

OPERATING PROCEDURES

DYSLEXIA SERVICES

ALPINE ISD 022-901

Template update May 020

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

<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. Alpine ISD administers the Texas Primary Reading Inventory to students in 1st and 2nd grade. First Grade MOY mClass results will be used as a universal screener for possible dyslexia by January 31. Kindergarten EOY mClass results will be used as a universal screener for possible dyslexia. Second grade mClass 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. In grades, K-2, based on 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 SST meetings.</p> <p>Referrals for dyslexia screenings will occur for students who do not show success in reading performance.</p>
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<p>Describe your LEA's procedure for accurately reporting the number of students with disabilities identified with dyslexia through the TSDS/PEIMS system.</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 Special Ed Director, 504 Coordinator, and campus Dyslexia contacts and is provided to the campus PEIMS data entry clerks.</p> <p>PEIMS Coordinator: 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>The LEA will provide information to the TEA annually regarding the number of students enrolled who are identified as having dyslexia. Data will be gathered through the electronic data management system utilized by the LEA.</p>
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<p>Describe your LEA's procedure for purchasing or developing the reading programs for students with disabilities</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 I-Station Training.</p> <p>Teachers and administrators receive annual training on Dyslexia.</p> <p>Reading Interventionists and SPED teachers who serve students with dyslexia are trained for mClass screening assessments annually.</p> <p>Teachers make referrals for dyslexia assessment based on classroom observations, reading inventories, and mClass assessments.</p>
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<p>identified with dyslexia.</p>	
<p>Describe the evidence based interventions in place to address the needs of students with dyslexia.</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. 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</p>

	appropriate tiered interventions while the school conducts the FIIE.
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>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, mClass, and IStation Training for middle school screening.</p> <p>Teachers and administrators receive annual training on Dyslexia.</p> <p>The appropriate campus dyslexia staff will receive annual training.</p> <p>Teachers make referrals for dyslexia assessment based on classroom observations, reading inventories, and mClass assessments.</p>

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	<p>Screenings and assessments for dyslexia must be done by individuals who have been appropriately trained to identify dyslexia and related disorders. Teachers and evaluators who screen and/or evaluate for dyslexia and related disorders must also be trained in instructional strategies that utilize researched based interventions as identified in the Dyslexia Handbook published by the TEA. Screenings do not meet the criteria of a full individual and initial evaluation under IDEA.</p> <p>The Instructional Programs for students with dyslexia adopted by the LEA must meet all the components outlined in the most current Dyslexia Handbook published by TEA. Any LEA staff who provide instruction to students with dyslexia:</p>
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	<p>Must be fully trained in the LEA's adopted instructional programs and interventions.</p> <p>Is not required to be special ed. certified (as outlined in Subchapter B. Chapter 21) unless the staff member is providing other special education instruction that requires certification.</p> <p>Completion of a literacy achievement academy under Section 21.4552 by an educator does not satisfy the requirements for dyslexia instruction as outlined above.</p>
<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%20Brochure_Eng2014(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> <p>The LEA will comply with all federal and state requirements, which includes any and all requirements outlined in the current Dyslexia Handbook that is adopted by the State Board of Education and published by the TEA.</p> <p>The Special Education Department will provide training to each</p>

campus Child Find designee on procedures related to evaluation and services for students with dyslexia on an annual basis that is in accordance with the most current Dyslexia Handbook adopted by the State Board of Education and published by TEA.

Prior to a referral for a full individual and initial evaluation, students who are struggling in the general education setting should be considered for any academic and/or behavior support services as part of the campus' response to intervention system. If the student continues to have difficulty after interventions are provided, the student must be referred for a full individual initial evaluation for special education. This includes all students suspected of having dyslexia. Any and all progress monitoring data collected will be provided as part of the referral. Response to intervention strategies may not be used to delay or deny a full individual and initial evaluation and services to any student suspected of having a disability, this includes those suspected of having dyslexia.

