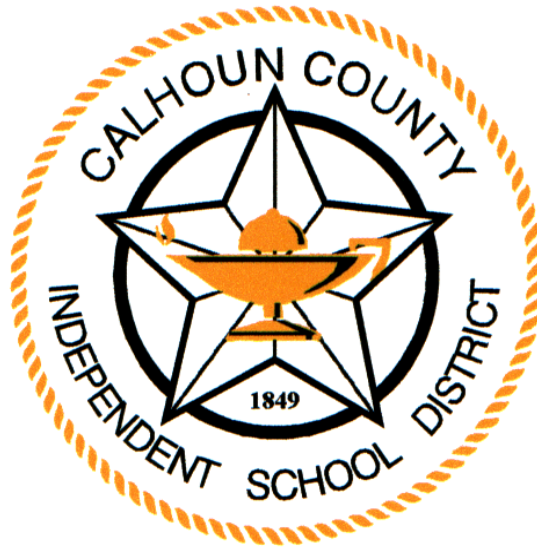


CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT



DISTRICT DYSLEXIA AND RELATED DISORDERS PROGRAM PROCEDURES

**CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT
525 N. COMMERCE
PORT LAVACA, TX 77979**

JANUARY 2023

Table of Contents

- I. Definition of Dyslexia
- II. Screening for Dyslexia
- III. Identification and Provision of Services for Dyslexia
- IV. Dyslexia Program
- V. Dyslexia Program Exit Criteria
- VI. Monitoring Students - Dyslexia
- VII. Definition of Dysgraphia
- VIII. Dysgraphia Assessment
- IX. Dysgraphia Program
- X. Dysgraphia Program Exit Criteria
- XI. Monitoring Students - Dysgraphia
- XII. District Contacts

DEFINITION OF DYSLEXIA

As defined in Texas Education Code §38.003:

(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 imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The International Dyslexia Association defines “dyslexia” in the following way:

Dyslexia is a specific learning disability that is neurological 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 Board of Directors, November 12, 2002.)

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. The difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

The following are the **primary reading/spelling characteristics of dyslexia**:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

Secondary consequences of dyslexia may include the following:

- Difficulty with reading comprehension
- Difficulty with written language
- Limited vocabulary growth, due to reduced reading experiences

SCREENING FOR DYSLEXIA

State & Federal Law Regarding Early Identification and Intervention

In accordance with TEC §28.006, Calhoun County ISD administers early reading instruments to all students in kindergarten, first, and second grades to assess student's reading development and comprehension.

In accordance with Texas Education Code §38.003 and TAC §74.28, Calhoun County ISD will screen kindergarten students for dyslexia at the end of the school year, and first-grade students will be screened for dyslexia by mid-year (January 31st).

Additionally, Calhoun County ISD administers a reading instrument from the commissioner's approved list at the beginning of seventh grade to any student who did not demonstrate proficiency on the reading assessment administered under TEC§39.023(a).

If based on the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, parents/guardians are notified.

Administration of Screener

Calhoun County ISD ensures that appropriately trained and qualified personnel administers the screeners to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Screener Interpretation

The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided. Screening alone will never improve outcomes for students; it must lead to effective instruction for it to be useful. Therefore, once the screening has been administered, the next steps are to analyze the results, identify the level of risk for each student, and make informed decisions.

The district utilizes TX-KEA and TPRI assessments from CLI Engage. This assessment includes a built-in dyslexia screener with a risk indicator that clearly shows at-risk students and meets the state's K–1 requirement. The NWEA MAP Growth Reading and Map Growth Fluency assessments are administered to students in grades 1-8 along with Istation's Indicators of Progress (ISIP). In grade 7, Istation Indicators of Progress (ISIP-AR) is also administered to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.

A qualified team is required to review all data to make informed program decisions about students' who exhibit characteristics of dyslexia. The team must consist of individuals who:

- have knowledge of the student
- are appropriately trained in the administration of the screening tool
- are trained to interpret quantitative and qualitative results from the screening process
- recognize characteristics of dyslexia

The team may consist of the student's classroom teacher(s), the dyslexia specialist, the individual who administered the screener, an LPAC representative (as appropriate), and a campus administrator. If the process of identification is initiated

under IDEA, the team must also include the parent, and all IDEA procedures must be followed.

