

Fruitvale ISD

Fruitvale District Dyslexia Plan



2021-2022

I. Dyslexia Handbook

https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accommodated_12_11_2018.pdf

Under the Equal Education Opportunity Act (EEOA), Fruitvale ISD ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including English language learners (ELL), regardless of their proficiency in English.

IV. Procedures for Assessment of Dyslexia

Students enrolling in Fruitvale ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal assessment is recommended, Fruitvale ISD completes the evaluation process as outlined in §504 unless a referral to special education is indicated.

Through §504 process, Fruitvale ISD will complete the evaluation using the following procedures:

- 1. Notify parents or guardians of proposal to assess student for dyslexia (§ 504).**
- 2. Inform parents or guardians of their rights under §504.**
- 3. Obtain parent or guardian permission to assess the student for dyslexia.**
- 4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).**

In compliance with §504 and IDEA 2004, test instruments, and other evaluation materials must meet the following criteria:

- ⌚ Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used**
- ⌚ Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient**
- ⌚ Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills**

- ⌚ Be selected and administered in a manner that is not racially or culturally discriminatory**
- ⌚ Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations)**
- ⌚ Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials**
- ⌚ Be used for the purpose for which the assessment or measures are valid or reliable**
- ⌚ Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer educational needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:**

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are measured)
- Reading comprehension
- Spelling

Cognitive processes that underlie the 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 learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)

- **Vocabulary**
- **Listening comprehension**
- **Verbal expression**
- **Written expression**
- **Handwriting**
- **Memory for letter or symbol sequences (Orthographic processing)**
- **Mathematical/calculation reasoning**
- **Phonological memory**
Verbal working memory
Processing speed

English Language Learners: This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision making process is required.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey

- Comprehensive oral language proficiency testing should be completed for a dyslexia evaluation due to the importance of the information for
 - consideration in relation to academic challenges,
 - planning the assessment, and
 - interpreting assessment results.

Interpretation:

Test results of English Language Learners (ELL) will be interpreted in light of the student's: language development (in both English and the student's native language, educational history, linguistic background, socioeconomic issues, nature of the writing system and any other pertinent factors that affect learning.

V. Identification of Students with Dyslexia

The identification of dyslexia is made by a §504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. In order to make an informed determination, either committee **must** include members who are knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

The (§504 or ARD) committee will review all accumulated data to determine whether the student demonstrates a pattern of evidence for dyslexia. This data will include the following:

- The observations of the teacher, district or charter school staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs

§504 or ARD Committee Decision Points for Dyslexia Identification:

- The pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:
 - Reading words in isolation
 - Decoding unfamiliar words accurately and automatically
 - Reading fluency for connected text (both rate and/or accuracy)
 - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)
- Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These difficulties will typically be the result of a deficit in phonological or phonemic awareness. Additionally, there is often a family history of similar difficulties.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
 - Orthographic processing
 - Phonological memory
 - Verbal working memory
 - Processing speed
- If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phoneme awareness. **NOTE:** Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or written spelling.
 - If the committee (§504 or ARD) determines the student exhibits weaknesses in reading and written spelling, the committee will then examine the student's data to determine whether these difficulties are **unexpected** for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and **unexpected** in relation to the provision of effective classroom instruction.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The §504 or ARD Committee will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia
- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background

Assessment under Section 504

Based on the above information and guidelines, the committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is disabled under §504 if the physical or mental impairment substantially limits one or more major life activities, such as the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment under Special Education

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia that requires more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and delivery of instruction for students with dyslexia.

- Fruitvale ISD shall purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the descriptors found in this handbook. The descriptors include the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Instructional approaches include simultaneous, multisensory, systematic and cumulative, explicit, diagnostic teaching to automaticity, synthetic and analytic instruction (19 TAC §74.28). The components of instruction and instructional approaches are described in the next section of the Fruitvale ISD plan.

- Fruitvale ISD must provide each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC §74.28).

- Parents/guardians of students eligible under §504 must be informed of all services and options available to the student under that federal statute.

- Teachers who provide the appropriate instruction for students with dyslexia must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this plan. (19 TAC §74.28).

- Teachers who provide the appropriate instruction for students with dyslexia must be trained in the professional development activities specified by Fruitvale ISD, and/or campus planning and decision making committee which shall include the instructional strategies indicated above (19 TAC §74.28).

Fruitvale ISD shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program should include the following:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia

- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** of the following components of instruction and instructional approaches.

Critical, Evidence-Based Components of Dyslexia Instruction

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension

Delivery of Dyslexia Instruction

- Simultaneous, multisensory (VAKT Instruction)
- Systematic and Cumulative Instruction
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

