

**Procedural Manual
For Dyslexia
Pecos-Barstow-Toyah ISD
Updated June 2012**

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IDENTIFICATION OF STUDENTS WITH CHARACTERISTICS OF DYSLEXIA

Tier I: Student exhibits poor performance on early reading assessment or fails to respond to scientifically based reading instruction at any level. Classroom teacher intensifies instruction and provides accommodations.

❖ If student does not make adequate reading progress.....

Tier II: Teacher provides more intense intervention in addition to the core reading program and monitors progress, including intensive small group reading instruction, establishment of goals and progress monitoring at least bimonthly.

❖ If student does not make adequate reading progress AND exhibits characteristics of dyslexia....

Tier III: Student is recommended for dyslexia assessment.

Before a teacher can refer a student for testing or dyslexia characteristics the Response to Intervention (RTI) process must be completed.

The RTI process with data gathering includes:

- verification of difficulties the student is demonstrating, including examples of work demonstrating the student's weakness;
- verification of implementation of a reading program using scientifically based reading research (SBRR)
- documentation verifying the intensive, scientifically based instructional intervention given by the classroom teacher;
- vision/hearing screening
- academic progress reports
- basal reading series assessments and other state assessments
- teacher reports of classroom concerns
- parent conferences
- testing for LEP

When the RTI process has been completed a formal request for assessment may be filled out, including parent interview and permission to screen forms.

The following domains will be assessed using KTEA-II, CTOPP, GORT-4 and TWS-4:

- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (ratio and accuracy)
- Reading comprehension
- Written spelling

The student's difficulties in the area of reading must be unexpectedly low for the student's age and educational level.

PREVIOUSLY IDENTIFIED STUDENTS: ELEMENTARY SCHOOL

Each year previously identified elementary school students will be placed in a dyslexia pull-out program with the Elementary Level Dyslexia Teacher. Students will be placed by grade level, ideally, to a maximum of 4 students per class. The students will use the Pecos-Barstow-Toyah approved dyslexia program, "*Language!*". At the beginning of the year a pull-out schedule will be developed so that the students will have access to dyslexia assistance on a regular basis.

Students will be retested at the end of the school year to determine the need for continued services for the upcoming school year. After testing results are tabulated the Committee of Knowledgeable Persons will meet to develop a plan of support services. Parents signature for continued services will be obtained on the "End of Year Continuation" forms at this time.

Students enrolled in the dyslexia program at the time of STARR testing will receive the dyslexia accommodations during STARR administration, as indicated by the Committee of Knowledgeable Persons..

PREVIOUSLY IDENTIFIED STUDENTS: MIDDLE SCHOOL

Each year middle school students, including elementary students who have been promoted and transfer students, will be placed in a dyslexia reading program with the Secondary Level Dyslexia Teacher. Students will be placed by grade level, ideally, to a maximum of 4 students per class. The students will use the Pecos-Barstow-Toyah approved dyslexia program, *“Language!”*.

Students will be retested at the end of the school year to determine the need for continued services for the upcoming school year. After testing results are tabulated the Committee of Knowledgeable Persons will meet to develop a plan of support services. Parents signature for continued services will be obtained on the “End of Year Continuation” forms at this time.

Students enrolled in the dyslexia program at the time of STAAR testing will receive the dyslexia accommodations during STAAR administration, as indicated by the Committee of Knowledgeable Persons.

PREVIOUSLY IDENTIFIED STUDENTS: HIGH SCHOOL

High school students previously enrolled in the district’s dyslexia program will be tested at the end of the school year in order to determine the need for continued services for the upcoming school year. The Committee of Knowledgeable Persons will meet to review the results/recommendations of the testing and determine if continued service is appropriate. If necessary, a plan of support services will be developed. Parent signature on the “end of year continuation” form will be obtained at this time.

NEWLY IDENTIFIED STUDENTS: ELEMENTARY SCHOOL

Throughout the school year students who are newly referred for dyslexia testing will need to have Response to Intervention documentation provided by the referring teacher, including a completed Dyslexia and Related Disorders Referral Form. If signs of dyslexia are suspected and RTI has been confirmed, the Dyslexia Teacher will contact the parent/guardian to complete the parent interview form and the permission to screen for dyslexia form. 504 Notice of Parents' Rights will be given to parent at this time. With permission, the following tests will be administered: CTOPP – Comprehensive Test of Phonological Processing, KTEA-II – Kaufman Test of Educational Achievement, Second Edition, TWS-4 – Test of Written Spelling, Fourth Edition and GORT-4 – Gray Oral Reading Tests, Fourth Edition. After testing is completed and test results tabulated, a notice will be sent to the parent/guardian requesting a meeting to explain the results. An assessment report will be completed by the Committee of Knowledgeable Persons. Students identified through district referral and testing procedures will be placed in a dyslexia pull-out program with the Elementary Dyslexia Teacher.

