

Tidehaven ISD Dyslexia Program Procedures

The following Dyslexia Program Procedures are designed to be consistent with state policies and procedures as defined in *The Dyslexia Handbook, 2024 Update*¹. Procedures are reviewed and updated, as needed, on at least an annual basis.

Trainings, Certifications, Professional Development

1.	Individuals administering and interpreting screening instruments will be certified/licensed in dyslexia, or a classroom teacher who holds a valid certification for kindergarten and grade 1.
2.	The individual who administers and interprets the screening instrument must receive training designed specifically for the selected instrument in characteristics of dyslexia and other reading difficulties and interpretation of screening results and at-risk indicators and decisions regarding placement/services.
3.	Individuals completing a Full Individual and Initial Evaluation (FIIIE) will be trained in evaluations for dyslexia and related disorders as well as interpretation of assessment results.
4.	A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the quantitative and qualitative results from the screening process, and can recognize characteristics of dyslexia.
5.	Individuals providing dyslexia instruction will be trained in the Reading by Design dyslexia curriculum.
6.	A district appointed personnel will complete all six trainings through the Texas Dyslexia Academy.
7.	Campus administrators and dyslexia screeners/ evaluators will complete the training - Texas Dyslexia Academy 2: The Dyslexia Handbook.
8.	Teachers who provide instruction to dyslexic students are trained each year in the District's referral process and informed concerning new research-based interventions and practices related to dyslexia.
9.	As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, the multidisciplinary team (MDT) must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. (See

¹ TEA's *The Dyslexia Handbook, 2024 Update* is available at <https://tea.texas.gov/academics/dyslexia/>.

² TEA's Dyslexia PEIMS Coding Overview is available at <https://tea.texas.gov/sites/default/files/dyslexia-peims-coding-overview.pdf>.

³ Tex. Ed. Code 28.006; Tex. Ed. Code 38.003

	TEC §29.0031(b) for additional training requirements.)
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Parent Communication

1.	Following dyslexia screeners / reading instruments, parents of students determined to be at risk for dyslexia or other reading difficulties will receive notification, in writing, of the assessment results and committee findings as well as a copy of the Dyslexia Parent Education brochure, Talking Book Program information, and Texas Dyslexia Handbook information.
2.	At the beginning of each school year, parents of students receiving dyslexia instruction/intervention through Reading by Design will receive notification, in writing, of the dyslexia curriculum and services provided to their student.
3.	At the student's initial and/or annual ARD meeting, parents of students with dyslexia and other related disorders, will receive a copy of the Dyslexia Parent Education brochure, Talking Book Program information, and Texas Dyslexia Handbook information.
4.	When a student is placed in a disciplinary alternative education program (DAEP), and when a student is transitioning back to their regular campus after a DAEP placement, the parent will be provided information regarding the process for requesting a special education initial evaluation.

The [TISD Dyslexia Brochure](#) includes:

- Information related to awareness and characteristics of dyslexia and related disorders;
- Information on testing and diagnosis of dyslexia and related disorders;
- Information on effective strategies for teaching students with dyslexia and related disorders;
- Information on qualifications of those delivering services to students with dyslexia and related disorders;
- Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- Information on eligibility, evaluation requests, and services available under IDEA and information on the response to intervention process; and
- Contact information for the relevant regional and/or school specialists.

The dyslexia services beginning-of-year parent notification includes:

- A description of the assistance that may be provided to the student, including any intervention strategies that may be used;

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- The information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the student;
- An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided; and
- The estimated time frames within which a report on the student's progress with the assistance, including any intervention strategies used, will be provided to the parent.

