

March 2019
Wake County Schools
Special Education Services

Dyslexia and Dyscalculia
Information for Parents:

The information below is critical and has begun to be implemented in our schools.

By act of the North Carolina General Assembly, Dyslexia and Dyscalculia has been defined into the state education code. Previously, these learning disabilities have not been called out specifically. A change in state legislation has paved the way for recognition and specific attention to both areas. Moving forward, we will direct IEP teams to accept and discuss concerns and/or evaluations that identify Dyslexia and/or Dyscalculia. The category of eligibility most often associated with these disorders remains Specific Learning Disability.

Below is an FAQ for parents and a link to the NCDPI web page that hosts a large amount of information, including videos. You will also find attached you will find guidance from the US Department of Education referenced.



House Bill 149 Parent FAQ

The purpose of this FAQ is to inform parents about Wake County Public School’s (WCPSS) practices and policies around House Bill 149 related to Dyslexia and Dyscalculia.

Dyslexia is a learning disability that primarily impacts the areas of reading, spelling and writing. The International Dyslexia Association and the U.S. National Institutes of Child Health and Human Development define Dyslexia as follows:

Dyslexia is a specific learning disability that is neurobiological in origin. This means that:

- *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.*

The Individuals with Disabilities Act (IDEA 2004), as well as the North Carolina Department of Public Instruction Policies Governing Services for Children with Disabilities, includes Dyslexia and Dyscalculia as an example of conditions under the definition of Specific Learning Disability.

WCPSS is working with the North Carolina Department of Public Instruction (NC DPI) to update information regarding Dyscalculia as it becomes available. *Dyscalculia is a specific learning disability in math for a child who does not learn at an adequate rate when provided sustained, high quality instruction and scientific research-based intervention matched to their needs.*

<u>House Bill 149 Requirements</u>	<u>What is WCPSS doing?</u>
<p>SECTION 1. It is the intent of the General Assembly that all students with specific learning disabilities, including Dyslexia and Dyscalculia, receive the necessary and appropriate screenings, assessments, and special education services to provide interventions for learning difficulties with language, reading, writing, and mathematics.</p>	<p><u>ASSESSMENT</u></p> <p>Screening: DIBELS (used within the mCLASS system) incorporates tools and screening assessments used for Dyslexia in K-3 classrooms as a universal screener. The Number Knowledge Test (NKT) is the universal screener used for mathematics in K-2.</p> <p>Ongoing Assessments: Embedded within curriculum include assessments related to language, reading, writing and mathematics that are also used to inform data-based decision making. -</p> <p>Special Education Eligibility Assessments</p>

	<p>As part of a multi-factored evaluation, WCPSS employs a problem-solving approach by using multiple sources of data in order to inform the type of assessments that may be needed. Evaluations may include assessments related to the phonological component of language and/or specific areas of mathematics. The data from the comprehensive process must reflect adverse impact on education requiring specially designed instruction.</p>
<p>SECTION 2. To provide a definition to enable for the identification of and intervention for students with Dyslexia and students with Dyscalculia, the State Board of Education shall, as part of its policies for specific learning disabilities, define Dyslexia as follows: <i>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.</i> The State Board of Education shall include the definition of Dyslexia, as required by this section, in the policies for specific learning disabilities no later than June 30, 2017.</p> <p><i>Dyscalculia is a specific learning disability in math for a child who does not learn at an adequate rate when provided sustained, high quality instruction and scientific research-based intervention matched to their needs.</i></p>	<p>WCPSS is in compliance with the State Board’s definition that Dyslexia and Dyscalculia are disabilities under the Specific Learning Disability category. The criteria for eligibility for Specific Learning Disability also stipulate that Dyslexia and/or Dyscalculia diagnosis alone does not qualify a student for an IEP. The data must reflect an adverse impact on education requiring specially designed instruction.</p>

<p>SECTION 3. Prior to the start of the 2017-2018 school year, the State Board of Education shall ensure that ongoing professional development opportunities are made available to teachers and other school personnel on the identification of and intervention strategies for students with Dyslexia, Dyscalculia, or other specific learning disabilities. Prior to the start of the 2017-2018 school year, the State Board of Education shall also develop and make available information electronically to parents, educators, and other concerned groups that provides further data concerning characteristics of children with Dyslexia, educational methodologies, screenings, and what is available to support the work with children with Dyslexia in North Carolina.</p>	<p>WCPSS has NCDPI certified Dyslexia trainers who conduct trainings for the district. WCPSS has specific district staff that are trained in Reading Research to Classroom Practice and Foundations of Mathematics (DPI trainings). WCPSS will continue to train staff as information and trainings become available regarding Dyscalculia.</p> <p>Both of these trainings are offered for staff within the district.</p>
<p>SECTION 4. Prior to the start of the 2017-2018 school year, local boards of education shall review the diagnostic tools and screening instruments used for dyslexia, dyscalculia, or other specific learning disabilities to ensure that they are age-appropriate and effective and shall determine if additional diagnostic and screening tools are needed.</p>	<p>The district has reviewed existing tools available and provide screening and diagnostic tools that are age-appropriate and effective when used to determine Specific Learning Disabilities, including Dyslexia and Dyscalculia.</p>

Department of Public Instruction (DPI) Videos:

[What is Dyslexia?](#)

[¿Qué es la Dislexia?](#)

[Dyslexia in North Carolina Public Schools](#)

[La Dislexia en las Escuelas de Carolina del Norte](#)

NCDPI website for Dyslexia and Dyscalculia: [ncdpi](#)

US Department of Education Guidance: [US Department of Education Guidance](#)