The team must use the screening data to make a plan of action for each student at-risk for dyslexia. The plan **MUST** be documented in SuccessED. The following recommendations can be made for the student:

- Start an Intervention Plan
- Continue with an Intervention Plan
- Special Education Evaluation Referral
- Monitor Student Progress

Screening data should always be shared with parents. Once the screener has been completed, Calhoun County ISD campuses will send the appropriate reports home to parents/guardians.

The Universal Screening and Data Review for Reading Risk flowchart that follows provides information regarding the decisions campuses will make for each student as the school reviews screening results. **It is important to remember that at any point in the process, a referral for a dyslexia evaluation may be made under IDEA.** Regardless of the process in place for screening and data review, a student may be recommended for an additional evaluation whenever accumulated data indicates that the student continues to struggle with one or more of the components of reading. Parents/guardians have the right to request a referral for a dyslexia evaluation under IDEA at any time. Tiered interventions may not delay evaluations of students suspected of having a disability.

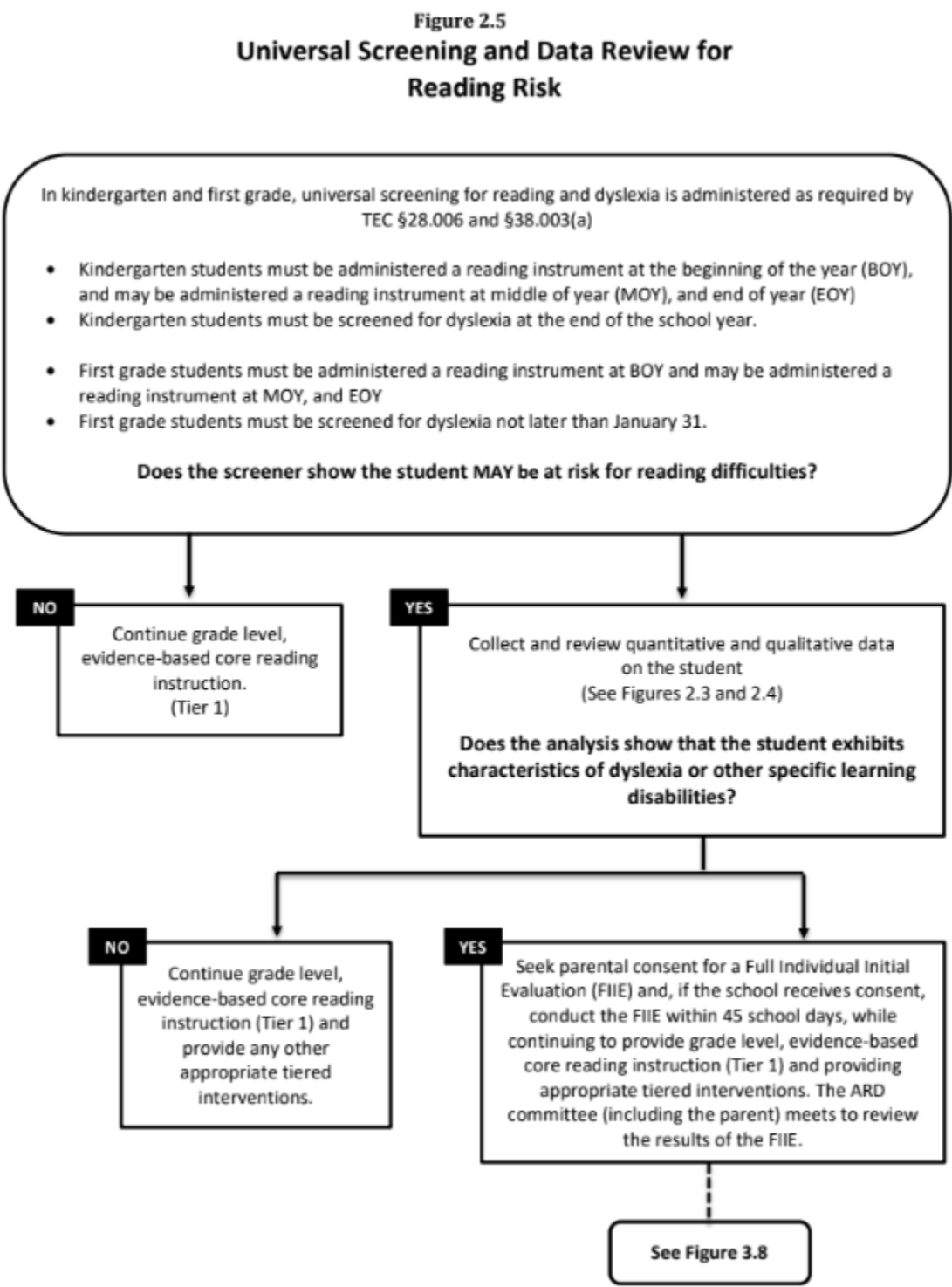
Progress Monitoring

Teachers and administrators in Calhoun County ISD must be mindful that screening for at-risk is an ongoing process. Decisions should be reevaluated and altered as more information is obtained as instruction continues. While some kindergarten and first-grade students may not initially appear to be at risk for dyslexia based on screening results, they may still be at risk. Students who have learned to compensate for lack of reading ability and twice-exceptional students are two groups who may not initially appear to be at risk for dyslexia.

