

DYSLEXIA SERVICES		
	MARFA ISD	189-901

Template update May 020

Legal Framework: DYSLEXIA SERVICES

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Broad Category: CHILD FIND

PROCEDURES

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<p>Describe your LEA's procedure for early identification, intervention, and support for students at risk for dyslexia.</p>	<p>At the beginning of each school year the middle school and elementary school review the requirements for dyslexia identification. Marfa ISD administers the DIBELS through mCLASS to students in 1st and 2nd grade. First Grade MOY DIBELS through mCLASS results will be used as a universal screener for possible dyslexia by January 31. Kindergarten EOY DIBELS through mCLASS results will be used as a universal screener for possible dyslexia. Second grade DIBELS through mCLASS and iStation results are used throughout the year as a Dyslexia screener. Students who do not meet the criteria for the dyslexia program will continue to receive interventions.</p> <p>Seventh graders who did not pass the 6th-grade state reading assessment (STAAR) will be screened for dyslexia with I-Station screening tool.</p> <p>Third grade through English II students who have not passed the STAAR reading assessment receive Tier II interventions in the classroom.</p> <p>In grades, K-2, based on DIBELS through mCLASS results, students who are identified at TIER III will begin immediate interventions. In grades 3-12, individual student data for reading such as unit assessments, reading levels, six weeks grades, STAAR Reading Assessments, I-Station and observation are reviewed in RtI/MTSS meetings.</p> <p>Referrals for dyslexia screenings will occur for students who do not show success in reading performance.</p>
<p>Describe your LEA's procedure for accurately</p>	<p>In August, prior to the beginning of the school year, the Special Programs Director will meet with the School Counselors, 504 Coordinator, and the Special Ed Director and the campus dyslexia contacts to review placement of dyslexia students who are currently in the program and those who have completed the program. The dyslexia roster is reviewed for accuracy. A PEIMS Data form is filled out by the</p>

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<p>reporting the number of students with disabilities identified with dyslexia through the TSDS/PEIMS system.</p>	<p>Special Ed Director, 504 Coordinator, and campus Dyslexia contact and is provided to the campus PEIMS data entry clerk.</p> <p>Coding for these students consists of 01- does not receive services, 02- receives instruction meeting applicable dyslexia program, 03-uses modifications in the classroom or accommodations in the administration of assessments.</p> <p>Special Education students identified with Dyslexia tendencies, the special education department provides the PEIMS department with the PEIMS data form.</p> <p>Campus dyslexia contact attends ARD meetings for special education students who have been identified as dyslexic or with dyslexic tendencies.</p>
<p>Describe your LEA's procedure for purchasing or developing the reading programs for students with disabilities identified with dyslexia.</p>	<p>The district ensures that all dyslexia program materials will include phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency.</p> <p>Materials are chosen in consultation with the special programs director and the trained campus dyslexia teachers. The district currently uses: Reading By Design, Region 4 ESC</p>
<p>Describe the</p>	<p>Students who are identified as dyslexic and have been given permission by their parent/guardian to receive interventions will participate in the Reading By Design, Region 4 ESC dyslexia intervention program.</p>

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<p>evidence-based interventions in place to address the needs of students with dyslexia.</p>	<p>Students will receive the instruction daily for 30 to 45 minutes. After students complete the program, they may continue to need additional supports through RTI reading intervention classes or pull-out programs.</p> <p>Students who continue to struggle significantly after completing the program will be referred to special education for further assessment.</p> <p>The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.</p>
<p>Describe how your LEA ensures that all general and special education teachers who screen and provide instruction to students with dyslexia receive appropriate training in instructional strategies.</p>	<p>Dyslexia screenings will be conducted by appropriately trained and qualified individuals.</p> <p>Dyslexia screeners and instructors to include Special Ed teachers will attend yearly training which may consist of but is not limited to the yearly update training for dyslexia, the Texas Dyslexia Identification Academy, Reading by Design, and IStation Training for middle school screening.</p> <p>Teachers and administrators receive annual training on the DIBELS through mCLASS at the elementary campus.</p> <p>The appropriate campus dyslexia staff will attend the Texas Dyslexia Conference.</p> <p>Teachers make referrals for dyslexia assessment based on classroom observations, reading inventories, and DIBELS through mCLASS as well as iStation data.</p>

