

Rule Independent School District



Dyslexia Procedures

Rule Independent School District Dyslexia Procedures

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Rule ISD Mission

We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and the community, our goal is to create relevant learning opportunities for students inside and outside the classroom and help them develop the knowledge, critical thinking skills, and character necessary to succeed in a technologically advanced world.

Purpose of the Rule ISD Dyslexia Manual

The purpose of this manual is to provide procedures for this campus, our teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia.

Goals

The Texas Administrative Code §74.28 (State Board of Education) has established the following for district goals:

A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.

Rule ISD provides appropriate services for all students with dyslexia as defined in T.E.C. 38.003 and T.A.C. 74.28 including the revised procedures concerning dyslexia and related disorders.

TEC (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Additionally, TEC 7.102(c)(28) charges the SBOE with approving a program for testing students with dyslexia and related disorders. HB 3928, passed during the 88th regular legislative session, requires the program, which is described in Title 19 of the Texas Administrative Code (TAC) §74.28, to not include a distinction between standard protocol dyslexia instruction, as this was included in the 2021 handbook version, and other types of direct dyslexia instruction, including specially designed instruction. The Individuals with Disabilities Education Act (IDEA) establishes assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA)). - *Dyslexia Handbook 2024*

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I. Dyslexia and Disorders

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

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

“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, November 12, 2002

The primary areas of difficulty for a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are UNEXPECTED for the student’s age, educational level, or cognitive abilities. Additionally, there is often a FAMILY HISTORY of similar difficulties.

Dyslexia is a language-based learning disability and refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually have trouble with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person’s life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/ or extra support services (International Dyslexia Association (IDA), 2017).

CHARACTERISTICS OF DYSLEXIA

The following difficulties may be associated with dyslexia if they are unexpected for the individual’s age, educational level, or cognitive abilities:

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- difficulty with phonological awareness processing the sounds of speech, including segmenting, or breaking spoken words into individual sounds,
- difficulty identifying and manipulating sounds in syllables
- difficulty with rhyming words,
- variable degrees of difficulty learning the names of letters and their associated sounds,
- difficulty with learning and reproducing the alphabet in correct sequence (in either oral or written form),
- difficulty decoding nonsense or unfamiliar words,
- difficulty reading single words in isolation,
- difficulty with recognition of sight words
- over reliance on picture clues, guessing at words
- inaccurate oral reading,
- difficulty reading fluently (slow, labored reading)
- difficulty with learning to spell,
- variable degrees of difficulty with reading comprehension,
- avoidance of reading,
- limited vocabulary due to reduced reading experience,
- reliance on listening rather than reading,
- variable difficulty with aspects of written composition,
- difficulty with volume of reading and written work,
- frustration with amount of time required for reading
- difficulty with notetaking, and
- family history of similar problems.

Some students are able to succeed with learning early reading and spelling tasks (especially if they have strong visual memory skills); however, they begin to experience problems when the requirements of reading/understanding complex texts and writing with complex language skills increase in the intermediate or upper grades.

ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER CONDITIONS

Besides academic struggles, some students with dyslexia may exhibit other complicated conditions and/or behaviors. The most common co-occurring disorder with dyslexia is attention deficit disorder. As a result, many students with dyslexia perform erratically from day-to-day and make inconsistent errors. Anxiety is the most common emotional symptom for students with dyslexia. Constant frustration and confusion in school contribute to the fear of failure, thus causing dyslexics to avoid whatever frightens them.

This avoidance behavior is often mistaken for laziness. Students with dyslexia often experience lower self-image and feel inferior to their peers. Depression can result from negative thoughts about themselves. Motivation can be a critical factor contributing to the success or failure of instructional practices. These additional conditions can have a significant impact on the effectiveness of instruction. Therefore, all of the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia.

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The following signs may be associated with dyslexia if they are unexpected for the individual's age, educational level, or cognitive abilities.

Pre-school:

- May talk later than most children;
- May have difficulty with rhyming;
- May have difficulty pronouncing words (i.e., busgetti for spaghetti, mawn lower for lawn mower)
- May have poor auditory memory for nursery rhymes and chants;
- May be slow to add new vocabulary words;
- May be unable to recall the right word;
- May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name.

Kindergarten through third grade:

- Fails to understand that words come apart; for example, that snowman can be pulled apart into snow and man and, later on, that the word man can be broken down still further and sounded out as: /m/ /a/ /n/;
- Has difficulty learning the letter names and their corresponding sounds;
- Has difficulty decoding single words (reading single words in isolation)—lacks a strategy;
- Has difficulty spelling phonetically;
- Reads dysfluently (choppy and labored);
- Relies on context to recognize a word.

Fourth grade through high school:

- Has a history of reading and spelling difficulties;
- Avoids reading aloud;
- Reads most materials slowly; oral reading is labored, not fluent;
- Avoids reading for pleasure;
- May have an inadequate vocabulary;
- Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell.

Typically, students with dyslexia will demonstrate academic underachievement. Information from parents and other sources will indicate that the student's lack of academic progress is not due to chronic absenteeism, illness, physical difficulties with sight or hearing, second-language acquisition, lack of experiential background or problems in the home. Many students with dyslexia perform significantly better in math, science and/or social studies than they do in language arts (reading and written expression).