Calhoun CountyISD will continue to monitor students for common risk factors of

dyslexia in second grade and beyond, at appropriate times. A referral for a dyslexia evaluation can be considered at any time; kindergarten-high school.

****Calhoun CountyISD uses the following chart from the Dyslexia Handbook, 2021, as guidance in screening students for dyslexia.*



IDENTIFICATION & PROVISION OF SERVICES FOR STUDENTS WITH DYSLEXIA

At any point (from kindergarten through grade 12) if a student demonstrates characteristics of dyslexia and a review of data reflects a disability is suspected, Calhoun County ISD will make a referral for a dyslexia assessment. When students are suspected of having dyslexia or a related disorder, a consent meeting will be held. To ensure fully informed parent participation and consent, the Dyslexia Identification Flow Chart from the 2021 Dyslexia Handbook will be reviewed and followed.

The District will seek consent to conduct a Full Individual and Initial Evaluation (FIIE) through Special Education, and parents will be informed of the procedural protections and rights afforded to them and their child under IDEA. If consent is declined, the District will provide a Prior Written Notice of proposal to conduct an evaluation through Special Education and offer to complete the evaluation consistent with the requirements of Section 504 of the Rehabilitation Act of 1973. Regardless of which type of dyslexia evaluation is conducted, parents must provide informed consent in writing before the evaluation for dyslexia or related disorders can begin.

