

# Dyslexia Program Guidelines

Policies and Procedures



Llano Independent School District

Spring 2018

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Llano Independent School District Dyslexia Program Policies and Procedures have been determined as per directives in *The Dyslexia Handbook* developed by the Texas Education Agency. The handbook includes a copy of the complete 504 Law. The handbook can be found at <http://www.region10.org/dyslexia/index/>.

## Philosophy

Not all children learn to read, write, and spell in the same ways. Despite conventional and appropriate classroom instruction, some students continue to struggle in these areas. Some of these students may have a reading disorder known as dyslexia. Students who exhibit characteristics of dyslexia may need an intervention program to help them be successful in school. Llano ISD offers a dyslexia program on each campus for students who meet eligibility criteria. Students will be served by a trained staff member with a program which includes the components of phonemic awareness, graphophonemic knowledge, language structure, linguistic patterns and processes. Students identified as showing signs of dyslexia will be given support and appropriate instructional interventions in order to be successful in their academic career.

## Definition and Characteristics of Dyslexia

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 Association Board of Directors, November 2002

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

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

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

## Characteristics of Dyslexia

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

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lacks reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words

- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds in words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

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 *not* . . .

- A lack of intelligence or ability to learn
- A behavioral problem
- A vision problem
- A disease; there is no cure
- A balance problem

## Common Signs of Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A **family history** of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014). The following signs may be associated with dyslexia if they are **unexpected** for the individual's age, educational level, or cognitive ability.

### Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)

- Trouble learning and naming letters and numbers and remembering the letters in his/her name
- Aversion to print (e.g., doesn't enjoy following along if book is read aloud)

### **Kindergarten and First Grade**

- Difficulty breaking words into smaller parts (syllables) (e.g., "baseball" can be pulled apart into "base" " ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print ( e.g., "sed" for "said")

### **Second Grade and Third Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

### **Fourth Grade through Sixth Grade**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading

- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

### **Middle School and High School**

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

*(The Dyslexia Handbook – Revised 2014)*

## **Dyslexia Program Assessment Process**

If a student exhibits any combination of characteristics or difficulties as discussed in the previous pages, a teacher, parent, or any other knowledgeable person may request a dyslexia screening. An older student may initiate his or her own request for screening. Requests for screening will be made to a Response to Intervention (RTI) team of teachers and other knowledgeable persons who either have experience working with the student or have knowledge of dyslexia and/or related reading disorders.

The student’s difficulties in the area of reading will reflect one or more of the primary characteristics of dyslexia with unexpectedly low performance for the student’s age and educational level in 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.)

This unexpectedly low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological awareness

- Rapid naming
- Phonological memory

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

### **Pre-Assessment Data Gathering:**

The Response to Intervention Team will gather data to determine if a dyslexia screening should take place. As much data as possible should be gathered in order to make an accurate recommendation. Data that may be gathered are as follows:

- Vision and hearing screening
- Teacher reports
- Parent or guardian reports/conferences
- Results of state mandated student assessments
- Standardized test results
- Records and results of intervention strategies provided by classroom teachers and/or other special programs or tutoring services
- Reports provided by parents or guardians from a private diagnostician or other source, if available
- K-2 reading screening results
- Speech and language or learning disability screening results
- Academic progress reports
- Student work samples
- Limited English Proficiency data
- Evidence of a lack of progress with other interventions

The RTI Team should determine that the student's poor performance in one or more areas of reading, writing, or spelling are **unexpected** for the student's age/grade and cognitive ability and that the characteristics of dyslexia exist.

If the RTI Team determines a formal dyslexia assessment is needed, the following steps must be taken prior to the evaluation:

- Notify the parents or guardians of proposal to assess student for dyslexia and obtain permission for assessment
- Inform parents or guardians of their rights under §504

Notices and consents will be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

**Testing Windows:**

Referrals may be received by the RtI team throughout the year, but students will be assessed during testing windows in the months of October/November/December and March/April/May. Students who fit the profile of a dyslexic student will begin the dyslexia program the following semester.