The state requires all school districts to develop procedures for identification and appropriate instructional programs for students identified with dyslexia. At any time a student continues to struggle with reading, the district will gather data from parents, teachers and others to determine the appropriate intervention. Assessment for dyslexia may be appropriate for a student who shows some or all of the characteristics of dyslexia, and who has unexpected poor performance in reading, writing and/or spelling in the classroom.

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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) is required.

II. DYSLEXIA SCREENER

State Requirements

In 2017, the 85th Texas Legislature passed HB 1886, amending TEC §38.003, Screening and Treatment for Dyslexia to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate at the end of the school year for Kindergarten and first grade students screened no later than January 31. All seventh grade students who do not pass the sixth grade reading STAAR will also be screened for dyslexia within the first 6 weeks grading period using STAR Reading (Renaissance learning Inc) or Texas Middle School Fluency Assessment (TMFSA).

In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 TAC §74.28, Students with Dyslexia and Related Disorders. This law requires that evaluations only be conducted by appropriately trained and qualified individuals.

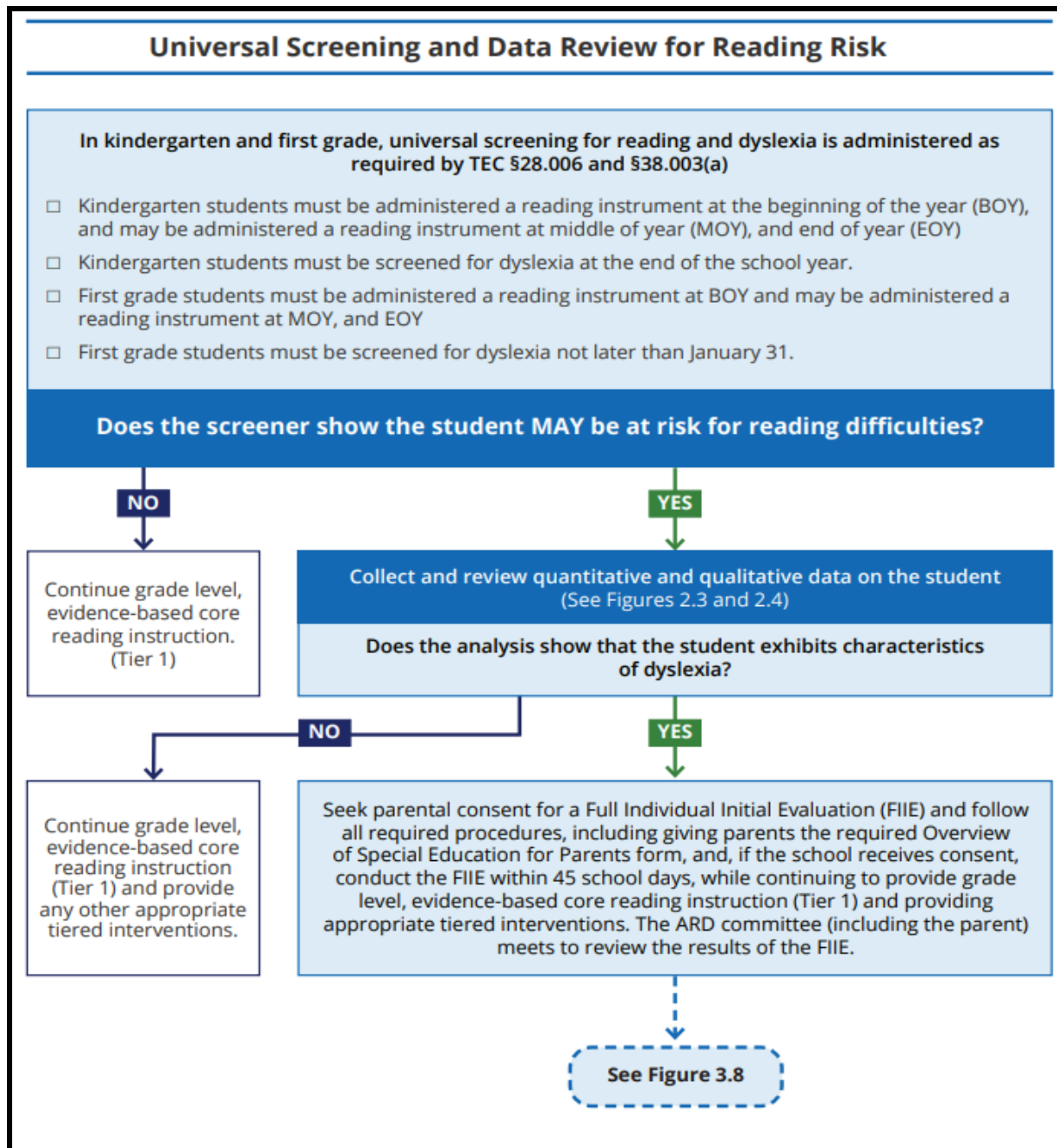
A related state law adds an additional layer to screening requirements for public school students. TEC §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The commissioner must adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. Districts are permitted to use reading instruments other than those adopted by the commissioner for first, second, and seventh grades **only** when a district-level committee adopts these additional instruments.

TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. A school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

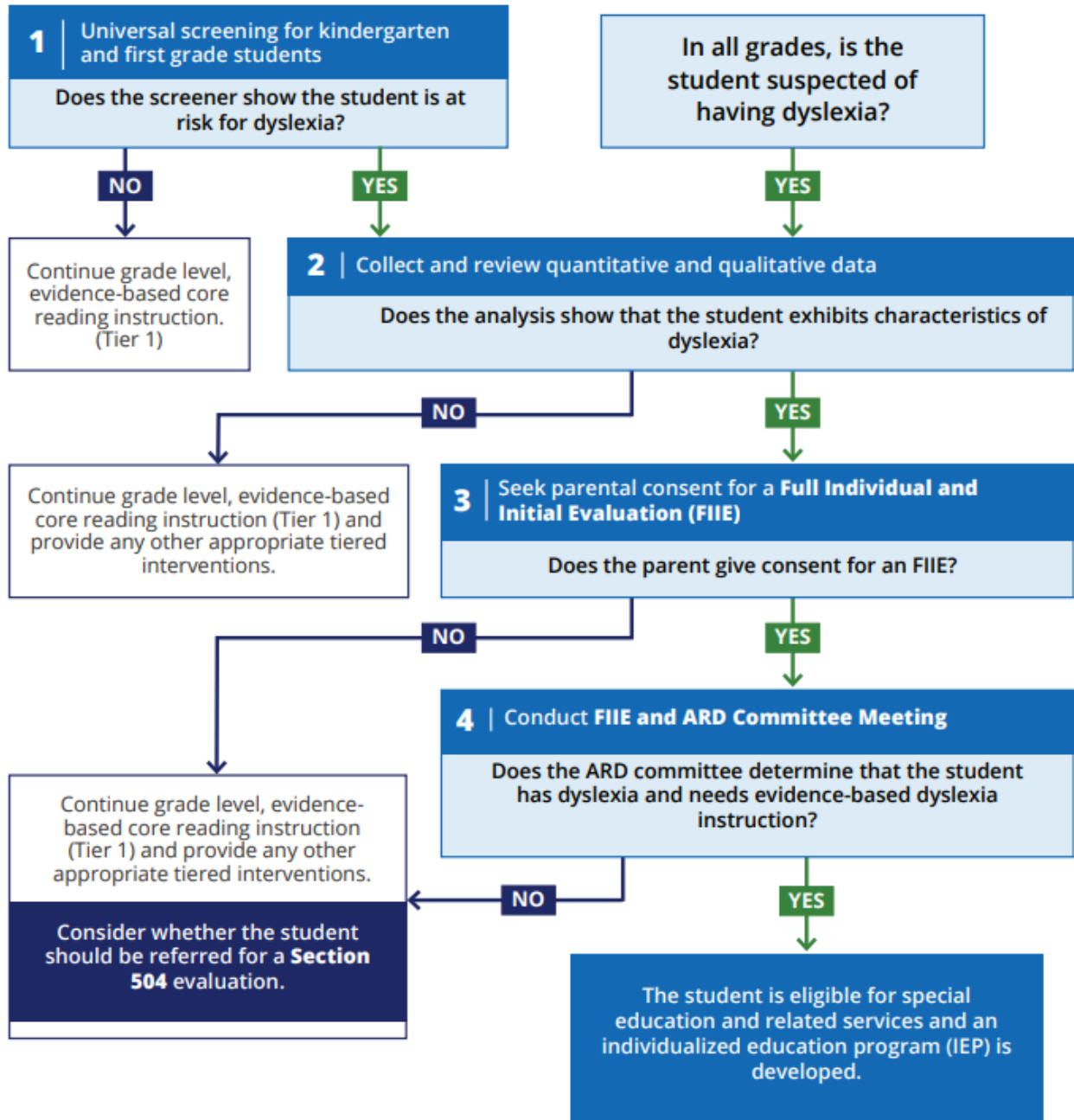
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Rule ISD uses the Texas Primary Reading Inventory (TPRI) as a screening instrument from the Commissioner's List of Reading Instruments. Each of these screeners are administered by a certified teacher. Additionally, all kindergarten students will be screened for dyslexia during the spring semester using the state assessment, TPRI and all first grade students will be screened for dyslexia between December 1 and January 31 utilizing TPRI.

Below is the Texas Dyslexia Handbook Screening and Data Review for Reading Risk that Rule ISD also incorporates (Dyslexia Handbook 2024, page 20).



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



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Child Find Process and Screening

This set of operating guidelines is crafted for Rule ISD staff, students, and students' families to help provide quality general education and special education programming for their students. It is crafted to build quality connections between the efforts of the general education and special education programs so that each individual child and his/her parent/guardian are provided access to services most appropriate to the child's needs. Rule ISD does not have a PreK 3 years of age program so any child under three would be a referral from Child Find.

If a parent/guardian of a student between the ages of 0-3 requests services at a campus, the principal will initiate the referral process, or will refer the parent/guardian to the Special Education Office. The Director of Special Education, or Designee, is responsible for ensuring that the student is added to their tracking system list and referring the student to ECI within two days. The Director, or Designee, will maintain communications with ECI personnel to assure that assessment and services, if appropriate, are provided.

If a student is referred to either the district or to the ECI program close to his/her third birthday, the district and ECI will coordinate and follow these procedures: 1) The agency which takes the referral will inform the other agency within two days, 2) The agencies will determine how many days remain until the student's third birthday, 3) The student will be evaluated by the agency based on the chart following, 4) The district and ECI will coordinate and hold IFSP or IEP meetings as appropriate for the student's age at the time of meeting.

