

OPERATING PROCEDURES

DYSLEXIA SERVICES

Ft. Davis ISD

122901

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

- Fort Davis ISD follows the guidelines set out in the TEA 2021 Dyslexia Handbook for the early identification, intervention and support for students at risk for dyslexia. Fort Davis ISD will administer Amplify's Class Texas Edition to all students in grades K-2. First Grade MOY results will be used as a universal screening tool for possible dyslexia. Kindergarten EOY results will be used as a universal screening tool for possible dyslexia.
- 7th Graders who did not master the 6th grade reading STAAR assessment will be screened for dyslexia tendencies with I-station's Indicators of Progress, Advanced Reading (ISIP-AR) or Texas Middle School Fluency Assessment (TMFSA) within the first 6 weeks of the spring semester.
- Data collected on low performing students on the screenings will be reviewed by a teacher team. Following dyslexia criteria, the team will determine if further evaluation is needed. 2021 changes require that evaluation for a suspicion of dyslexia or a related disorder, including dysgraphia, follow the Individuals with Disabilities Education Act (IDEA), otherwise known as a special education evaluation or a full individual and initial evaluation (FIIE). If the data suggests a suspicion of dyslexia or a related disorder – as determined by a team of knowledgeable individuals and/or based on a parent request to evaluate – FDISD will follow the Child Find process of IDEA.
- While following the procedures for an FIIE under IDEA, an Admission, Review, and Dismissal (ARD) Committee will decide on two primary eligibility components related to special education. The first component is whether the data shows that the student has a specific learning disability (SLD) with the condition of dyslexia, dysgraphia, or another related disorder. The second component is whether the student, because of the nature of the student's SLD, requires special education and related services. Special education and related services consist of specially designed instruction (SDI) because of the disability. If a student is found to have a SLD with the condition of dyslexia and needs SDI, appropriate reading instruction must be documented in the student's individualized education program (IEP). Students identified with at risk dyslexic

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tendencies will receive intervention strategies. The district uses a program called *Reading by Design*. *I-station*, *Lexia*, and *Flow Fluency* are programs that are also used.

- Standard Protocol Dyslexia Instruction (SPDI) must be considered for all students, and SPDI could be part of the SDI provided to meet a student's needs.
- A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who receives special education and related services. In other words, eligibility and placement into special education in no way will impede the student's right of access to the most appropriate provider.
- Information received from state mandated annual evaluations are compiled into the principal's At-Risk report which is entered into PEIMS by the campus administrative assistant. The principal of each campus will submit screening results via annual At-Risk reports
- FDISD utilizes information from our ESC (Region 18) and the TEA Website to research contemporary reading programs. We use approved and/or recommended reading programs for dyslexia instruction.

PROGRAMS

- ***Reading by Design*** is a systematic, multisensory approach aligned with research-based practices for developing literacy. This program was developed by ESC Region 4 and replaces the Dyslexia Intervention Program (DIP). **Reading by Design Overview** the Region 4 ESC Reading by Design Program is a systematic, multisensory set of instructional routines which include content and pedagogically appropriate practices compiled from sources, such as Foundations for Literacy: Structures and Techniques for Multisensory Teaching of Basic Written English Language Skills by Aylett Royall Cox (1980). This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. Reading by Design includes all of the components of instruction and instructional approaches supported through research as cited in the Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders (pp. 40-41).
- **ISIP™ Reading** (I-station's assessment for pre-K through 8th grade) and **I-station Reading** (instruction for pre-K through 8th grade) measure and instruct in skills most predictive of reading success:
 - Listening Comprehension
 - Letter Knowledge

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- Vocabulary
 - Phonological/Phonemic Awareness
 - Alphabetic Decoding
 - Self-Selected Reading
 - Spelling
 - Word Analysis
 - Comprehension
 - Reading Fluency
 - Phonics
 - Alphabet and Alphabetic Principle
 - Written Response to Reading Selections
 - [Oral Reading Fluency](#)
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- **Lexia Texas Edition Core5 Reading** is a research-proven reading acceleration program designed for students in grades PK - 5. The program contains six domains: (1) phonological awareness, (2) phonics, (3) structural analysis, (4) automaticity/fluency, (5) vocabulary, and (6) comprehension.
 - **Flow Reading Fluency** is a research based program that will work in multiple educational settings. Flow Reading Fluency is based on Lexile measures, the program is not designed around a specific range of grade levels. The passages range from Lexile measures of 150L (in Level 1) to 1100L (in level 10). Students in a particular grade level can have a wide range of Lexile reader measures. The program is self-paced and independent. Flow Reading Fluency can be used for teaching in-person or for distance education.

OTHER COMPONENTS

- All general and special education teachers who screen and provide instruction to students with dyslexia receive annual TEA approved training.
- All required postings are updated on FDISD's website. Letters are sent to all parents/guardians which contain their child's evaluation report, services provided, placement decisions, options and rights.
- Section 504 of the Rehabilitation Act
 - Review of student data showing that student has a disability proceed with Section 504 process
- IDEA-Part B

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- Review of student data showing that the student has a disability and fails to progress with Section 504 accommodations, proceed with a special education referral.

STAFF RESPONSIBLE:

District Level: Superintendent of FDISD

Campus Level: Reading interventionist, Campus Administrators, K-2 and 7th teachers

TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:

- Training for teachers who screen and instruct students with dyslexia, including interventionists as well as classroom teachers
- Annual training as recommended by TEA
- Education programs for parents and guardians of students with dyslexia
- Posted periodically and as needed
- Notifying parents of students eligible under Section 504 about services and options available to students with dyslexia
- Send a letter notifying parents of services and options available.
- Dyslexia screening
 - Kindergarten EOY, 1st grade MOY, 7th grade MOY, screen all students beyond 1st grade as appropriate.
- Referral for standard protocol dyslexia instruction - All students with a screening score indicating tendencies of dyslexia will be referred for further evaluation. Standard protocol dyslexia instruction will begin while further evaluation is being conducted.

EVIDENCE OF PRACTICE:

- Forms or checklists
 - On file at each campus
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
 - On file at each campus
- Agendas from education programs for parents
 - On file at each campus
- Written consent for evaluation
 - In student's cumulative folder
- Evaluation reports
 - In student's cumulative folder
- Copies of Section 504 meetings

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- In student's cumulative folder
- Copies of ARD committee meetings
In student's state folder at the 588 Coop
- Description of reading program(s) used for students with dyslexia
As described above
- TSDS/PEIMS reports for students with disabilities identified with dyslexia
Available in Ascender