**Assessment Procedures:**

The student will be assessed by individuals/professionals who have training in the evaluation of students for dyslexia and related disorders. Depending upon the student's age and stage of reading development, the following areas related to reading will be assessed. Assessment instruments may include the Comprehensive Test of Phonological Processing 2<sup>nd</sup> edition, Woodcock Johnson IV, Gray Oral Reading Test, 5<sup>th</sup> Edition.

Domain	CTOPP-2	WJ-IV	GORT-5
Reading single words in isolation		X	
Word decoding		X	
Oral reading rate			X
Oral reading accuracy			X
Written spelling		X	
Phonological awareness	X		
Phonological memory	X		
Rapid naming	X		
Reading comprehension		X	
Oral language/listening comprehension		X	
Mathematics		X	
Letter knowledge (name and associated sounds)	X		

Medical and/or private diagnosis of dyslexia, if present, may be provided as part of the evaluation criteria for admittance into the dyslexia program but will not guarantee placement.

The campus dyslexia/504 committee will determine the eligibility and admittance to the dyslexia program. This determination is made based on the following five questions:

- Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
- Are the reading and spelling difficulties the result of a phonological processing deficit?

- Are the reading, spelling, and phonological processing deficits **unexpected**?
- Does the student have a preponderance of strengths that could be assets?
- Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

Post-Assessment Decision Making:

A 504 or ARD (Annual Review and Dismissal) committee must determine the following guidelines have been met as authorized by 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 students' lack of progress is not due to sociocultural factors such as language differences, irregular attendance, or lack of experiential background

If the student has dyslexia, the 504 committee determines an educational plan under the Rehabilitation Act of 1973, §504. A student is considered to have a disability under §504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

## Referral to Special Education

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

If the student with dyslexia is found eligible for special education, the admission, review, and dismissal (ARD) committee must include appropriate reading instruction on the student's Individualized Education Program (IEP).

A student who has already been determined to have a disability within the meaning of IDEA and is suspected of having dyslexia as determined by his/her ARD committee may be referred for a dyslexia screening and/or assessment. All decisions concerning the student's education plan and the addition of dyslexia services will be determined by the ARD committee.

## Dyslexia Instruction

Once it has been determined that a student has dyslexia LISD shall provide an appropriate instructional program for the student as stated in TEC §38.003. This instruction will be given at the student's home campus by a teacher trained in dyslexia and related disorders.

## LISD Dyslexia Programs

Llano ISD serves dyslexic students with the following program:

- Wilson Reading System

The best educational practice for students with dyslexia is early identification and intervention. It is the goal of LISD to identify students with dyslexia at the elementary level and intervene with Wilson Reading System. The Wilson Reading System® (WRS) directly teaches the structure of the English language using an organized and sequential system in 12 Steps, not corresponded to school grade levels. It provides a complete curriculum for explicitly and systematically teaching decoding and encoding (spelling). From the beginning steps of the program, instruction also addresses high frequency/sight words, fluency, vocabulary, oral expressive language development and comprehension with progressively more challenging text. Throughout the program, the teacher follows a 10-part lesson plan that provides for extensive teacher-student interaction and multisensory learning methods.

Key components directly addressed in the Wilson Reading System are:

- Phonemic awareness
- Alphabetic principle (sound/symbol relationship)
- Decoding
- Encoding (spelling)
- Advanced word analysis
- High frequency/sight word instruction
- Vocabulary development
- Fluency
- Oral expressive language development
- Listening and reading comprehension with visualization
- Metacognition

Students still requiring direct instruction for dyslexia at the intermediate, middle, and high school level will receive instruction in the Multisensory Teaching Approach (MTA) and/or Language programs.

## Accommodations

Student accommodation plans will be completed upon identification of dyslexia. Plans will be distributed to teachers at the beginning of each school year as well as anytime throughout the year that the student begins dyslexia instruction. Accommodations will be reviewed and updated annually. Changes to accommodation plans may be made throughout the school year as needed to ensure student success.

## Student Progress Monitoring

The dyslexia therapist on each campus is responsible for maintaining records of individual student benchmarks throughout the year and communicating that progress with the student's parents and/or guardians. Student progress will be reported to parents/guardians each nine weeks grading period as well as at the completion of the program.

