

Lingleville ISD Dyslexia Procedures

Procedures:

The school will implement State Board of Education (SBOE approved strategies for screening techniques for treating dyslexia/dysgraphia and other related disorders. The strategies and techniques are described in The Dyslexia Handbook (Updated 2021).

Screening should only be done by individuals/professionals who are trained to assess students for dyslexia/dysgraphia and related disorders.

Lingleville ISD's process for early identification, intervention, and support for students at risk for dyslexia/dysgraphia, is to perform a screening for Kindergarten students through the CLI Engage program at the end of the school year. By January 31 of each school year, the 1st grade students will be screened through the TPRI program. TPRI dyslexia screening may be used with 2nd-grade students with reading difficulties if needed.

Lingleville ISD students in kindergarten, first grade, and second grade are all administered a reading instrument to identify student reading development. Any seventh grade student who was not proficient in the sixth-grade state reading assessment is also given a reading instrument. Kindergarten students are given the TX-KTEA, first and second grade students are given the TPRI, and seventh grade students are given the Texas Middle School Fluency Assessment. Results from the reading instruments are discussed with the Classroom Teacher, Intervention/Instructional Coach, and Dyslexia Specialist to discuss interventions for students who are struggling in reading.

Because early intervention is critical, a plan for early identification, intervention, and support for students with dyslexia/dysgraphia and related disorders must be available as outlined in The Dyslexia Handbook (Updated 2021). The Lingleville ISD Interventionist/Instructional Coach and Dyslexia Specialist review the data after each of the screenings to provide appropriate intervention to the classroom teachers. The Interventionist/Instructional Coach reviews each of the student's data with classroom teachers and the Response to Intervention (RTI) Team to identify each student who would benefit from TIER II or TIER III intervention.

Lingleville ISD may purchase a reading program or develop its own evidence-based reading program for students with dyslexia/dysgraphia and related disorders if the program is characterized by the descriptors found in The Dyslexia Handbook (Updated 2021).

Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in The Dyslexia Handbook (Updated 2021) and in the professional development activities specified by each district and/or campus planning and decision-making committee.

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Lingleville ISD currently uses the MTA Curriculum (Reading by Design) as the reading program for dyslexia students. This program is selected because it meets or exceeds all requirements related in The Dyslexia Handbook (Updated 2021).

The RTI Team reviews each student's data with classroom teachers and the Dyslexia Specialist to identify any student suspected to need assessment procedures for identifying a student with dyslexia/dysgraphia or a related disorder.

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.

Lingleville ISD will follow the Dyslexia Handbook (Updated 2021) for the identification of dyslexia/dysgraphia and related disorders, to ensure that child find obligations under IDEA are fulfilled.

Lingleville ISD must provide each identified student access at his/her campus to the services of a teacher trained in dyslexia/dysgraphia and related disorders. Using best practices, students are served according to the program curriculum.

Students suspected to have dyslexia/dysgraphia and related disorders may be referred for an initial evaluation for special education and related services, in accordance with TEA's The Dyslexia Handbook (2021 Update).

Parents are notified at all steps along the process. Screening results are sent home to the parents/guardians. Any student discovered to be "At Risk" for dyslexia is contacted by the Dyslexia Coordinator to discuss the screening results and the next steps in the process. The Interventionist/Instructional Coach and Classroom Teachers continue Tier II and Tier III interventions and notify parents of how progress monitoring data is provided. When a student is recommended for further assessment procedures, the Interventionist/Instructional Coach meets with the classroom teacher, the Dyslexia Specialist and Principal. If the team decides to move forward with a formal special education assessment, the Special Education Coop Director and Educational Diagnostician are notified and presented with progress monitoring data. If a special education referral is approved, the Special Education Teacher will complete a referral packet for the student. Contact will be made with the parent to explain the single pathway used for evaluation for dyslexia/dysgraphia and related disorders for identification under IDEA. An informed consent meeting is held with the parent/guardian. The Parent/Guardian may request a referral at any time. If the school suspects a disability, the evaluation must be conducted within the applicable timeline.

During the informed consent meeting with parent/guardian, the Educational Diagnostician will explain the Full Individual Evaluation process and review the data to be gathered. Parents are provided the Guide to ARD, Procedural Safeguards, Talking Books, and access to The Dyslexia Handbook (2021 Update).

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The Educational Diagnostician conducts the Full Individual following the Special Education timeline for evaluation. At the conclusion of the Full Individual Evaluation, the Educational Diagnostician reviews the evaluation data with parents and school staff. All ARD documents are prepared through the Success Ed system. The Admission Review and Dismissal (ARD) is held with parents and pertinent school staff to review the evaluation data to determine eligibility, placement, and services for the student. Decisions will be made based on data presented within the ARD. A determination will be made regarding whether individual service is needed to determine service with Special Education or Section 504. Yearly meetings on the anniversary date of the student entering the program will be held through Special Education or Section 504 to review student progress data, eligibility, accommodations, services, and/or other issues to develop an appropriate individualized plan for the student. Parent/Guardian will receive a Guide to ARD, Procedural Safeguards, Talking Books, and access to The Dyslexia Handbook (2021 Update). As soon as the meeting is finalized the Special Education Staff will send a copy of the meeting and the plan to the parent/guardian.

The pathway for students that required dyslexia/dysgraphia services and/or IDEA Part B services are provided to the student with the services of a teacher trained in dyslexia/dysgraphia and related disorders. Using best practices from the Reading by Design (MTA) Curriculum, Lingleville ISD provides Standard Protocol Dyslexia.

Mastery checks are conducted by the Dyslexia Specialist at scheduled places in the program, in addition to the progress monitoring data.