CURRICULUM DESIGN: DYSLEXIA
EHBC (REGULATION)

DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA:

Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

Related disorders includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

In accordance with the guidelines set forth in "The Dyslexia Handbook" published by the Texas Education Agency, the Midland Independent School District shall provide for the treatment of students determined to have dyslexia or related disorders following the district process/procedures.

PROCEDURES AND TIMELINES FOR ASSESSING AND IDENTIFYING STUDENTS FOR DYSLEXIA:

- When a student fails to make expected academic progress, in a specific area of reading (as listed in the Dyslexia Handbook) the student should be referred to a campus STAT (Student/Teacher Assistance Team) committee for further evaluation. If the student is already receiving special education services, the referral should be made to the ARD committee for review and action.
- When the STAT committee suspects that a student has dyslexic tendencies, the following STAT process should be followed.
    1. Referral information is completed by the classroom teacher and the student's parent/guardian. Notice of Parent Rights must be given to parents and consent for the evaluation must be obtained.
    2. The completed referral is returned to the dyslexia office for review. Sources of information may include:
        a. Vision screening
        b. Hearing screening
        c. Speech and language screening
        d. Teacher reports*
        e. Parent Information*
        f. Achievement Test information/Intelligence measures*
        g. Results of Informal Reading Inventories
        h. Texas Primary Reading Inventory results (if available)
        i. TAKS results
        j. Reading series assessment information*
        k. Samples of school work*

        *MUST BE INCLUDED IN THE REFERRAL

3. Once the referral is evaluated by persons knowledgeable about dyslexia and referral information is complete, students with dyslexic characteristics will be assessed by a trained professional.
4. A team of knowledgeable persons, including a representative from the dyslexia staff, if available, will meet at the student's home campus to review all referral information and assessment results and determine if the student has dyslexia or a related disorder for which treatment is required.
5. Each child placed in the dyslexia program will be served at his/her home campus and taught by a teacher trained to serve students with dyslexia and related disorders.

STAFF DEVELOPMENT

Annually each campus principal will ensure that the professional staff is trained in the characteristics of dyslexia and procedures for referring students for assessment.

OUTSIDE ASSESSMENT

Students with non-MISD assessments will receive the same referral and placement consideration as students within the Midland Independent School District. Outside assessment will be considered as a part of the referral information. The Midland Independent School District will ultimately be responsible for identification and decisions to determine if a student is eligible to receive service.

GENERAL EDUCATION DYSLEXIA PROGRAM DESCRIPTORS

The MISD Dyslexia Program is a structured system of teaching the secondary language functions of writing, spelling, reading, comprehension, and oral/written expression with central emphasis on the alphabet and phonics instruction. It includes multisensory, individualized, and intensive training. The daily schedule includes:

- Alphabet work
- Review of graphemes
- Review of phonemes
- Multisensory introduction of new learning
- Reading practice
- Handwriting practice
- Spelling practice
- Verbal expression
- Review of new learning
- Listening skills

Approved – October 2006