## Criteria for Dismissal from the Dyslexia Program

A student may be dismissed from the dyslexia program if any of the following criteria are determined by the 504/ARD committee (which may include the following: teachers, dyslexia therapist, campus 504 coordinator, diagnostician, administrator, parent, and student) to be factors in the learning process:

- The student has successfully completed the dyslexia program
- The student has excessive absences preventing progress in the curriculum
- Regular or disruptive behavior which interferes with student success and peers' ability to learn and/or poor motivation toward the dyslexia program
- Parent or Guardian written request

- Inappropriate or inaccurate placement and/or placement in an alternate educational program is recommended
- Student demonstrates improved classroom and benchmark/state testing performance
- Student moves out of the district
- Student is placed in an alternative instructional setting

**NOTICE OF RIGHTS AND EXPLANATION OF PROCEDURAL SAFEGUARDS**  
**SECTION 504 OF THE REHABILITATION ACT OF 1973**  
**Llano Independent School District**

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

**ELIGIBILITY:** Some students will be eligible for educational services under the Individuals with Disabilities Education Act (IDEA). Parents and/or students seeking services under the IDEA are referred to the district's special education department and its director. It is the purpose of this notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA.

The enabling regulations for Section 504 as set out in 34 Code of Federal Regulations (CFR) Part 104 provided parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this Notice is to advise you of those rights.) 34 CFR 104.32.
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33.
3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and TAKS scores. 34 CFR 104.35.
8. Placement decisions must be made by a group of persons (e.g., Section 504 Committee), including persons knowledgeable about your child, the meaning of the

evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. 34 CFR 104.35.

10. You have the right to notice prior to any action by the District in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36.

11. You have the right to examine relevant records (general documents relating to identification, evaluation, and placement of your child). 34 CFR 104.36.

12. If you have questions or concerns regarding your child's identification, evaluation, or educational placement, you may call the 504 Coordinator at the campus your child attends, or you may contact the district 504 Coordinator 903-891-6421.

13. If you wish to contest actions taken by the campus 504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or Request for a Hearing to the district 504 Coordinator at the address below:

**Shelly Schuessler  
District 504 Coordinator  
1400 Oatman  
Llano, TX 78643  
325-247-4747**

A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place. 34 CFR 104.36.

14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.

15. With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation, or placement, you have the right to present a grievance or complaint to the district 504 Coordinator who will investigate the situation in an effort to arrive at a fair and speedy resolution.

16. You also have a right to file a complaint with the Office for Civil Rights of the Department of Education. The address of the OCR Regional Office that covers Texas is:

**Director, Office for Civil Rights, Region VI  
1200 Main Tower Building, Room 1935  
Dallas, Texas 75202  
(214) 767-3959**

**Revised July 2008**

Application of a Definition-Based Process  
to the Identification of Dyslexia – Revised 2007

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook – Revised 2007* should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English language learners. *The Dyslexia Handbook – Revised 2007* is available in electronic format at [www.region10.org/dyslexia/Documents/DyslexiaHandbook2014English.pdf](http://www.region10.org/dyslexia/Documents/DyslexiaHandbook2014English.pdf)

The following procedures provide support for the use of the Characteristic Profile of Dyslexia – Revised 2007 as a tool in the identification of dyslexia.

- A. Test all dyslexia UNDERLYING CAUSE, CHARACTERISTIC and OUTCOME skills listed in all CAPs on the profile and test additional skills as needed for individual students.
- B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.
- C. Plot test scores on profile. Utilize **X** for norm-referenced standardized tests results and **√** for criterion, group or screening measures. Include test standard scores along left margin for reference. Test names may also be noted. Plot parent, teacher, and dyslexia designee or diagnostician observations with **P**, **T** and **D**.
- D. Use individual subtest scores rather than composite or cluster scores.  
*Examples: Consider both the Elision and Blending Words scores on the **CTOPP** rather than the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the **GORT** rather than the Fluency Composite or Oral Reading Quotient. Always consider the subscales of an intelligence or ability test.*
- E. Apply the following differential identification questions in sequence.
  - 1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
  - 2. Are the reading and spelling difficulties the result of a phonological processing deficit?
  - 3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
  - 4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
  - 5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

Detailed guidance for the interpretation of these differential questions is available in TEA's *The Dyslexia Handbook – Revised 2007* and in the companion to this profile, *The Thinking Person's Step-by-Step Identification Process for Dyslexia – Revised 2007*. For training information on the use of this profile, contact Texas Scottish Rite Hospital for Children, Dyslexia Identification Seminar, 214-559-7800 or [www.tsrhc.org](http://www.tsrhc.org). The Characteristic Profile of Dyslexia – Revised 2007 may be duplicated and utilized in educational settings as a tool for presenting test scores and observations. If it is edited or adapted, please credit the source by including the statement: "Adapted from the Characteristic Profile of Dyslexia – Revised 2007, Texas Scottish Rite Hospital for Children."