Days till the student's 3 rd birthday	Agency	Action
More than 90	ECI	Conduct evaluation, convene IFSP meeting, and provide services as necessary 1
More than 45 days less than or equal to 90 days	ECI and District	Conduct evaluation, convene IFSP and ARD meeting, and provide services as necessary 1
45 days or less	District	Conduct evaluation, convene IEP meeting, and provide services as necessary 1, 2

1 some students receive services from the school district from birth.

2 Services to the student would begin on or after the student's 3rd birthday as determined appropriate by the IEP team

Early Childhood Intervention program staff will work closely with the Director of Special Education, or Designee, in the notification/referral of students becoming 3 years of age and to be referred for educational service in the school's Early Childhood Special Education. The completed referral packet is returned to the principal for processing as a part of the district's overall, regular education referral/screening system.

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Special education personnel may participate in, but not be assigned primary responsibility for, district referral/screening committees or campus study teams. As part of the Child Find/REED meeting for a student suspected of having Dyslexia, the district will provide the parent a link to the Dyslexia Handbook or a copy of the Dyslexia Handbook and the parent(s) will be invited to a Child Find/REED meeting. If the parent signs the Consent for Assessment and agrees to the assessment, the standard procedures for evaluation will take place. If the parent signs the Consent for Assessment form but declines consent, then the district may make the parent aware of the path through 504 for a general education evaluation.

COORDINATION OF SERVICES WITH EARLY CHILDHOOD INTERVENTION

Persons wishing to refer a student 0-3 who is suspected of having a developmental delay are referred to the local Early Childhood Intervention (ECI) program within 2 working days. Students 0-3 with auditory and or/or visual impairments will be enrolled with both ECI and the SSA.

The ECI program Coordinator provides the Special Education Director with referrals for students in ECI. These referrals are made after the parent has given permission for ECI to release information to the SSA. ECI invites the special education director or designee to a face-to-face meeting approximately 120 days before the student's third birthday.

School districts should accept referrals at least 90 days before the student's third birthday. In order to ensure continuity of services, the SSA should accept appropriate assessments from infant programs, and if the information is sufficient develop the IEP through the ARD process in order to begin serving the student by his or her third birthday.

If additional assessment is needed to determine eligibility, the SSA should conduct necessary assessments and convene an ARD committee meeting on or before the student's third birthday.

Students referred to district from IDEA-C ECI Program:

- A. A student referred from ECI is subject to the 3 is 3 rule. The district will take necessary action to determine eligibility and provide appropriate services as determined by the ARD/IEP team by the student's 3rd birthday.

Students age 0 to 3 referred to the district that were not a part of IDEA-C ECI:

- B. The total referral and assessment process will be completed within 45 school days from the date recorded on the Referral to Special Education form, in accordance with standard referral timelines.
- C. Students referred for services after their third birthday will be subject to regular referral process and timelines.

Preschool students eligible for services under IDEA-C that are referred to the district, consistent with required timelines, shall receive the necessary services as determined by the ARD/IEP committee beginning on their third birthday.

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The SSA works closely with ECI program staff to ensure a satisfactory transition between that program and the public school. The ECI program staff notifies the SSA of students prior to their third birthday. This notification will allow SSA and district staff to meet with parents and begin the transition process.

Administration of Screening Instruments

By law, Rule ISD must ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Whenever possible, Rule ISD strives to ensure that the student's current classroom teacher administers the screening instrument for dyslexia and reading difficulties if they are certified and trained in the administration of the test.

Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1.

After the screener has been administered, the appropriate staff will analyze results, identify level of risk for each student, and make informed decisions. Depending on the results, the student may be referred for formal evaluation, begin targeted intervention, and/or continue with core instruction. Data will be gathered to help evaluate the students' academic progress and determine what actions are needed to ensure improvement in academic performance.

Dyslexia screening is a tool for identifying students who are at risk for this reading disability; this means that the screening does not "diagnose" dyslexia. Rather, it identifies "predictor variables" that raise red flags, so parents and teachers can intervene early and effectively.

Identification of Students With Dyslexia - Richard Selznik, Dyslexia Screening: Essential Concepts for Schools and Parents 2015

Screener Criteria

Kindergarten	First Grade
Phonological Awareness Phonemic Awareness Sound-symbol Recognition Letter Knowledge Decoding Skills Spelling Listening Comprehension <i>EOY MAP Foundational Strand</i>	Phonological Awareness Phonemic Awareness Sound-symbol Recognition Letter Knowledge Decoding Skills Spelling Listening Comprehension <i>MOY MAP Foundational Strand Reading Rate (Reading record cwpm) Reading Accuracy (Reading record reading level)</i>

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At Rule ISD, parents will be notified if their child falls below the screening point requirement. These students may require short-term, targeted intervention with regular progress monitoring to determine if additional evaluation is needed. The services offered to students who are reported to be at risk of dyslexia or other reading difficulties aligns with the requirements of ESSA, which requires school to implement comprehensive literacy instruction featuring “age-appropriate, explicit, systematic, and intentional instruction” (ESSA, 2015).

PROCEDURES FOR FORMAL EVALUATION OF DYSLEXIA

Rule Independent School District follows the policies and procedures outlined in the Texas Education Code §38.003 (a) and assesses students “at appropriate times.” The appropriate time depends upon multiple factors including the student’s reading performance; reading difficulties, poor response to supplemental scientifically reading instruction; teachers’ input, and parent/guardians’ input.

