

PROCEDURES FOR ASSESSMENT OF DYSLEXIA

The district Special Education Department and / or the district dyslexia therapist will provide training to personnel on each campus on procedures related to identification, evaluation and services for students with dyslexia during beginning of the year inservice or at a minimum of annually.

- The Campus Assistance Team (CAT) Committee will be responsible for reviewing referrals of students suspected of having characteristics of dyslexia. This includes parent referrals and referrals of home school or private school students.
- Students in grades K-2 may have been identified through a dyslexia screening procedure provided to all students in those grades. Teachers in those grade levels are trained by campus personnel (principal or instructional coach) in reading instructional strategies to use for struggling readers.
- Referrals for consideration of dyslexia may be completed for any student in the district.
- Parents of all students suspected of dyslexia will be notified by the district dyslexia therapist or special education director, and provided information concerning the condition of dyslexia and possible options for providing services to the student which align with the TEA Dyslexia Handbook.
- All students suspected of dyslexia will be offered an opportunity for an evaluation for dyslexia by the district dyslexia designee or special education director. The DISD process of dyslexia identification complies with the IDEA evaluation process for a specific learning disability. This includes following all special education timelines and includes Notice and Consent.
- The FIE will include information if the student has a specific learning disability with or without the condition of dyslexia. The ARD committee will determine eligibility and need for special education (specially designed instruction) with dyslexia therapy or 504 services for dyslexia. If the ARD committee determines that the student meets the criteria for special education services, then IEP goals and the Least Restrictive Environment will be addressed.
- If the student is not found to meet the criteria for special education services then a 504 meeting will be held following the ARD meeting. TSDS/PEIMS information will be reported to the district PEIMS coordinator by either the district dyslexia therapist or special education department.

The district dyslexia designee will provide the parent education program, including all required components, annually. Documentation will be maintained by the district dyslexia designee.

Outside Testing

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. To be valid, the evaluation must comply with the requirements set forth in the guidelines established by the IDEA. While an outside evaluation may be provided to the Section 504 or ARD committee and must

be considered, it does not automatically create eligibility. Instead, the 504 or ARD committee determines eligibility based on a review “of data from a variety of sources.”

PROGRAM DESCRIPTORS

Take Flight is one program DISD uses for students with dyslexia. Take Flight is an Orton-Gillingham based curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children. The curriculum was designed to be used with children 7 years and older with average to above-average cognitive abilities who have developmental dyslexia. It is a multi-sensory structured language education program that contains the five components of effective reading instruction supported by the National Reading Panel research. The program is designed to be delivered in a small group setting of no more than 6 students for a minimum of 45 minutes per day, five days each week. Alternatively, the lessons can be taught for 60 minutes each day four days per week. When taught through book 5, Take Flight includes 98 lessons, which usually equates to two years of instruction. There are books 6 and 7 that students can complete when the 504 committee determines that this is appropriate.

Criteria for student to participate in the Take Flight program:

TF is a rigorous program that moves at a fast pace. Participation in this type of therapy could lead a child to greater frustration if their cognitive ability cannot support the rigor of the program. Students must meet the following criteria to be eligible for Take Flight:

1. Students must have a documented diagnosis of dyslexia.
2. Students must be 7 years old or older. Pre-Flight or 2nd Grade Curriculum is an option for younger students.
3. Students must possess cognitive abilities that meet the eligibility criteria of the SLD diagnosis as determined by the multidisciplinary team.
4. Unless the student transferred from out-of-district and was further along in the program, all students will start TF in Book 1, Lesson 1.

DISD also offers alternative programs for identified students with dyslexia for whom the Take Flight program may not be appropriate, and who receive dyslexia programming through special education services. The ARD committee determines the appropriate programming based on the student’s evaluation and academic strengths and needs.

Students that have completed the Dimmitt ISD dyslexia intervention program will be annually monitored through the §504 or ARD process.

Monitoring may include, but is not limited to, the collection/evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists

- Counselor reports
- Other program reports
- Additional assessment data

Students qualifying for dyslexia services that are identified as §504 or special education will follow the requirements outlined by federal law.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 committee, or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexia services:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of students shows student growth to be closer to grade level proficiency standards (NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services)
- Committee recommendation
- Parent request in writing that the student exit the program

STAFF RESPONSIBLE:

District Level: Director of Special Education, District Dyslexia Therapist.

Campus Level: Principals, Assistant Principals, Instructional Coaches, 504 Campus Coordinators, Diagnosticians, LSSP, Speech and Language Pathologists.