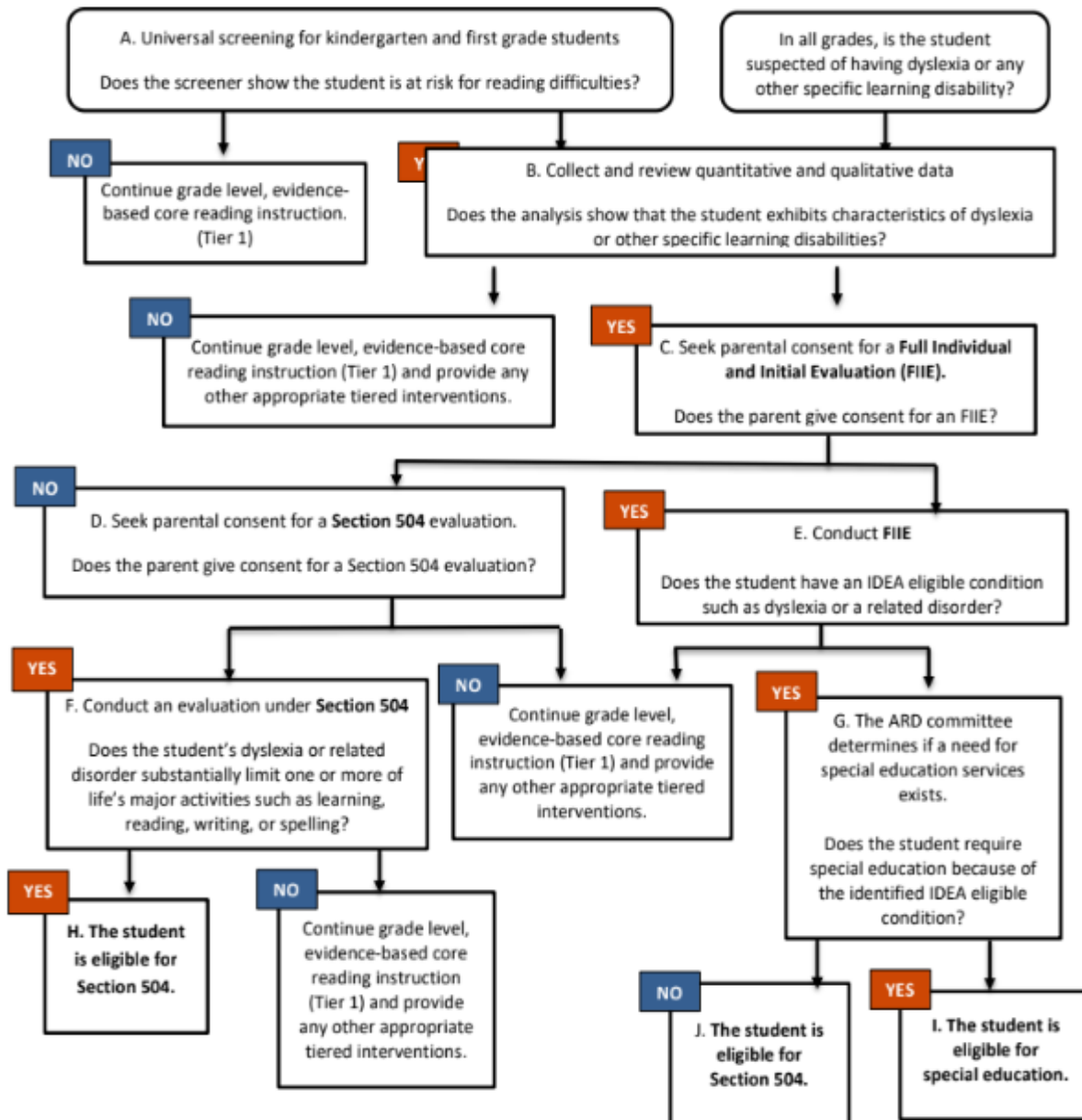
Once consent is obtained, assessment staff will complete testing that follows the guidelines from the Texas Dyslexia Handbook, the Individuals with Disabilities in Education Act (IDEA), and, if appropriate, Section 504 guidelines. Data such as formal testing measures, family history, grade history, parent and teacher input, state assessment scores, informal assessment data, etc. will be collected. All data will be compiled into a report that is then considered by the Admission, Review, and Dismissal Committee or, if appropriate, by the 504 Committee and a determination of placement and services will be made.

***Calhoun CountyISD uses the following chart from the *Dyslexia Handbook, 2021*, as guidance for the identification of and provision of services for students with dyslexia.

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

Figure 3.8

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



Pathways to the Identification and provision of Instruction for Students with Dyslexia

<p>A. Universal Screening for reading and dyslexia is administered to all students in kindergarten and first grade as required by TEC §28.006 and §38.003(a).</p>	
<p>B. If a student is at risk for reading difficulties or the student is suspected of having dyslexia or any other specific learning disability, collect and review quantitative and qualitative data on the student. See Figures 2.3 and 2.4 in Dyslexia Handbook for more information.</p>	
<p>C. If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities, seek parental consent for a Full Individual and Initial Evaluation (FIIE), while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	
<p>D. For students suspected of having dyslexia, if the parent does not give consent for an FIIE, seek parental consent for a Section 504 evaluation, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>E. If the parent gives consent for an FIIE, conduct the FIIE within 45 school days (subject to limited exceptions) of the date of receipt of parent consent, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) must meet to review the results of the FIIE.</p>
<p>F. If the parent gives consent for a Section 504 evaluation, conduct an evaluation under Section 504 while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>G. If a student has an IDEA eligible condition such as dyslexia or a related disorder, the ARD committee determines if a need for special education services exists.</p>
<p>H. If the student's dyslexia or related disorder substantially limits one or more of life's major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504, the 504 committee (parent participation is recommended) develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.</p>	<p>I. If the student requires special education because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include any appropriate special education and related services, and general education programs and services, including standard protocol dyslexia instruction. While an IEP is individualized to the student, the IEP should address critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The determination of eligibility and the development of an IEP, if the student is eligible, must be done within 30 days (subject to limited exceptions) from the date that the written FIIE evaluation report is completed. Obtain parental consent for special education services.</p>
	<p>J. If the parent declines, the LEA must still provide all general education services including any protections available under Section 504.</p>

