of these options would be made as a team including the student, parents, school counselors, teachers, and administrators. In all cases, students who graduate would be eligible to attend community college. Trade school admission requirements vary and would need to be researched individually to determine whether these types of diplomas would be accepted.

Essential Skill Requirements

Graduating seniors are required to demonstrate proficiency in the essential skills of reading, writing, and math. For students graduating with a modified diploma, the requirements may be modified depending on the circumstances. There are several ways to meet this requirement.

1. Smarter Balanced Assessments (SBA): Students will have the opportunity to take the Smarter Balanced Assessments in English language arts and math each year from 3rd through 8th grade. They will not take these tests during 9th or 10th grade. During their junior year of high school (11th grade), they will take the Smarter Balanced Assessments for the final time. Scores of "3" (on a 4-point scale) indicate proficiency. If a student does not demonstrate essential skill proficiency on these tests, they will need to fulfill this requirement through one of the options listed below.

2. College Admission Tests: Lake Oswego School District provides at least two opportunities for students to take the PSAT: once during their sophomore year and once during their junior year. Additionally, students may choose to take the SAT, ACT, or the community college placement tests. Each of these tests provides an opportunity to demonstrate proficiency in reading and math. The ACT and SAT provide an opportunity to demonstrate proficiency in Writing if the student takes this portion of the exam. Some Advanced Placement exams can also be used to demonstrate proficiency in reading or math. For a complete list of tests that can be used for essential skill requirements, please consult the Oregon Department of Education website.

3. Work Samples: Students who have not met the essential skills requirements in reading, math, or writing will have an opportunity to complete work samples. These work samples are administered at each high school and scored by staff trained in the state's scoring rubric.

Accommodations

If a student has been using a testing accommodation in their high school classes, they may use the same accommodation on the essential skills assessments. Their use of the accommodation must be documented by school staff, whether through universal accommodations or on 504 Plans or IEPs. If you have questions about accommodations, please contact your school test coordinator.

SBA: Accommodations must be arranged with school staff ahead of time for the SBA. School counselors are responsible for ensuring that students on 504 Plans are offered testing accommodations on the SBA. Case managers are responsible for ensuring that students on IEPs are offered testing accommodations on the SBA. For students who have consistently received testing accommodations without a formal plan of accommodations, families will need to work with school staff to ensure that appropriate accommodations are offered. These tests are offered during the second half of the school year.

College Admissions Tests: Students must apply for accommodations on the PSAT, SAT, or ACT through the testing agencies. Requests for accommodations take time to process, so accommodations for a fall test should be made in the spring of the prior school year. For example, to receive testing accommodations for the PSAT during the junior year of high school, the student's application should be sent to the college board during the spring of their sophomore year. School counselors can apply on students' behalf and are the best resource for helping families through this process.

Work Samples: Any testing accommodation that a student has consistently used in their classes will be offered when completing work samples.

Career-Related Learning Experiences

Career-Related Learning Experiences (CRLEs) are structured educational experiences that connect learning to the world beyond the classroom. Some CRLEs happen at school and are arranged by the teacher. Community organizations and industry groups sponsor career days, mentor, and internship programs too. Many students arrange their own half or full day job shadows by asking a neighbor, family friend or a friend's family member to host them. Graduating seniors must complete two career-related learning experiences during their four years of high school. Each experience must last a minimum of five hours.

Transitioning to College

Age of Majority

The age of majority refers to the age at which an individual is no longer a minor, and is officially considered to be an adult. In the state of Oregon, this age is 18. When a student reaches the age of majority, they become responsible for their own educational decision-making. At the college level, students are responsible for registering themselves for classes, applying for and accepting financial aid, contacting the Office for Students with Disabilities, and generally managing their own education. While it is hoped that parents will continue to be a source of support and consultation far beyond high school, college staff cannot talk to parents about their students. Preparing their children for the responsibilities that accompany the age of majority is one of the most important tasks for parents to tackle during the high school years.

Post-Secondary Options

Many Lake Oswego graduates choose to pursue post-secondary education. This education can take the form of trade school, community college, or a four-year university. While some colleges have programs specifically designed to meet the needs of students with disabilities, all public colleges are required by law to provide reasonable accommodations for students with documented disabilities such as dyslexia.

