



Dyslexia Procedural Manual

Source: Dyslexia Handbook 2018 Update

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Appendix:

Texas Education Code (TEC) 38.003

Pathways to Identification and Provision of Instruction for Students
with Dyslexia

Notice of Decision for 504/Dyslexia/Dysgraphia

DEFINITION OF DYSLEXIA

As defined in Texas Education Code (TEC) §38.003,

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

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

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Adopted by the International Dyslexia Association Board of Directors, Nov. 12, 2002)

CHARACTERISTICS OF DYSLEXIA

The primary characteristics of dyslexia are:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

It is important to note that individuals demonstrate differences in the degree of impairment and may not exhibit all the characteristics above.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

“Unexpectedness” of dyslexia:

The most current definition of dyslexia from the International Dyslexia Association indicates that the difficulties the student exhibits in reading should be *unexpected* in relation to the student’s other cognitive abilities and the provision of effective classroom instruction. “Cognitive abilities” can be measured using oral language skills, problem-solving and reasoning skills, ability to learn in the absence of print, or strong math skills in comparison to reading skills.

PROCEDURES FOR ASSESSMENT OF DYSLEXIA

1. Data Gathering

The first step in the process of evaluation for dyslexia is to gather information about the student's progress. Information can be obtained from AWARE, progress monitoring data, and parent/teacher observation records. Additional information to be considered could include the following:

- Vision and hearing screening
- Results of K-1 universal screening as required in TEC §38.003
- K-2 reading instrument results as required in TEC §28.006
- Guided reading level
- Classroom reading assessments
- SST data
- Gifted/Talented assessments
- Samples of student work
- Teacher input
- Parent input
- Testing for limited English proficiency
- Speech and language screening
- State assessment results
- Previous report cards
- Retention information
- Attendance information
- Accommodations and/or interventions provided
- Outside evaluations

2. Formal Assessment

The Student Support Team will meet to review all data and determine if the student should be evaluated for dyslexia. When formal evaluation is recommended, the following procedures must be followed:

- Notify parents/guardians of the proposal to evaluate student for dyslexia.
- Inform parents/guardians of rights under section §504 or IDEA.
- Obtain written consent from a parent/guardian to evaluate the student for dyslexia.
- Be sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

NBISD determines what pathway of services will be provided when a student is identified with dyslexia.

Section 504 of the Rehabilitation Act: When students are identified with dyslexia under 504 the committee determines if their services will be provided by the campus reading specialist or within the classroom.

IDEA: If the identification is through special education then the ARD committee determines if the student will receive general education or special education resource instruction.

The §504 process is used most frequently unless a referral to special education is indicated.

DOMAINS TO ASSESS

1. Academic skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate, accuracy, and prosody are assessed)
- Reading comprehension
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

2. Cognitive processes that underlie these reading difficulties

- Phonological/phonemic awareness - Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to hear individual speech sounds (or phonemes) in spoken syllables and words and manipulate those sounds by blending, segmenting, matching, or deleting. The ability to notice, identify, and manipulate sounds in words has a strong relationship to reading ability.
- Rapid naming of symbols or objects - Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to quickly and efficiently retrieve letters and read words at an appropriate rate.

3. Additional areas that *may* be assessed

- | | |
|---|------------------------------|
| *Vocabulary | *Mathematical calc/reasoning |
| *Listening comprehension | *Phonological memory |
| *Verbal expression | *Verbal working memory |
| *Written expression | *Processing speed |
| *Handwriting | |
| *Memory for letter or symbol sequence (orthographic processing) | |

PROCESS FOR DYSLEXIA REFERRALS

DYSLEXIA

Parent Referral
Hold meeting within 15 school days

SST

Dyslexia Assessment

Determines there is not sufficient data to warrant an evaluation

2 Pronged Approach Suspect Disability Educational need for Specialized Instruction

Provide parent with written notice of decision

504 Referral Physical/Medical Impairment

SST

General Education

DNQ

IEP

504 Referral

DNQ

504 Plan

504 Plan

IDEA Referral

DNQ

SST

Indicators SLD vs Dyslexia only

Determines there is not sufficient data to warrant an evaluation

Provide parent with written notice of decision

SST

General Education

Consent for Evaluation
Dyslexia or other related disability

Eval for Dyslexia or other related disorder

2 Pronged Approach Suspect Disability Educational need for Specialized Instruction

Dyslexia Suspect learning disability or one of the other 12 eligibility categories