DYSLEXIA PROGRAM

Calhoun County ISD's Dyslexia Program currently meets the needs of our dyslexic students through the Reading by Design program and if needed in high school Reading I/II Course. See the descriptions below:

Grades	Program	Description	Duration/Frequency
K-8	Reading by Design	The Region 4 ESC Reading by Design Program is a systematic, multisensory set of instructional routines which include content and pedagogically appropriate practices. This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia.	30-45 min/day 4-5 days/week
9-12	Reading I/II Course	If a student has not successfully completed the primary dyslexia program described above prior to high school, they are supported through an additional reading course. In this course, a reading teacher (who has received dyslexia training) will provide reading acceleration.	45 mins/day 4-5 days/week

Delivery of Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who also receives special education and related services if that provider is the most appropriate person to offer dyslexia instruction.

Dyslexia teachers must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. Calhoun County ISD teachers who provide dyslexia instruction must complete a minimum of 6 hours yearly of documented dyslexia training aligned to 19 TAC §74.28(c).

Instructional Accommodations for Students with Disabilities

In addition to dyslexia instruction, accommodations provide the student with dyslexia with effective and equitable access to the general education classroom.

Accommodations are not a one size fits all; rather, the impact of dyslexia on each individual determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations for Calhoun County ISD:

- Copies of notes
- Note-taking assistance
- Additional time on assignments and tests
- Reduced/shortened assignments (chunking assignments into manageable units, fewer items given on a classroom test or homework assignments without eliminating concepts, or a student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of instructions and written materials
- Word banks

- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs (Read & Write)

DYSLEXIA PROGRAM EXIT CRITERIA

Dismissal from Calhoun County ISD's Dyslexia Program is determined by §504 or ARD committee. Dismissal from the dyslexia program is considered when either of the following occurs:

- Exiting a student is considered upon completion of Calhoun County ISD's Dyslexia Program (the entire curriculum has been delivered). Progress throughout dyslexia intervention is measured through program mastery checks (assessments) completed at regular intervals. Additional criteria considered for exit may include but are not limited to: grades from progress reports or report cards, state assessments, benchmarks, unit assessments, reading progress monitoring data, teacher reports, and parent input.
- Exiting a student from standard protocol dyslexia intervention (SPDI) is also considered when a student demonstrates a lack of progress and is not benefitting from the district's SPDI program. This lack of progress will be documented in the student's §504 or ARD minutes and the §504 or ARD committee will determine the best plan to continue to support the student's reading needs. Data considered may include, but is not limited to mastery checks, grades from progress reports or report cards, state assessments, benchmarks, and unit assessments, reading progress monitoring data, teacher reports, and parent input.

Exiting Guidelines for Special Education and §504

Students qualifying for dyslexia services that are identified as §504 or special education will follow monitoring/re-evaluation requirements outlined in federal law.

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

- Progress in the district dyslexia program
- The reevaluation and/or post-testing of a 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 dyslexia services, a dismissal form will be completed and placed in the student's cumulative folder.

STUDENT MONITORING

Calhoun County ISD dyslexia interventionists will work collaboratively with classroom teachers to support the application of literacy skills to students' classwork and assessments. After exiting the district dyslexia program, students may continue to receive accommodations, as determined by the §504 or ARD committee. For at least three years after completing Calhoun County ISD's Dyslexia Program, dyslexia interventionists will monitor students' progress. Data monitoring may include but is not limited to: grades from progress reports or report cards, state assessments, benchmarks, and unit assessments, reading progress monitoring data,

teacher reports, and parent input. If progress monitoring indicates a concern, the §504 or ARD committee will determine appropriate student support.