# Texas Education Codes and Laws Concerning Dyslexia

Sources for Laws and Rules for Dyslexia Identification and Instruction:

- Texas Education Code (TEC) §7.028(b)
- Texas Education Code (TEC) §21.044
- Texas Education Code (TEC) §21.054
- Texas Education Code (TEC) §25.006
- Texas Education Code (TEC) §38.003
- Texas Education Code (TEC) §38.0031
- Texas Education Code (TEC) §42.006 (a-1) Texas Education Code (TEC) §51.9701 Texas Occupations Code, Chapter 54
- Texas Administrative Code (TAC) §74.28 (State Board of Education Rule)
- Texas Administrative Code (TAC) §228.35
- Texas Administrative Code (TAC) §230.23
- Texas Administrative Code (TAC) §232.11
- *The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders*
- Individuals with Disabilities Education Act (IDEA 2004)
- Rehabilitation Act of 1973, Section 504 (§504), as amended in 2008

**Texas Education Code (TEC) §7.028. Limitation on Compliance Monitoring**

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

*Added by Acts 2003, 78th Leg., ch. 201, § 4, eff. Sept. 1, 2003.*

*Renumbered from V.T.C.A., Education Code § 7.027 by Acts 2005,*

*79th Leg., ch. 728, § 23.001(9), eff. Sept. 1, 2005.*

**Texas Education Code §21.044 (State Law)**

**§ 21.044 Educator Preparation**

(a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

(b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia. This subsection does not apply to a person who obtains a certificate through an alternative certification program adopted under Section 21.049.

(c) The instruction under Subsection (b) must:

(1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:

(A) employed by institutions of higher education; and

(B) approved by the board; and

(2) include information on:

(A) characteristics of dyslexia;

(B) identification of dyslexia; and

(C) effective, multisensory strategies for teaching students with dyslexia.

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

*Amended by: Acts 2011, 82nd Leg., R.S., Ch. 635, Sec. 1, eff. June 17, 2011.*

**Texas Education Code §21.054 (State Law)**

**§21.054. Continuing Education**

(a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

(b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.

(c) The training required under Subsection (b) may be offered in an online course.

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

*Amended by: Acts 2005, 79th Leg., Ch. 675, Sec. 2, eff. June 17, 2005, Acts 2009, 81st Leg., R.S., Ch.*

*596, Sec. 1, eff. September 1, 2009, Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 67(a), eff. June 19, 2009,*

*Acts 2011, 82nd Leg., R.S., Ch. 635, Sec. 2, eff. June 17, 2011.*

**Texas Education Code §28.006 (State Law)**

**§28.006. Reading Diagnosis**

(a) The commissioner shall develop recommendations for school districts for:

(1) Administering reading instruments to diagnose student reading development and comprehension;

(2) Training educators in administering the reading instruments; and

(3) Applying the results of the reading instruments to the instructional program.

(b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.

(c) Each school district shall administer, at the kindergarten and first- and second-grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).

(c-1) Each school district shall administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the assessment instrument in reading administered under Section 39.023(a) to the student in grade six did not demonstrate reading proficiency, as determined by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a) (1).

(d) The superintendent of each school district shall:

(1) Report to the commissioner and the board of trustees of the district the results of the reading instruments; and

(2) Report, in writing, to a student's parent or guardian the student's results on the reading instrument.

(3) Using the school readiness certification system provided to the school district in accordance with Section 29.161 (e), report electronically each student's raw score on the reading instrument

to the agency for use in the school readiness certification system.

(d-1) The agency shall contract with the State Center for Early Childhood Development to receive and use scores under Subsection (d) (3) on behalf of the agency.

