

# PLANO INDEPENDENT SCHOOL DISTRICT

## MISSION STATEMENT for DYSLEXIA

Plano Independent School District provides an identification process, early intervention, and appropriate instructional services for all students with dyslexia as defined in T.E.C. 38.003 and T.A.C. 74.28 and the revised procedures concerning dyslexia and related disorders.

The International Dyslexia Association provides the following definition:

*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.*

## GOALS

Plano Independent School District will provide a multi-sensory program for students with dyslexia and related disorders in compliance with the program descriptors defined by the State Board of Education: TEC §28.006 (g) which states that schools must implement an intensive reading program that appropriately addresses the students' reading difficulties and enables them to "catch up" with their typically performing peers specifically by,

1. providing identification, intervention, and placement in a timely manner which consist of
  - conducting formal and/or informal evaluation
  - providing appropriate instructional services at each campus
  - informing parents of available options and services
  - ongoing assessments and progress monitoring of reading achievement
  - monitoring after exiting program with intervention as needed
  - providing a parent education program

The interventions provided to students with dyslexia or other reading difficulties align with the requirements of NCLB legislation that requires districts to implement reading programs using scientifically based reading research.

## TEC AND TAC CORRELATION TO PLANO ISD PROCEDURES

<b>§38.003 Screening and Treatment for Dyslexia and Related Disorders</b>	<b>Correlated to Plano ISD Procedures</b>
<p>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.</p>	<p>Plano ISD has developed procedures for data gathering, review of instructional practices, intervention, and review of any previous testing through the District Dyslexia Focus Group and Campus Monitoring Intervention Team.</p>
<p>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.</p>	<p>Plano ISD provides treatment of students with dyslexia and related disorders through identification and placement in our dyslexia program(s), identification and placement as a CMIT student, §504 student or special education programs, and/or employing appropriate instructional strategies.</p>
<p>C. The State Board of Education shall adopt any rules and standards necessary to administer this section.</p>	<p>Plano ISD complies with the State Board of Education rules as outlined in <i>The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders</i>.</p>
<p>D. In this section:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. “Related disorders” includes disorders similar or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</li> </ol>	<p>Plano ISD accepts this definition.</p>
<b>§74.28 Student with Dyslexia and Related Disorders</b>	<b>Correlated to Plano ISD Procedures</b>
<p>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.</p>	<p>Plano ISD’s identification process shadows procedures for identification and appropriate instructional services as outlined in <i>The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders</i>.</p>

<p>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 the “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 only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.</p>	<p>Plano ISD has developed a process to assist campuses in implementing appropriate initial screening strategies such as administering the state’s early reading assessment <i>TPRI</i> in <i>K-2</i>, Quick Phonics Screeners, Qualitative Spelling Inventories, and Informal Reading Inventories. Formal testing for dyslexia includes <i>Comprehensive Test of Phonological Processing</i>, <i>Woodcock Johnson III Reading Battery</i>, <i>Grey Oral Reading Test</i>, <i>Test of Written Spelling</i>. Treatment techniques comprise the comprehensive dyslexia multisensory instructional program. Teachers go through training to utilize instructional components, and campus academic specialists execute the formal testing.</p>
<p>C. A school district may purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in the “Procedures Concerning Dyslexia and Related Disorders.” Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the professional development activities specified by each district and/or campus planning and decision making committee.</p>	<p>Plano ISD provides programs which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components. Currently the program consists of Texas Scottish Rite Hospital’s <i>Take Flight Comprehensive Dyslexia Program</i> and the <i>Herman</i> method for multisensory phonetic methods, spelling, and writing coupled with the Texas Scottish Rite Hospital’s <i>Rite Flight</i> for fluency and comprehension, computer software such as Earobics in K-5 and Lexia SOS in 6-12. Plano ISD provides training to all teachers who utilize these instructional components.</p>
<p>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.</p>	<p>Procedures for parent notification before identification or assessment are outlined with the Campus Monitoring Intervention Team and Section 504 procedures.</p>
<p>E. Parents/guardians of student eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.</p>	<p>Plano ISD informs parents and guardians of students’ eligibility under the Rehabilitation Act of 1973, Section 504 of all services and options available to the student under the statute. (<i>Plano ISD Equal Educational Opportunities Board Policy FB</i>)</p>

<p>F. Each school must provide each identified student access at his or her campus 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.</p>	<p>Plano ISD provides services of a trained teacher at each campus. All teachers providing dyslexia/multisensory instruction have gone through either Take Flight or Herman Method training or Rite Flight training.</p>
<p>G. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the “Procedures Concerning Dyslexia and Related Disorders.”</p>	<p>Plano ISD has standards in place for early identification as defined in the <i>Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders</i> by administering the TPRI to all students in K-2 and providing necessary intervention in areas of weakness.</p>
<p>H. Each school district may provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of the 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.</p>	<p>Plano ISD provides parent education by furnishing parents with literature and resources. The Special Academic Advisory Committee for Dyslexia consists of parent volunteers who provide input in program planning.</p>