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<p>Describe your LEA's program for parents and guardians of students with disabilities identified with dyslexia.</p>	<p>Dyslexia Program Awareness for Educators and Parents is provided to all parents as part of the overall awareness process. https://www.region10.org/r10website/assets/File/Dyslexia%20BrochureEng2014(1).pdf</p> <p>Parents and guardians are notified of the results of reading instruments.</p> <p>Parents/guardians of students determined to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, will be notified of access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. TBP provides students with reading disabilities the ability to borrow audiobooks free of charge, and includes over 100,000 titles, hundreds of which are in Spanish.</p> <p>Resources are located on the district web page.</p>
<p>Describe how your LEA determines how to provide services for students identified with dyslexia: IDEA-Part B</p>	<p>The 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 – the LEA must follow the Child Find process of IDEA. [Chapter III of the 2021 Dyslexia Handbook]</p>

STAFF RESPONSIBLE:

District Level:

- Karla Livingston - Dyslexia Interventionist/ Coordinator

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Campus Level:

- Elementary
 - Screenings- Counselor and Reading Interventionist/Dyslexia Teacher
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork -Classroom Teachers/Dyslexia Teacher/Counselor
 - 504 - Principal
 - Sped - Principal
 - Instruction/Intervention - Reading Interventionist/Dyslexia Teacher/SPED Teachers
- Middle School
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork - Classroom Teachers/Dyslexia Teacher/Counselor
 - 504 - Principal
 - Sped - Principal
 - Instruction/Intervention - SPED/Dyslexia Interventionist
- High School
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork - Classroom Teachers/Dyslexia Teacher/Counselor
 - 504 - Principal
 - Sped - Asst. Principal
 - Instruction/Intervention - SPED Teacher/RTI Teachers

TIMELINE FOR DYSLEXIA SERVICES ACTIVITIES:

Training for teachers who screen and instruct students with dyslexia, including interventionists and classroom teachers.	August - July
Education programs for parents and guardians of students with Dyslexia.	August -October and as students are identified

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Notifying parents of students eligible under Section 504 about services and options available to students with dyslexia.	August -October and as students are identified as dyslexic
Dyslexia screening	7th Grade - August Kindergarten May First Grade - January 2nd - 12th grade as needed
Referral for standard protocol dyslexia instruction	August - May
FIIE (referral for Dyslexia under IDEA)	45 school days from date of Consent - Assessment
August- ongoing	Schedule dyslexia students into intervention or dyslexia services as appropriate
August	<p>Review 7th Grade Reading STAAR results to identify students for dyslexia screening. Begin screening and testing process for students who qualify.</p> <p>Review dyslexia student rosters to ensure correct placement in dyslexia program</p> <p>Review master schedules and teacher training to ensure students are placed in a quality dyslexia program.</p>

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September	<p>Evaluate reading progress of students identified as Learning Disabled. Screen for dyslexia if not making appropriate levels of reading progress.</p> <p>Review dyslexia PEIMS Coding.</p> <p>Review progress of students who completed the dyslexia program to determine if they are experiencing continued reading difficulties. If they are, refer these students to special education.</p>
October	<p>Early reading instruments report to the MISD Board of Trustees.</p>
January	<p>Use MOY DIBELS through mCLASS data to identify 1st grade students for dyslexia screening.</p>
February	<p>Early reading Instruments report to MISD Board of Trustees.</p>
March	<p>Review dyslexia student rosters to determine staffing and training for next school year.</p>
April	<p>Identify appropriate summer training for dyslexia teachers</p>
May	<p>Use EOY DIBELS through mCLASS data to identify kindergarten students for dyslexia screening</p>

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June	Evaluate dyslexia program by reviewing individual progress of students currently in dyslexia program and students no longer in the program. Early reading Instruments report to the school board.
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EVIDENCE OF PRACTICE:

Forms or checklists	Forms located in MISD Dyslexia Operating Guidelines folder Consent forms Meeting forms
Teacher training artifacts (presentation handouts, sign-in sheets, etc.)	Training certificates Teacher retains copy Principal retains a copy
Agendas from education programs from parents	Agendas will be housed in the MISD Dyslexia Operating Guidelines folder
Evaluation reports	Filed in student cumulative and 504 folders - housed in campus offices Special Education evaluation reports are kept at the 588 Coop.

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Copies of Section 504 meetings	Filed in student cumulative folders and/or 504 folders, housed in campus offices
Copies of ARD committee meetings	Original filed special education student folders are kept at the 588 Coop. Copy retained at campus with special education teacher
Description of reading program(s) used for students with dyslexia	Reading By Design Reading By Design, Region 4 ESC An Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels.
TSDS/PEIMS reports for students with disabilities identified with dyslexia	PEIMS special program reports reviewed in August and October for accuracy Counselor provides PEIMS campus clerk with specific student program information. 588 Coop provides PEIMS campus clerk for students receiving special education and identified with dyslexia.