DEFINITION OF DYSGRAPHIA

Texas Education Code §38.003 requires school districts to consider and evaluate for both dyslexia and dysgraphia:

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

For purposes of identification and assessment, Calhoun County ISD will use the following definition of “dysgraphia”:

Dysgraphia is a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms). Secondary consequences may include problems with spelling and written expression. It is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Primary Characteristics of Dysgraphia

Primary characteristics of dysgraphia include difficulty with:

- Handwriting legibility, automaticity, and fluency
- Spelling (orthographic processing)
- Fluency and/or quality with composition (putting thoughts on paper)

Associated Cognitive Processes include:

- Orthographic processing – affecting automaticity and spelling
- Grapho-motor processing – affecting legibility, speed, and volume

DYSGRAPHIA ASSESSMENT

Concerns for dysgraphia should be brought to the campus RTI team which includes knowledgeable persons. The RTI team will collect and review data from multiple sources to make decisions regarding goals, interventions, and/or the need for dysgraphia assessment.

When formal dysgraphia assessment is recommended, Calhoun County ISD completes a referral to special education, following the same procedures for dyslexia evaluation and identification.** A Calhoun County ISD educational diagnostician will use formal and informal measures to assess the above characteristics, associated cognitive processes, and conditions for dysgraphia and will make recommendations to the ARD committee. The ARD committee determines specific services and placement options, which may include placement in the district's dysgraphia program.

***Refer to the Identification and Provision of Services for Students with Dyslexia section.*

DYSGRAPHIA PROGRAM

Once it has been determined that a student has dysgraphia and should be placed in the district's dysgraphia program, Calhoun County ISD will provide an appropriate instructional program for the student. The instructional program will be offered in a small class setting and will include handwriting and spelling instruction as appropriate.

Instructional Accommodations for Students with Dysgraphia

In addition to targeted instruction, accommodations provide the student with dysgraphia with effective and equitable access to the general education classroom. Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations for Calhoun County ISD:

- Allow more time for written tasks, including note-taking, copying, and tests
- Reduced the length requirement of written assignments
- Provide copies of notes or assign a note-taking buddy to assist with filling in missing information

- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns with numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

DYSGRAPHIA PROGRAM EXIT CRITERIA

The dysgraphia instructional program exit criteria are based on a thorough consideration of student data. The §504 or ARD committee will make the decision to exit a student from the district's dysgraphia instructional program if the evidence is available to support the decision. The data may include:

- Handwriting mastery checks reflect a student's handwriting is meeting grade level expectations and §504 or ARD committee determine exiting the program is appropriate
- Data gathered shows the consistent progression of improvement in student's handwriting abilities and §504 or ARD committee determine exiting the program is appropriate.
- Data gathered shows limited improvement in the student's handwriting abilities, and §504 or ARD committee determines student is best served through access to technology and accommodations and exiting the program is appropriate.
- Student demonstrates a lack of progress and is not benefitting from the district's dysgraphia instructional program. This lack of progress will be documented in either the student's §504 committee minutes or ARD minutes along with documentation indicating student support to follow exit from the program.

STUDENT MONITORING - DYSGRAPHIA

Calhoun County ISD dyslexia interventionists will work collaboratively with classroom teachers to support the application of handwriting and spelling skills to students' classwork and assessments. After exiting the district dysgraphia program, students may continue to receive accommodations, as determined by §504 or the ARD committee.

***Calhoun County ISD's decisions regarding dyslexia and related disorders are in accordance with federal and state laws. Procedures and practices follow the guidance of the *Dyslexia Handbook 2021 Update*. ***

[Texas Dyslexia Handbook 2021](#)

[Questions and Answers - Updated Oct. 2022](#)

XII. Calhoun County ISD Dyslexia Contact:

Jacqueline Kovar

kovarj@calcoisd.org

361-552-7084

Special Programs Director

Jeana Bethany

bethanyj@calcoisd.org

361-552-9404