(e) The results of reading instruments administered under this section may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.

(f) This section may be implemented only if funds are appropriated for administering the reading instruments. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the commissioner.

(g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(g-1) A school district shall provide additional reading instruction and intervention to each student in seventh grade assessed under Subsection (c-1), as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument. Training and support for activities required by this subsection shall be provided by regional education service centers and teacher reading academies established under Section 21.4551, and may be provided by other public and private providers.

(h) The school district shall make a good faith effort to ensure that the notice required under this section is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.

(i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.

(j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.051(b)(7) and may implement sanctions under Subchapter G, Chapter 39. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

(k) The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section.

Text of subsection (l) effective until January 1, 2002.

(l), (m) Expired.

*Added by Acts 1997, 75th Leg., ch. 397, Sec. 2, eff. Sept. 1, 1997. Amended by Acts 1999, 76th Leg., ch. 396, Sec. 2.11, eff. Sept. 1, 1999.*

*Amended by: Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 3.05, eff. May 31, 2006.*

*Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 6, eff. June 15, 2007.*

*Acts 2007, 80th Leg., R.S., Ch. 1340, Sec. 1, eff. June 15, 2007.*

*Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 26, eff. June 19, 2009.*

### **Texas Education Code §38.003 (State Law)**

#### **Screening and Treatment for Dyslexia and Related Disorders**

(a) Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.

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

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

(c) The State Board of Education shall adopt any rules and standards necessary to administer this section.

(d) In this section:

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

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

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

*Added by Acts 2011, 82nd Leg., R.S., Ch. 635, Sec.3, eff. June 17, 2011.*

The original version of this statute was passed in 1985 through HB 157, Texas Legislature, and 69th Regular Session. Subsection (b-1) was added by the 82nd Texas Legislature in 2011.

**Texas Education Code §38.0031 (State Law)**

**§38.0031 Classroom Technology Plan for Students with Dyslexia**

(a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must;

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

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

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

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

*Added by Acts 2011, 82nd Leg., R.S., Ch. 635, Sec. 4, eff. June 17, 2011*

**Texas Education Code §42.006(a-1) (State Law)**

**§42.006 Public Education Information Management System (PEIMS)**

(a-1) The commissioner by rule shall require each school district and open-enrollment charter school to report through the Public Education Information Management System information regarding the number of students enrolled in the district or school who are identified as having dyslexia. The agency shall maintain the information provided in accordance with this subsection.

*Amended by Acts 2013, 83rd Leg., R.S., Ch. 295 (H.B.1264), sec. 1, eff. June 14, 2013.*

**Texas Education Code §51.9701 (State Law)**

**§51.9701 Assessment for Dyslexia**

Unless otherwise provided by law, an institution of higher education, as defined by Section 61.003, may not reassess a student determined to have dyslexia for the purpose of assessing the student's need for accommodations until the institution of higher education reevaluates the information obtained from previous assessments of the student.

*Added by Acts 2011, 82nd Leg., R.S., Ch. 635, Sec. 5, eff. June 17, 2011.*

**Texas Administrative Code §74.28 (State Board of Education Rule)**

**Students with Dyslexia and Related Disorders**

(a) The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

(b) 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.

(c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.

(d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.

(e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.

(f) Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section 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.

(g) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: 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 modification, especially modifications allowed on standardized testing.

*Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212; amended to be effective August 24, 2010, 35 TexReg 7211.*

**Texas Administrative Code §228.35 (State Board of Education Rule)**

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.

(2) Professional development should be sustained, intensive, and classroom focused.

(3) An educator preparation program shall provide each candidate with a minimum of 300 clockhours of coursework and/or training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements. A candidate who does not qualify as a late hire who is issued a probationary certificate after September 1, 2012, may not be employed by a school district as a teacher of record until the candidate completes a minimum of 15 clock-hours of field-based experience, student teaching, or clinical teaching in which the candidate is actively engaged in instructional or educational activities under supervision at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, as provided in this section. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any student teaching, clinical teaching, or internship:

(A) a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this fieldbased experience may be provided by use of electronic transmission, or other video or technology-based method; and

(B) 80 clock-hours of coursework and/or training.