DNQ

504 referral if they have a medical or physical impairment

DNQ

Dismissal

IDEA Referral

IEP

INDICATORS TO HELP DETERMINE APPROPRIATE EVALUATION

Full and Individual Evaluation (FIE) vs. Dyslexia (only)

The SST must make data-informed decisions for every student, on an individual basis, every time. They must consider all available data. Parents/guardians should be given information to help them make informed decisions regarding evaluation and potential services for their children. If, based on the data it has reviewed, the SST suspects a disability exists and that special education services are necessary, the team must refer the student for an evaluation under IDEA. If the SST does not have a reason to suspect the student requires specially designed instruction, but suspects that the student has dyslexia, then that student must be referred for a Section 504 evaluation.

Examples of data to discuss that can help the SST make decisions include:

- *Comparison with grade level peers and expectations
- *Universal screening and benchmark data
- *Progress monitoring intervention data
- *Reading data in comparison with learning and achievement in other academic areas
- *Parent and teacher information and observation

Additional factors/indicators to help guide the SST in their decision-making:

Full and Individual Evaluation (FIE)	Focused Evaluation (Dyslexia ONLY)
Academic struggles in all subject areas	Academic struggles are isolated to reading, writing, spelling only
Student has a hard time understanding directions and seems to forget learned information from day-to-day	Student understands directions when presented orally and retains information from day-to-day
Student struggles with academic content. Even when things are read aloud, student often does not show mastery of academic concepts	When provided with oral administration, student is able to demonstrate mastery of academic concepts
Student struggles with comprehension of a story, even when it is read aloud to them	Student has the ability to correctly answer questions after listening to a story
Student has a limited vocabulary	Student demonstrates understanding of vocabulary appropriate for age level
Student struggles to learn, even when things are presented orally	Student has the ability to learn orally in class
Daily grades and test scores indicate student struggles across the board	Grades/test scores indicate student performs better in academic areas less reliant on reading

TESTING PROCESS

Prior to Testing

1. Notifying parents and guardians of students with a proposal to evaluate for dyslexia.
2. Provide Notice of Rights to parent and obtain written consent to test from parent/guardian.
*If dyslexia evaluation is being requested in conjunction with an FIE, or if the student is already in special education, the campus diagnostician will be responsible for obtaining parental consent and proceeding with additional requirements.
3. Gather all required documentation (including progress monitoring data, grades, district assessments, STAAR results, attendance, etc.)
4. Have school nurse complete "504 Health Information" form.
5. Send home "Parent Input" form.
6. Send teachers the "Teacher Input form" to complete.

During Testing

Student should continue to receive intervention and accommodations as agreed upon by SST committee.

After Testing

- The campus SST/§504 leader (or campus diagnostician in the case of an FIE) will schedule a meeting with the committee of knowledgeable persons to review all evaluation data and determine if the student exhibits the characteristics of dyslexia. Placement will be determined at the §504/ARD meeting.
- The committee will consider what accommodations are needed for the student, including accommodations needed for state assessment. Students who will be served through Special Education as well as the dyslexia program will receive accommodations through their IEP.
- When a student is identified as dyslexic the campus administrator overseeing the ARD/504 will inform the campus PEIMS clerk to code the student in the student information system.
- Campus administrator will ensure the student is coded correctly in the student information system upon reviewing reports.

Outside Testing

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. To be valid, the evaluation must comply with the requirements set forth in the guidelines established by the Dyslexia Handbook (Chapter III). While an outside evaluation may be provided to the Section 504 or ARD committee and must be considered, it does not automatically create eligibility. Instead, the SST or ARD committee determines eligibility based on a review "of data from a variety of sources."

Parent Requests

Parent requests (including medical referral) for testing will initiate the SST/ARD process. An SST or ARD meeting will be held within 15 school days to review student data and discuss parent concerns. If the committee of knowledgeable persons has data to support refusal of the parent/guardian request, the procedural protections of IDEA or Section 504 must be followed. The campus will provide parents with a Notice of Decision of the refusal to evaluate which will include an explanation of why the school refuses to conduct an initial evaluation. Parents will also be provided a copy of *Notice of Procedural Safeguards*.

Home/Private School Requests

- Students currently being homeschooled are eligible for dyslexia evaluation in NBISD if their residence is within NBISD limits. A student attending private school is eligible for dyslexia evaluation through NBISD if the private school is within the district limits and the child exhibits characteristics of dyslexia.
- Data collection and evaluation procedures remain the same.
- Identified students will only receive services if enrolled in NBISD.