Parents/guardians have the right to request a referral for dyslexia evaluation. The campus is obligated to review the student’s data (formal and informal) to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student will be evaluated following the guidelines from either IDEA or Section 504.

Parents/guardians are notified of a proposal to assess a student for dyslexia and informed of their rights under §504, the Rehabilitation Act of 1973. Parent permission must be obtained before formal evaluation can take place. For §504 evaluations, TEA advises districts to follow the timelines as established for special education evaluations (*evaluations must be completed within 45-instructional days from the time of consent*)

If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the district must notify the students’ parents/guardians. In particular, the district may consider dyslexia assessment for students who continue to struggle with reading even after Tiers I, II or III interventions such as:

- Identification of Students With Dyslexia
- Differentiated Instruction
- Guided Reading
- Scientifically Research-Based Core Reading Instruction
- Reading Recovery
- Intensive small group tutorials which target: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
- Title I reading support

DATA Gathering

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal

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evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided below.

- Vision screening
- Hearing screening
- Speech and language screening through a referral process
- Academic progress reports (report cards)
- Teacher reports of aptitude, behavior, and problems
- Parent conferences Results of the state student assessments as described in the Texas Education Code, §39.022
- Results of the K-2 universal screener as required in TEC §38.003
- Results of district assessments (MAP, CogAT)
- Results of testing for limited English proficiency
- Results of classroom assessments
- Results of accommodations and interventions provided by classroom teachers
- Outside evaluations
- School attendance
- Parent/Teacher surveys

Areas for Evaluation

Academic Skills	Cognitive Processes
<ul style="list-style-type: none">• Letter knowledge• Reading single words in isolation• Decoding unfamiliar words accurately• Fluency/rate and accuracy• Reading comprehension• Spelling• Listening comprehension• Written language• Written expression• Mathematical calculation• Mathematical reasoning• Math facts fluency	<ul style="list-style-type: none">• Phonological/phonemic awareness• Phonological memory• Rapid naming• Verbal memory• Quantitative ability• General ability• Vocabulary• Verbal comprehension• Similarities/differences• Cognitive development

English Language Learners

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. These data support the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. Studies that have examined language development and the effects of home experiences on young children indicate that home experiences and

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socioeconomic status have dramatic effects on cumulative vocabulary development (Hart & Risley, 1995). Having data related to these factors may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

Much diversity exists among EB students. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). EB students may be students served in bilingual and English as a second language (ESL) programs as well as students designated as EB whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (19 TAC §89.1220(g)-(m)) that is necessary to consider when identifying EB students with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required. Additional data sources for EB students are provided below.

Additional Data for English Language Learners

- Home Language Survey
- Results of oral language proficiency test
- Texas English Language Proficiency Assessment System (TELPAS)
- Instructional interventions to address language needs (ELDS)
- Information regarding previous schooling inside/outside of U.S.
- Knowledge of student's literacy skills in native and second language
- Type of language program model provided and language of instruction

Bilingual Evaluation

Assessments in Spanish parallel assessments in English for bilingual students.

Academic Skills	Cognitive Processes
Aprovechamiento: #1-Identificación de letras y palabras #2-Problemas Aplicados #3-Ortografía #4-Comprensión de textos #5-Calculo #6-Expresión de lenguaje escrito #7-Análisis de palabras #8-Lectura oral #9-Fluidez en lectura de frases #10-Fluidez en datos matemáticos #11- Fluidez en escritura de frases	<ul style="list-style-type: none">• Word discrimination• Phonological segmentation• Phonological blending• Number memory forward• Number memory reversed• Word memory• Sentence memory• Nonverbal reasoning• Cognitive development

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Data-Driven Meeting of Knowledgeable Persons

A team of knowledgeable persons reviews, discusses, and interprets quantitative and qualitative data. If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may suggest additional support or intervention. If the team suspects that the student has dyslexia or a related disorder, the team considers the type of instruction that would best meet the student's needs.

Standard protocol dyslexia instruction includes critical, evidence-based components of and delivery methods for dyslexia instruction. Standard protocol dyslexia instruction is not specially designed instruction, but programmatic instruction delivered to a group of students.

Specially designed instruction is defined under IDEA as "adapting...the content, methodology of delivery of instruction" to a child eligible under IDEA. In some cases, the data may suggest that the needs of a student require a more individualized program than offered through standard protocol dyslexia instruction. When this is the case, there is reason to suspect that special education services may be necessary for the student (The Dyslexia Handbook, 2018, p. 22).

If the team suspects the student has dyslexia but does not believe that special education is necessary to meet the student's needs, the team refers the student for eligibility evaluation under Section 504.

If the team determines that the data lead to suspicion of disability and special education services are necessary, the team suggests the student be considered for a full evaluation under IDEA.

III. Procedures for Full Individual and Initial Evaluation (FIIE)

The pathway for identification without the use of a state mandated screening is through a Full Individual and Initial Evaluation (FIIE). Rule ISD's process is outlined below. The student should continue to receive core instruction and appropriate tiered interventions while the process is being completed.

The decision to refer a student for a formal evaluation up to second grade and after second grade is always based on each individual student. Referrals must be accompanied with documentation of interventions, district benchmarks, dyslexia and early reading screeners, classroom observations and information, vision/hearing screening, current grades, home language survey, and additional information as needed. Parents/guardians always have the right to request a referral for a Full and Individual Initial Evaluation (FIIE) at any time.