The teacher will administer the *Language!* placement test to assess the entry level of the student into the *Language!* program

NEWLY IDENTIFIED STUDENTS: MIDDLE SCHOOL

Throughout the school year students who are newly referred for dyslexia testing will need to have Response to Intervention documentation provided by the referring teacher and the Secondary Dyslexia Teacher, including a completed Dyslexia and Related Disorders Referral Form. If signs of dyslexia are suspected and RTI has been confirmed, the parent/guardian will be contacted by the Dyslexia Teacher to complete the parent interview form and the permission to screen for dyslexia form. 504 Notice of Parents' Rights will be given to parent at this time. With permission, the following tests will be administered: CTOPP – Comprehensive Test of Phonological Processing, KTEA-II – Kaufman Test of Educational Achievement, Second Edition, TWS-4 – Test of Written Spelling, Fourth Edition and GORT-4 – Gray Oral Reading Tests, Fourth Edition. After testing is completed and test

results tabulated, a notice will be sent to the parent/guardian requesting a meeting to explain the results. An assessment report will be completed by the Committee of Knowledgeable Persons. Students identified through district referral and testing procedures will be placed in a dyslexia reading program with the Secondary Dyslexia Teacher.

The teacher will administer the *Language!* placement test to assess the entry level of the student into the *Language!* program

NEWLY IDENTIFIED STUDENTS: HIGH SCHOOL

Throughout the school year students who are newly referred for dyslexia testing will need to have Response to Intervention documentation provided by referring teacher and the Dyslexia Teacher, including the completed Dyslexia and Related Disorders Referral Form. If signs of dyslexia are suspected and RTI has been confirmed, the parent/guardian will be contacted by the Dyslexia Teacher to complete a Parent interview form and permission to screen for dyslexia form. 504 Notice of Parents' Rights will be given to parent at this time. With permission, the following tests will be administered: CTOPP – Comprehensive Test of Phonological Processing, KTEA-II – Kaufman Test of Educational Achievement, Second Edition, TWS-4 – Test of Written Spelling, Fourth Edition and GORT-4 – Gray Oral Reading Tests, Fourth Edition. After testing is completed and test results tabulated, a notice will be sent to the parent/guardian requesting a meeting to explain the results. An assessment report will be completed by the Committee of Knowledgeable Persons. Students identified through district referral and testing procedures will be placed in a dyslexia pull-out program with the Secondary Dyslexia Teacher.

The teacher will administer the *Language!* placement test to assess the entry level of the student into the *Language!* program

END OF YEAR PROCEDURES

Students working in the *Language!* program will be given the Summative Tests and Progress Indicators based on the book level they have just completed.

Elementary and Middle School students who will be moving to a new campus from the 3rd grade to the 4th grade or from the 5th grade to the 6th grade will be given a battery of tests used to previously identify for dyslexia, which include KTEA-II, GORT-4, CTOPP and/or TWS-4. Letters will be sent home informing the parents that the post testing will be completed and a meeting will be held to discuss the results and the options for the next school year.

For High School students, a meeting will be held to review academic records and STAAR or TAKS testing results to make a determination made about continuation of services for the following school year.

If the parent/guardian is not present at the end of year meeting, a letter will be sent home. As indicated by post testing, students who qualify for services will remain in the dyslexia program unless the parent sends in writing their refusal for services to continue.

For a dyslexia student who is also receiving Special Education Services, the end of year documentation will be sent to the Special Education Teacher to serve as a recommendation for the ARD committee to use in determining continuation/discontinuation of dyslexia services.

DISCONTINUATION OF SERVICES

At any time a parent/guardian may send in writing their refusal for continuation of dyslexia services for their student.

A student may be exited from the dyslexia program when they have completed the 6 book *Language!* course and/or when post testing indicates they no longer have a need for continuation of dyslexia services. The post testing may include *Language!* summative test and progress indications, the battery of dyslexia tests, including KTEA-II, GORT-4, CTOPP and TWS-4, as well as STARR results and six week benchmarks tests.