PROGRAM DESCRIPTORS

Wilson Reading Systems is the program NBISD uses for dyslexic students. Wilson's programs feature research-based, systematic, and multisensory structured language curricula to help every student succeed. Students learn to read step-by-step, starting with the basic structure and rules of our language, then building to more advanced lessons over time. The Wilson Reading System is also included in the International Dyslexia Association (IDA) Matrix of Multisensory Structured Language Programs.

- **Fundations** - is a systematic, explicit multi-sensory program that provides all students in K-3 with foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting and spelling.
- **Wilson Reading** – This program is a Tier 3 program for students in grades 2-12 with word-level deficits. It is based on phonological-coding and systematically teaches the structure of the English language.

Learning Ally – is one of the world's largest audio textbook libraries. The program can be accessed through most technology avenues. Students in NBISD have access to use Learning Ally if they have been determined to have dyslexia characteristics. This is considered an accommodation for these students.

STUDENT MONITORING AND DYSLEXIA INTERVENTION PROGRAM EXIT CRITERIA

- Students that are served through the NBISD dyslexia intervention program will be annually monitored through the §504 or ARD process.
- A three-year review re-evaluation will be conducted.
- Upon successful completion of NBISD's dyslexia intervention program(s), as measured by program mastery checks completed at regular intervals, students will be exited from the program.

Monitoring may include, but is not limited to, the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher input
- Parent input
- Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow the requirements outlined by federal law.

Legal Framework

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 committee, or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexia services:

- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards (NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services)
- Committee recommendation
- Parent request in writing that the student exit the program

- If a student has shown substantial progress, and the §504 committee or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, the campus administrator overseeing the ARD/504 will inform the campus PEIMS clerk to remove the code from the student in the student information system.
- PEIMS coding will continue to show DYS (indicating the student is dyslexic). However, at the time of dismissal, the DSI code will be removed to indicate the student is no longer in a dyslexia intervention program. The student will continue to be coded DYS and will be eligible for accommodations through 504 or IDEA.

EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE G. SAFE SCHOOLS

CHAPTER 38. HEALTH AND SAFETY

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 38.003. **SCREENING AND TREATMENT FOR DYSLEXIA AND RELATED DISORDERS.** (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.

(b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

(b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.

(c) Subject to Subsection (c-1), the State Board of Education shall adopt any rules and standards necessary to administer this section.

(c-1) The agency by rule shall develop procedures designed to allow the agency to:

(1) effectively audit and monitor and periodically conduct site visits of all school districts to ensure that

districts are complying with this section, including the program approved by the State Board of Education under this section;

(2) identify any problems school districts experience in complying with this section, including the program approved by the State Board of Education under this section; and

(3) develop reasonable and appropriate remedial strategies to address school district noncompliance and ensure the purposes of this section are accomplished.

(d) In this section:

(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. [866](#)), Sec. 3, eff. June 17, 2011.

Acts 2017, 85th Leg., R.S., Ch. 1044 (H.B. [1886](#)), Sec. 5, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 450 (S.B. [2075](#)), Sec. 3, eff. June 4, 2019.

Sec. 38.0031. **CLASSROOM TECHNOLOGY PLAN FOR STUDENTS WITH DYSLEXIA.** (a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:

(1) determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and

(2) develop a strategy for providing those effective technologies to students.

(b) The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a)(1) to school districts.

(c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.

Added by Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. [866](#)), Sec. 4, eff. June 17, 2011.

Sec. 38.0032. **DYSLEXIA TRAINING OPPORTUNITIES.** (a) The agency shall annually develop a list of training opportunities regarding dyslexia that satisfy the requirements of Section [21.054](#)(b). The list of training opportunities must include at least one opportunity that is available online.