Step 1: FIIE Referral and Data Gathering

When a campus student intervention team determines a student's data gives them reason to suspect the student has dyslexia, the team will initiate a referral for a FIIE. The diagnostician, school dyslexia coordinator, and principal will communicate with parents. The Principal will gather parent permission to assess, parent and teacher input, and hearing and vision screening.

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The results of the hearing and vision screening provide useful information; however, the results may delay the start of testing. The Principal will send an Evaluation Request to the Special Education CoOp. The specialist will then need to start a file folder for the student. The specialist should gather the following:

- Authentic writing samples
- Universal screening data
- Running records (if applicable)
- Informal observation data and other relevant information

When an FIIE is recommended, parents are provided with prior written notice, Notice of Procedural Safeguards, Overview of Special Education for Parents, and Opportunity for Parent to provide written consent to evaluate.

Step 2: Formal Evaluation Under IDEA

The evaluation must be completed within 45 school days. The dyslexia department will administer the appropriate assessment tool for each student. Campus dyslexia specialists may administer these tests themselves if they have been trained and their schedule allows. Otherwise, the specialist should follow the process for requesting testing assistance. Students identified as having dyslexia or related disorders from an outside source (independent source, another Texas school district, school district outside of Texas) will be evaluated for eligibility in the district's program. Rule ISD may choose to accept the outside assessment or may re-assess the student. In either situation, the committee will determine the identification status of a student enrolled in Rule ISD, and the placement of the student in the dyslexia programs.

Step 3: Collaboration with Diagnostician

The campus dyslexia specialist will work with the diagnostician and share scores to complete a Dyslexia Profile. The diagnostician will create the profile for the student and share it with the campus dyslexia specialist.

Step 4: Review and Interpretation of Data and Evaluations

After receiving recommendations from the the Special Education CoOp, Rule ISD will collaborate with the diagnostician to determine if the data reflects a pattern of evidence for the primary characteristics of dyslexia that is unexpected in relation to sociocultural factors, attendance history, the provision of effective instruction, language differences, and the student's other abilities. The following questions must be considered:

- Does the data show the following characteristics of dyslexia:
 - Difficulty with accurate and/or fluent word reading
 - Poor spelling skills
 - Poor decoding ability

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- Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.)
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction? The Texas Dyslexia Handbook 2024

The campus dyslexia specialist will not need to write a separate report; however, the specialist will need to collaborate with the diagnostician to ensure the correct information regarding the decision is in their evaluation report. The campus dyslexia specialist or district dyslexia tester that completed the testing will need to sign the FIE as the evaluator.

Step 6: Documentation

The campus dyslexia specialist will update all records and folders with all evaluation information.

Step 7: ARD Meeting

The campus dyslexia specialist will prepare for and attend the ARD meeting. The specialist should collaborate with the diagnostician regarding writing of a PLAAFP and goals when needed. At the ARD meeting, a decision will be made on the second prong of IDEA identification if specially designed instruction is needed. If the student is determined to be eligible for special education, a decision will be made on services including dyslexia instruction. The Consent to Serve signed under FIE will cover dyslexia as well. An additional Consent to Serve form is not needed. If the student has been identified as a student with dyslexia but does not qualify for special education, the student will then be served under Section 504. The campus should follow Section 504 procedures. In this case, the campus dyslexia specialist must obtain Consent to Serve. If the parents deny services, the specialist should have them sign the Waiver of Services for Dyslexia.

When formal evaluation is recommended, the school will complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed.

The ARD committee will interpret test results and determine if the student's difficulties are in the area of reading and spelling and reflect a 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 (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

If the ARD committee determines the student shows weaknesses in reading and spelling, the committee will examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective intervention.

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It is not one single indicator but a collaboration of data (formal and informal) that provide the committee with evidence for whether the student's difficulties are unexpected. If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia.

After the initial evaluation, if it is determined that the student has an IDEA eligible condition, such as dyslexia or a related disorder, the ARD committee (including parents/guardians) should determine if a need for specially designed instruction exists.

If the student requires specially designed instruction due to the IDEA eligible condition, the student is eligible for special education. The ARD committee then develops the Individualized Education Program (IEP) to allow the student to receive specially designed instruction, which includes but is not limited to standard protocol dyslexia instruction.

If the ARD committee determines that the student does indeed have dyslexia or a related disorder that substantially limits one or more of life's major activities, such as learning, reading, writing or spelling, but does not require specially designed instruction, the student is eligible for Section 504 and the 504 committee 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.

IV. Evidence-Based Components of Dyslexia Instruction

Once it has been determined that a student has dyslexia, Rule ISD will provide an appropriate program for the student as required in TEC §38.003. The district has purchased a reading program for students with dyslexia and related disorders that is aligned with the following descriptors found in the Dyslexia Handbook.

- Phonological Awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Fluency
- Reading Comprehension

Delivery of Dyslexia Instruction

Teachers must deliver:

- Simultaneous, Multisensory Instruction
- Systematic and Cumulative Instruction
- Explicit Instruction
- Diagnostic teaching to automaticity
- Analytic and Synthetic Approaches

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Rule ISD uses Reading by Design: An Individualized Literacy Intervention that delivers a systematic, multisensory approach aligned with research-based practices for developing literacy and designed for students with basic reading difficulties, such as dyslexia. Teachers who provide the instruction for students with dyslexia must be certified in Reading by Design. Dyslexia teachers do not have to hold a specific license or certification but must at minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and do not have to be certified as a special educator when serving a student who receives special education.