Some options that families of students with dyslexia may want to consider when preparing for college include the following:

- Colleges designed for students with language-based learning disabilities
- Colleges that do not require the SAT or ACT
- Colleges that do not require two years of a world language for admission
- Colleges with summer transition programs before the fall of Freshman year
- Taking classes at a community college before transitioning to a four-year university

Disclosing a Disability

Colleges will not be aware of a student's disability unless the student chooses to tell them. Students with learning disabilities such as dyslexia will need to decide whether, and under what circumstances, to disclose their disability. The decision of whether to disclose a disability may arise through the application process, when deciding whether to request accommodations, and when interacting directly with their professors. While the decision to disclose a disability is a personal one, there are some questions to ask yourself that may help you make that decision.

Disclosing a disability through the application process: Ask yourself, "Will disclosing my disability help explain something that may not be clear to the admissions counselors?" For example, if your grades suffered because you worked your way through the first two years of high school without accommodations, but then you began to receive accommodations and your grades improved, it may make sense to talk about that in an essay response. If your grades are solid and you want to highlight your strong ethic, you may want to explain that you earned those grades in spite of your diagnosis. If you don't have a specific reason for disclosing your disability, it may not be worth mentioning during the application process.

Disclosing a disability to obtain accommodations: If you know that you will need accommodations in college, you must disclose your disability to the Disabilities Services Office. In order to do this, you will need to bring documentation of your disability to the Disability Services Office. This may take the form of a recent evaluation, a current IEP, or a current 504 plan. If you are approved for accommodations, the Disability Services Office will write a letter dictating the accommodations for which you are approved. Most colleges will give the letter only to the student, but some may send it to the student's professors. The letter will NOT state the nature of the disability nor provide a diagnostic label; it will merely list the approved accommodations.

Disclosing a disability to professors: If you want to use approved accommodations in a particular class, you will need to present your accommodation letter to your professor. You will NOT need to tell them what your disabling condition is; you will merely need to disclose that you have a disabling condition that warrants classroom accommodations. If you do not feel like you will need to use accommodations in a particular class, you do not need to present your accommodation letter or disclose a disability.

Accommodations

Students who receive accommodations in high school for a documented disability will be able to receive accommodations in college. The accommodations may look different, but they will act to mitigate the negative impacts of a disability in the same way that high school accommodations do. High school accommodation plans do not transfer to college. Instead, the student must initiate the request for accommodations by contacting the disabilities services office. If accommodations are approved, it is up to the student to decide whether to use them. Unlike high school, where teachers are obligated to offer accommodations to students with 504 plans or IEPs, in college it is up to the student to approach professors in order to access approved accommodations.

When it comes to planning for graduation and beyond, the school counselors at Lake Oswego and Lakeridge High Schools are the most valuable resources available to students and families. They can provide roadmaps to graduation, help students apply for testing accommodations, provide specific information about graduation requirements, recommend questions that families should ask when selecting colleges, and provide tips and insights to families as they navigate the college application process. For students with IEPs, the school transition specialist is an additional resource that can help ease the transition from high school to post-high. The transition specialist works with the IEP team to support IEP transition goals. These goals may include identifying personal preferences, strengths and challenges, matching their profiles with possible careers, and learning about resources available to students with disabilities on college campuses.

Resources for High School to College Transition

College and Transition Handbook A College, Career & Transition Guide

https://www.ldadvisory.com/college-reading-strategies/

https://collegeinfogeek.com/

https://www.edutopia.org/article/helping-students-disabilities-understand-accommodations-college

https://www.ncld.org/what-we-do/scholarships

https://www.ldadvisory.com/high-school-to-college/

https://studentaffairs.jhu.edu/disabilities/wp-content/uploads/sites/35/2015/08/TransitiontoCollege-2.pdf

Glossary of Helpful Terms

https://app.box.com/s/fqj5iepcz3z9vwm0c6ew417gq8ta9f3i

https://drive.google.com/file/d/0B2Ko-p3KCHEOdXFSTzQ5ejNCRlFEaVB3R1hvbnh4ZzRrekVZ/view?usp=sharing