(b) A training opportunity included in the list developed under Subsection (a) must:

(1) comply with the knowledge and practice standards of an international organization on dyslexia; and

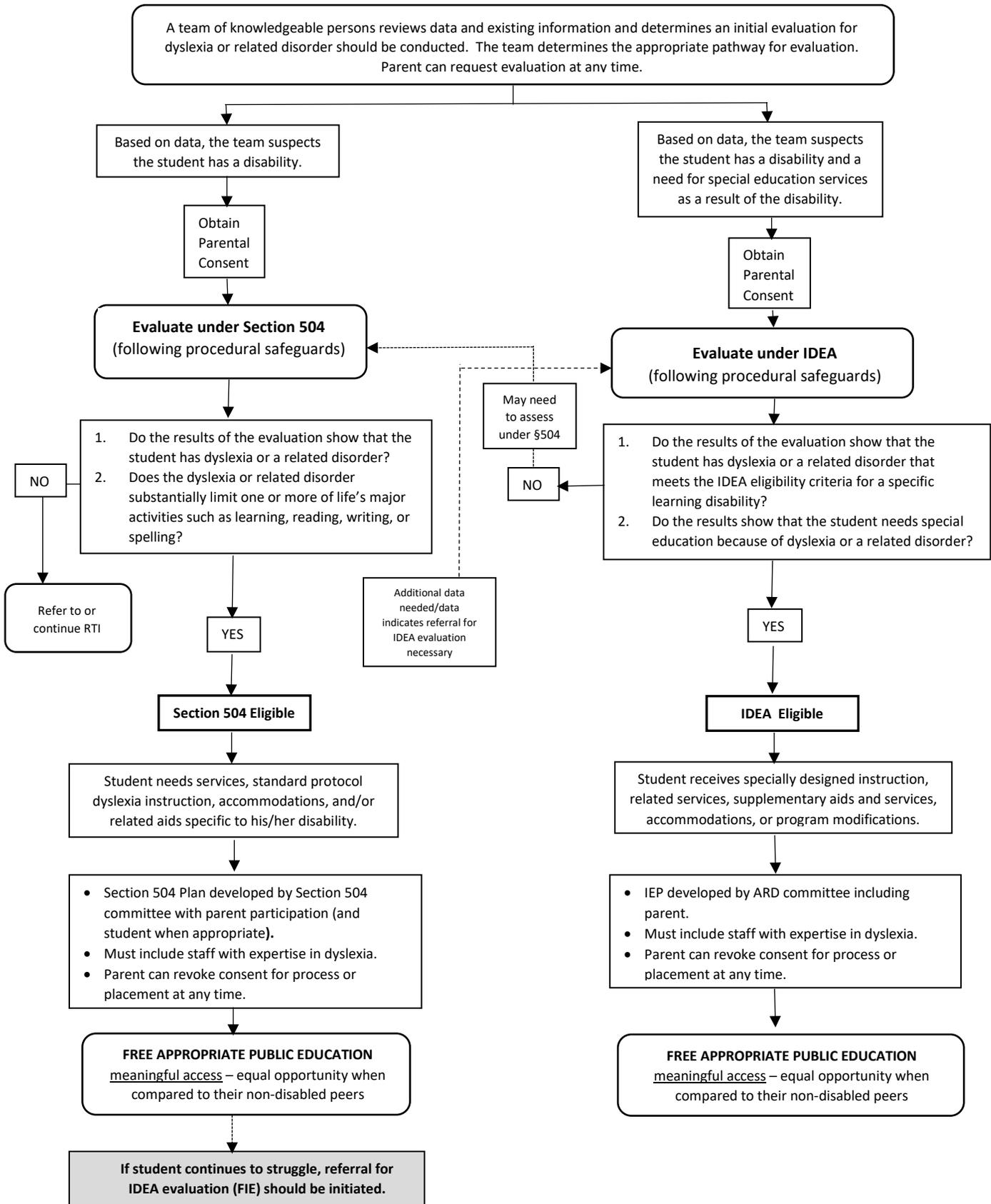
(2) enable an educator to:

(A) understand and recognize dyslexia; and

(B) implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia.

Added by Acts 2017, 85th Leg., R.S., Ch. 1044 (H.B. [1886](#)), Sec. 6, eff. June 15, 2017.

Pathways for the Identification and Provision of Instruction For Students with Dyslexia





New Braunfels Independent School District

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office 830.626.5668
fax 830.643.5701

NBISD Notice of Decision for 504/Dyslexia/Dysgraphia

TO: _____

RE: Student Name _____ Date _____

Student ID _____ Grade _____ Date of Birth _____

1. Description of the action proposed or refused:

2. Explanation of why action was proposed or refused:

3. Description of any other options the 504 committee considered and the reasons for the rejection of those options:

4. Description of each evaluation procedure, assessment, records or reports used as a basis for the proposed or refused action:

5. Other factors relevant to the proposal or refusal:

Questions or further explanation can be obtained by contacting the campus 504 coordinator. The campus 504 coordinator is _____ and can be reached at _____.