The full initial and individual evaluation for special education services will adhere to all the requirements for referral and evaluation as outlined in state and federal regulations and any additional guidelines for dyslexia evaluation that are required by the current Dyslexia Handbook published by TEA. This includes the IDEA requirement to evaluate in all areas of suspected disability. The multidisciplinary evaluation team and any subsequent team that convenes to determine a student's eligibility for special education and related services must include at least one member with specific knowledge regarding the process of reading, dyslexia and related disorders and be knowledgeable in the area of dyslexia instruction. This member must sign a document describing their participation in the evaluation and development of the Individualized Education Program for the student. This member must:

(1) hold a licensed dyslexia therapist license under Chapter 403. Occupations Code:

(2) hold the most advanced dyslexia-related certification issued by an association recognized by the State Board of Education, and identified in, or substantially similar to an association identified in, the program and rules adopted under Sections 7.102 and 38.003; or

(3) if a person qualified under subdivision (1) or (2) is not available, they must then meet the applicable training requirements adopted by

the State Board of Education pursuant to Sections 7.102 and 38.03

Students may also be referred for a full individual and initial evaluation through a dyslexia screening procedure provided to all students in grade levels that are identified by state regulations or the LEA's specific requirements.

Parents may also request a referral for a full individual and initial evaluation for dyslexia at any time.

Parents of all students suspected of dyslexia will be notified by the local campus designee and provided information concerning the evaluation process and the options for providing services to the student which align with the current Dyslexia Handbook published by TEA. All parents will receive information in the Parent Student Handbook provided to them by their campus regarding services and options available to eligible students with dyslexia, IDEA's Child Find requirements, and the district's obligation to provide a free appropriate public education for students who may need special education services.

The special education department in collaboration with the dyslexia specialist will provide an annual parent education program that provides information to parents regarding the characteristics of dyslexia and related disorders, the testing and diagnosis process, effective research-based interventions and strategies, eligibility criteria under IDEA and Section 504, and accommodations and modifications that can be effective and utilized in standardized testing. All parents will also be provided a copy of the current Dyslexia Handbook published by TEA.

As required by state and federal regulations, the Admission Review and Dismissal (ARD/IEP) Committee will meet to determine eligibility for special education and related services and will also be responsible for developing the IEP for the student.

At least once each grading period, an LEA must provide the parent or guardian of the student receiving dyslexia instruction with information regarding the student's progress.

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District Level:

- Caroline Fox - Special Programs Director

Campus Level:

- Elementary
 - Screenings- Counselor and Reading Interventionist/Dyslexia Teacher
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork - Counselor
 - 504 - Counselor
 - Sped - Asst. Principal
 - Instruction/Intervention - Reading Interventionist/Dyslexia Teacher/SPED Teachers
- Middle School
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork - Dyslexia Teacher
 - 504 - Asst. Principal
 - Sped - Asst. Principal
 - Instruction/Intervention - SPED/Dyslexia Interventionist
- High School
 - Assessments – 588 Educational Coop Staff
 - Referral Paperwork -AP/Counselor
 - 504 - Asst. 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.	June-August
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Education programs for parents and guardians of students with Dyslexia.	August -October and as students are identified
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 January First Grade - May 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
July	Schedule dyslexia students into intervention or dyslexia services as appropriate
August	Review 7th Grade Reading STAAR results to identify students for dyslexia screening. Begin screening and testing process for students who qualify. Review dyslexia student rosters to ensure correct placement in dyslexia program

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	<p>Review master schedules and teacher training to ensure students are placed in a quality dyslexia program.</p>
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 AISD Board of Trustees.</p>
January	<p>Use MOY mClass data to identify 1st grade students for dyslexia screening.</p>
February	<p>Early reading Instruments results report to AISD 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>

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May	Use EOY mClass data to identify kindergarten students for dyslexia screening
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.

EVIDENCE OF PRACTICE:

Forms or checklists	Forms located in AISD Operating Guidelines folder Frontline consent forms Frontline meeting forms Region 4 forms - adapted with permission for each campus.
Teacher training artifacts (presentation handouts, sign-in sheets, etc.)	Training certificates Teacher retains copy Principal retains a copy Special Programs Director retains a copy
Agendas from education programs from parents	Agendas will be housed with the campus principals.
Evaluation reports	Filed in student cumulative folders - 504 is in red folder, housed in campus offices Special Education evaluation reports are kept at the 588 Coop.

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<p>Copies of Section 504 meetings</p>	<p>Filed in student cumulative folders - 504 is in red folder, housed in campus offices</p>
<p>Copies of ARD committee meetings</p>	<p>Original filed special education student folders are kept at the 588 Coop. Copy retained at campus with special education teacher</p>
<p>Description of reading program(s) used for students with dyslexia</p>	<p>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.</p>
<p>TSDS/PEIMS reports for students with disabilities identified with dyslexia</p>	<p>PEIMS special program reports reviewed in August and October for accuracy Counselor/AP provides PEIMS campus clerk with specific student program information. 588 Coop provides PEIMS campus clerk for students receiving special education and identified with dyslexia.</p>