# PLANO ISD DYSLEXIA PROGRAM

## Plano ISD Multisensory Reading Instruction

The framework for the multisensory program is based on the research conducted by the National Reading Panel which outlines the major components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Multisensory instruction utilizes the language-learning processes through the Orton-Gillingham approach which incorporates and employs the three learning modalities, or pathways, through which people learn: visual, auditory, and kinesthetic. Plano ISD implements several approaches in multisensory instruction and intervention.

*Touchphonics* system, used primarily in early literacy tiered intervention or with intermediate students who have severe dyslexia characteristics, has been tested and proven in reading laboratories at Brigham Young University for over 6 years.

*Touchphonics* system meets the research standards of the National Reading Panel, and incorporates hands-on structured, sequential lessons in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Take Flight Comprehensive Dyslexia Program, developed by Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children, incorporates the five components of multisensory reading instruction: phonological/phonemic with strategy-oriented instruction for decoding, encoding, word recognition. Take Flight also integrates alphabetic principle, morphology, syntax, and semantics with intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods/materials, and produces strong gain in reading. Take Flight currently requires a certified academic language therapist to deliver instruction.

The Herman Method approach encompasses phonological awareness and graphophonemic knowledge through sequential instruction and methodology. This method of multisensory instruction includes internal linguistic structure of words, segmenting sounds, sound-symbol association, decoding and encoding skills, syllable instruction, sight word recognition, structural analysis, and decoding of diacritical symbols. Emphasis on alphabetic principle helps readers develop better understanding of word/letter associations, sequencing and manipulating of letters, discovering relations between vowels and consonants, which in turn provide tools in decoding and analyzing words.

The District's Dyslexia Program embraces instruction in advanced phonic elements such as digraphs and diphthongs and advanced word analysis such as compound words, inflectional endings, and multisyllabic words provide the foundation for understanding word structure and enhancing vocabulary development. Introducing morphology and understanding that a word part i.e., prefixes, suffixes, and base words have meaning increase vocabulary skills and word knowledge.

The fluency component of reading instruction/intervention is based on current scientific research from the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children and utilizes the development of their program *Rite Flight: Rate*. This program promotes the recognition of letter clusters within words where students follow a repeated reading schedule that introduces words in isolation, then phrases, and finally in stories. Instruction is sequential based upon phonetic patterns from basic to more complex patterns which enhance efficient transfer of word recognition.

*Rite Flight: Comprehension* from the Luke Waites Center for Dyslexia is implemented for the comprehension component of instruction. This program emphasizes building vocabulary, understanding word relationships, and figurative language in reading passages. Students use graphic organizers, illustrated cards, and texts to distinguish facts from an author's opinion, paraphrase and/or retell reading passages, make inferences, comparisons, and contrasts within texts. Achieving the goal of comprehension requires explicit instruction and direct teaching of comprehension strategies, modeling, feedback, and practice with connected reading.

## **Ongoing Teacher/Specialist Training:**

Plano ISD offers ongoing training with teachers and campus academic specialists for dyslexia instruction and assessments. The district currently has specialists at the elementary, middle school, and high school levels training to become certified academic language therapists.

## **Progress Monitoring and Accommodations**

All students currently being served in a multi-sensory program will be routinely monitored. Even after completing the multisensory dyslexia program, campus specialists will monitor progress of dyslexia students through eighth grade to ensure student achievement gains and success. Students who are not reading on grade level instructionally or who require accommodations will continue to be monitored through high school as needed. After 8<sup>th</sup> grade and after two years of exiting the dyslexia instruction program, specialists will monitor grades at six weeks intervals as long as students are in the district. The 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 and interventions.

Senate Bill 866 “prohibits a student determined to have dyslexia from being retested for dyslexia for the purpose of reassessing the student’s need for accommodations;” therefore, the district will not reassess students for new accommodations. Each Campus Monitoring Intervention Team determines which accommodations are needed and available. Accommodations may need to be changed, added, or deleted as students transition from grade to grade or campus to campus.

Plano ISD is not required to assess for postsecondary accommodations as defined in the Dyslexia Handbook: Appendix K: *Students with Disabilities Preparing for Postsecondary Education: Know Your Right and Responsibilities*, “According to the Office of Civil Rights, neither the high school nor the postsecondary school is required to conduct or pay for a new evaluation to document a student’s disability and need for accommodations. Consequently, the responsibility will fall to the student.”