Rule ISD uses the following programs: **Reading By Design**- Systematic, Explicit, and Intensive Reading Intervention Program

- Volume 1 - Alphabetic Principle
- Volumes 2-4 - Six syllable types, digraphs, diphthongs, and other sound/symbol correspondences
- Volume 5 - Greek and Latin Roots/Morphology

Students receive Reading by Design instruction for 45 minutes a day, four days a week. Students are served in a group no larger than three students. Length of program instruction is 1-3 years.

Instructional Accommodations for Students with Dyslexia

In addition to dyslexia, instruction accommodations provide the student with support for grade-level instruction in the general education classroom. Accommodations are individualized and based on the needs of each student. Here are some examples of reasonable classroom accommodations for students with dyslexia:

- Oral administration of assessments and assignments (speech to text)
- Extra time on class assignments and assessments
- Reduced or shortened assignments
- Access to audiobooks
- Text to speech for online assignments and assessments
- Spelling assistance

V. Student Monitoring and Program Exit Criteria

Dismissal of direct services is determined by the 504 or ARD committee. Once dismissed from direct services, the student is moved to a monitoring, or indirect service, status. The committee considers the following factors when recommending exiting the program:

- Successful completion of Reading by Design
- Student Growth
- Student Self-Monitoring Behaviors
- Student Achievement

Monitoring status may include, but is not limited to:

- Review Sessions (based on indirect service schedules)
- Progress reports
- Report cards

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- State assessment data
- Teacher reports with accommodation documentation
- Parent information
- Counselor reports
- Other program reports

Indirect Service Schedule First year – once a six weeks

Second year and beyond – once a semester

Students who qualify for dyslexia services will follow monitoring/re-evaluation requirements outlined in federal law.

Section 504 Committee Evaluation Eligibility

At the end of the 2024-2025 school year, the SPED director, 504 coordinator, and the principal will hold a meeting/committee with the student and/or parent(s) to discuss whether each individual student will continue to require an evidence based dyslexia program or if they will be referred to a Special Education Evaluation. If the 504 committee agrees that the student has not completed the necessary training and based on sound and logical reasoning of the data presented, Rule ISD will refer the student for an FIEE.

If the 504 committee agrees that the student has completed the necessary training and based on sound and logical reasoning of the data presented, the student will have exited the dyslexia program but will remain a 504 student. Additionally, all students that complete the dyslexia program before the end of the 2024-2025 school year will not be referred for an FIEE.

COMPONENTS OF THE STANDARD PROTOCOL DYSLEXIA INSTRUCTION

Critical, Evidence-Based Components of Dyslexia Instruction 19 TAC §74.28

- Phonological awareness is the internal sound structure of words. An important aspect of instruction enables students to detect, segment, blend, and manipulate sounds in spoken language.
- Sound-symbol association (phonics) instruction that utilizes the letter-sound plan in which words that carry meaning are made of sounds, and the sounds are written with letters in the correct order. Students with this understanding can blend sounds associated with letters to decode words and can separate words into component sounds to spell and write effectively.
- Language structure encompasses syllabication (six syllable types), orthography (written spelling patterns), morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context).
- “Syllabication must be directly taught in relation to the word structure” (Birsh, 2018. P. 26).

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- Orthography instruction should be integrated with phonology and sound-symbol knowledge.
- Morphology involves learning how morphemes combine to form words.
- Syntax includes a set of principles that dictate sequence and function of words in a sentence such as grammar, sentence variation, and mechanics of language (Birsh, 2018, p. 26).
- Reading fluency incorporates directed proficiency in reading patterns of words accurately and with meaning to support comprehension.
- Comprehension instruction includes extracting and constructing meaning through the interaction of the reader with the text; process-oriented instruction involves the procedures of appropriate strategies for students to utilize when meaning in text breaks down.

While it is necessary that students are provided instruction in the above content, it is also critical that content is delivered with consistent, research-based practices (TEA Dyslexia Handbook, 2018).

Delivery of Dyslexia Intervention

- Simultaneous, multisensory instruction (VAKT) uses all learning pathways in the brain simultaneously in order to enhance memory and learning (Birsh, 2018, p.26).
- Systematic and cumulative instruction requires the organization of material to follow the order of language. “Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2018, p. 26).
- Explicit or direct instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. “The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- Instruction meets the specific learning needs of the student in a small group setting and contains all of the Components of Instruction mandated in 19 TAC §74.28;
- Diagnostic teaching requires continual assessment of students’ needs so that content can be mastered to the degree of automaticity.

TAC §74.28 (e) requires that teachers who treat students with dyslexia be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. 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.

Reporting to Texas Student Data System

Students identified with eligibility for dyslexia services are reported through the Public Education Information Management System (PEIMS) (TEC §42.006(a-1)).