(4) An educator preparation program that is not an alternative certification program must require, as part of the curriculum for a bachelor's degree that is a prerequisite for educator certification, that a candidate receive instruction in detection and education of students with dyslexia. This instruction must:

(A) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:

(i) employed by institutions of higher education; and

(ii) approved by the State Board for Educator Certification (SBEC); and

(B) include information on:

(i) characteristics of dyslexia;

(ii) identification of dyslexia; and

(iii) effective, multisensory strategies for teaching students with dyslexia.

(5) All coursework and/or training shall be completed prior to educator preparation program completion and standard certification.

(6) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA continuing professional education provider.

(7) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, student teaching, or practicum requirements, and is directly related to the certificate being sought.

(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.

(c) Late Hire Provisions. A late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of subsection (a)(3) of this section and, if applicable, 15 clock-hours of active, supervised experience, but shall complete these requirements within 90 school days of assignment.

(d) Educator Preparation Program Delivery. An educator preparation program shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

(1) For initial certification, each educator preparation program shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship, student teaching, or clinical teaching. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(2) For initial certification, each educator preparation program shall also provide one of the following:

(A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;

(B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or

(C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data.

An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

(i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

(I) a certified teacher is available as a trained mentor;

(II) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

(III) the Head Start program teaches three and four-year-old students; and

(IV) the state's pre-kindergarten curriculum guidelines are being implemented.

(iii) An internship, student teaching, clinical teaching, or practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

(4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(B) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.

(C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:

(i) the accreditation(s) held by the school;

(ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;

(iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and

(iv) the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.

(D) An educator preparation program may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching or clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

(e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.

(f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of

assignment. The field supervisor shall document instructional practices observed, provide written

feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.

(4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

(g) Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a baccalaureate degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.214, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of student teaching.

*Source Note: The provisions of this §228.35 adopted to be effective December 14, 2008, 33 TexReg 10016; amended to be effective December 26, 2010, 35 TexReg 11239; amended to be effective August 12, 2012, 37 TexReg 5747.*

**Texas Administrative Code §230.23 (State Board of Education Rule)**

Testing Accommodations for Persons with Dyslexia

The Texas Education Agency (TEA) shall provide examination accommodations for persons with dyslexia.

(1) For each licensing examination administered, the TEA and its testing vendor shall provide reasonable examination accommodations to an examinee diagnosed as having dyslexia as that term is defined in the Texas Education Code, §51.970.

(2) The TEA and its testing vendor shall provide examination accommodations to an examinee diagnosed with dyslexia, provided acceptable medical or diagnostic documentation has been received and reviewed by the vendor prior to the administration of the examination.

*Source: The provisions of this §230.23 adopted to be effective August 12, 2012, 37 TexReg 5753.*

**Texas Administrative Code §232.11 (State Board of Education Rule)**

Number and Content of Required Continuing Professional Education Hours

(e) The required CPE for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia. The required training may be satisfied through an online course approved by Texas Education Agency staff.

*Source: The provisions of this §232.11 adopted to be effective August 12, 2012, 37 TexReg 5764.*

# Resources for Parents and Students

## Websites:

[www.Idonline.com](http://www.Idonline.com) – learning differences

[www.learningally.org](http://www.learningally.org) – Recordings for the Blind and Dyslexic

[www4.esc13.net/dyslexia](http://www4.esc13.net/dyslexia) - Llano's Educational Service Center

[www.interdys.org](http://www.interdys.org) – International Dyslexia Association

[www.ALTAread.org](http://www.ALTAread.org) – Academic Language Therapists Association

[www.neuhaus.org](http://www.neuhaus.org) – Resources for Parents

[www.dyslexia.yale.edu](http://www.dyslexia.yale.edu) – Yale Center for Dyslexia and Creativity

[www.tsrhc.org](http://www.tsrhc.org) – Texas Scottish Rite Hospital for Children

For more information concerning State of Texas Dyslexia laws, refer to the State Dyslexia Handbook that is linked to the Region 10 website.

[www.region10.org](http://www.region10.org)

From main page choose: Programs & Services

By Content/Program

Click on "D" then choose Dyslexia

Scroll down and click on link to Handbook

State Dyslexia Hotline: 800-232-3030

Special Education Hotline: 855-773-3839