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Dyslexia Codes

The classroom teacher or other certified teacher conducting these screeners will report the results to the campus administrator or PEIMS designee for coding. This indicates whether a student has been screened and whether or not the student is at-risk for dyslexia or related disorders. The principal or designee will enter the Dyslexia Risk Code as follows:

- 01 – Screened and determined to not be at-risk for dyslexia or related disorders
- 02 – Screened and determined to be at-risk for dyslexia or related disorders
- 03 – Not screened for dyslexia or related disorders

Rule ISD will provide one of the twelve Dyslexia Screening Exception Codes on why the student was coded 03. If a student is identified as having dyslexia or a related disorder, the Dyslexia Services Code, as defined by TEC 42.006, will be entered as follows:

- 00 - Student is identified with dyslexia or a related disorder but does not receive services.
- 01 - Student receives services for dyslexia or a related disorder with an individualized education program developed for the student under Section 29.005; or a plan developed for the student under Section 504, Rehabilitation Act of 1973.
- 02 - Student receives instruction that meets applicable dyslexia program criteria established by the State Board of Education; and is provided by a person with specific training in providing that instruction. (Reading by Design-
- 03 - The student is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023

Students identified with dyslexia or a related disorder may be coded with multiple services codes, as indicated on the PEIMS Coding Overview.

Reporting to Board of Trustees

Rule ISD notifies the Board of Trustees on all students identified with eligibility for dyslexia services as reported through the Public Education Information Management System (PEIMS). Students are not identified by name but identified as how many were screened and by grade and how many are at risk for dyslexia. Students are not broken down by gender or race due to being easily identifiable in small classes. Beginning of year TPRI and screening is submitted usually at the October or November board meeting and again in March and July for middle of year and end of year results respectively.

Educator Professional Learning and Hiring Educators

TAC §232.11 requires educators who teach students with dyslexia to have the Region 14 Reading Academy Certification. Region 14 hosts Reading Academy where teachers earn certification for their professional development.

Rule Independent School District Dyslexia Procedures

Rule ISD attempts to hire the most qualified and experienced educators that apply. There are also other factors that administrators and trustees look at as well. Below is the process for hiring the most qualified educators at Rule ISD.

If Rule ISD cannot hire a highly qualified and certified teacher for Kindergarten, 1st grade, and 2nd grade then the Dyslexia coordinator or another certified teacher will provide support and administer TPRI and other specific assessments that require specific and state mandated certifications. If Rule ISD hires a certified teacher, however, not certified in TPRI, dyslexia support instruments, and other state mandated testing and instruction requirements, then we will schedule the required training at the earliest possible time with the help of Region 14 and the Haskell Knox CoOp.

Rule ISD Hiring Procedure for Teachers

At Rule ISD, our hiring process for teachers is designed to ensure that we recruit highly qualified individuals who align with our educational standards and values. The first step is **Preparation**, where we define the position requirements by clearly outlining the necessary qualifications, certifications, and experience. This includes specific responsibilities and desired attributes, such as certifications in Reading Academy and TPRI.

Next, in the **Job Posting and Recruitment** phase, we advertise the position on the school district website and the Region 14 job site. Additionally, we reach out to friends, local schools, and teacher preparation programs to attract a diverse pool of candidates.

During the **Application Collection** phase, we accept applications and set a deadline for submission. We then conduct an initial screening to ensure that applicants meet the minimum qualifications. This includes verifying required certifications, such as Early Childhood Education (ECE) or Elementary Education, Reading Academy certifications, TPRI administer credentials, etc.... We also perform phone or video interviews to assess communication skills and basic qualifications.

In the **In-Depth Evaluation** phase, we conduct in-person interviews to evaluate the candidate's teaching philosophy, classroom management skills, and approach to curriculum. We request a teaching demonstration or lesson plan presentation and contact previous employers and colleagues for insights into the candidate's performance and work ethic.

Following this, we carry out **Background Checks** to ensure the candidate has no disqualifying criminal history and verify that there is no history of child abuse.

The **Evaluation of Fit** involves assessing whether the candidate aligns with the school's values, mission, and educational philosophy. We also consider how well the candidate will integrate with the current teaching staff.

In the **Decision Making** phase, we review all collected data, gather input from interviewers, and extend a formal job offer to the selected candidate.

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Progress Monitoring

Specialists routinely monitor all students who are currently in the multi-sensory program and send home progress reports for each reporting period. After completing the multisensory dyslexia program, campus specialists monitor progress of dyslexia students through eighth grade to ensure student achievement growth and success. Campus academic specialists continue to conduct progress monitoring for students who are not reading on grade level instructionally and require ongoing accommodations through high school as needed. The district progress monitoring includes assessing fluency and comprehension with the Qualitative Reading Inventory, assessing spelling with Test of Written Spelling, and evaluating writing with a written sample. If specialists recognize any problems, they may suggest additional accommodations, interventions, or further evaluations.

For students who are in high school and have not had multisensory instruction within the past two years, require few accommodations to be successful in the classroom and assessments, specialists will monitor by grades only for each grading period as long as students are in the district. If specialists recognize fluctuations in grades, then additional accommodations may need to be considered.

Education Program for Parents/Guardians of Students with Dyslexia

Rule ISD will provide a parent education program which will include presentations on awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on accommodations, especially accommodations allowed on standardized testing. These presentations will be scheduled at varying intervals throughout the school year.

VI. Resources

The 2024 Dyslexia Handbook outlines the guidelines that TEA recommends districts follow to comply with the dyslexia law.

Links: TEA Dyslexia Website –

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-relateddisorders> TEA

Dyslexia Handbook (English) –

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2024.pdf>

TEA Dyslexia Handbook (Spanish) –

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>