Screening / Evaluation

Requirements for screening and identification of students with dyslexia and other related disorders fall under two Texas Education Codes:

TEC 28.006 ³ - Early Reading Diagnosis - reading development and comprehension struggles

TEC 38.003 ³ - Dyslexia KG-1 Screening - identifies risks specific to dyslexia

Grades Affected	Timing of Screening (see <i>The Dyslexia Handbook - 2024 Update</i> ¹ , figure 2.5)	Instrument	Date of Completion
Kindergarten	BOY* reading instrument (28.006) + Optional MOY, EOY reading instrument (28.006) + EOY dyslexia screener (38.003)	mCLASS Texas Edition (Amplify)	
1st Grade	BOY* reading instrument (28.006) + Optional MOY, EOY reading instrument (28.006) + Dyslexia screener by Jan. 31st (38.003)	mCLASS Texas Edition (Amplify)	
2nd Grade	Unspecified timing for reading instrument, but typically BOY*, MOY, EOY (28.006)	mCLASS Texas Edition (Amplify)	
7th Grade (only students who were not	BOY* reading instrument (28.006)	ISIP-AR	

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proficient on the 6th grade STAAR reading assessment)			
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*BOY is defined as within the first six weeks of the school year.

Interpretation of Data

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the quantitative and qualitative results from the screening process, and can recognize characteristics of dyslexia. The team may consist of the student's classroom teacher, provider of dyslexia instruction, reading interventionist, the individual who administered the screener, a special education teacher, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

It is important to remember that at any point in the data review process a referral for a FIIE under the IDEA may be initiated. Parents also have the right to request a FIIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA. (See *The Dyslexia Handbook - 2024 Update*¹, Figure 2.5).

TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student. Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

Identification

A team of persons with knowledge of the student, instructional practices, and instructional options will meet to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These

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individuals will include the classroom teacher and other individuals who can review and analyze the student's data, such as a campus administrator, special education teacher, reading interventionist, and provider of dyslexia instruction. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results.

If the team determines that the data does give the members reason to suspect that the student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team must refer the student for a full individual and initial evaluation (FIE). Gulf Coast Special Education Services will then contact the parent to begin the referral process.

The ARD committee determines if the student meets the criteria for dyslexia, and, if so, explains the impact of dyslexia on the student's access and progress in the enrolled grade-level general curriculum. Eligibility is determined by the ARD committee in accordance with federal and state law and regulations. When a student is determined to have dyslexia and the data shows a need for specially designed instruction, then the student meets the two prongs of special education eligibility. (See *The Dyslexia Handbook - 2024 Update*¹, figure 3.7).

Service / Instruction

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting. Evidence-based dyslexia instruction must be evidence-based and effective for students with dyslexia, taught by an appropriately trained instructor, and implemented with fidelity. (See *The Dyslexia Handbook - 2024 Update*¹, page 38).

Critical, evidence-based components of dyslexia instruction include:

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading comprehension

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- Reading fluency

Tidehaven ISD provides early intervention, instruction, and support for students with dyslexia and related disorders, including dysgraphia. Teachers who provide instruction to dyslexic students are trained each year in the District's referral process and informed concerning new research-based interventions and practices related to dyslexia. The training also reviews awareness and characteristics of dyslexia and related disorders, information on testing and identification, effective strategies for teaching students with dyslexia, and information on accommodations allowed in the classroom and on state standardized testing.

Tidehaven uses Reading by Design as a dyslexia instruction program. Students needing dyslexia instruction and intervention are serviced through a pull-out program, four to five days per week, for thirty to forty-five minutes each day. Typically, the dyslexia instruction program, Reading by Design, is implemented in the elementary grades and students complete the program before moving to a "monitored" status in the secondary grades. However, services and access to the dyslexia instruction are determined by an ARD committee on an individualized basis. All grade level students may have instructional accommodations as well as state testing accommodations in place. (See *The Dyslexia Handbook - 2024 Update*¹, page 51.) Student accommodations are shared with classroom teachers at the beginning of each year. Updates throughout the year are disseminated to teachers as needed. Teachers utilize the accommodations when providing instruction and administering assignments and assessments. Teachers document implementation of accommodations on the student "Accommodation Documentation" sheet.

The TSDS PEIMS Dyslexia Service Code will be completed following service decisions.

Progress Monitoring

Students receiving dyslexia instruction through Reading by Design have periodic mastery checks which are embedded within the program. The mastery checks track student progress and are shared with parents and relevant teachers.

Each year, the District considers the student's potential for academic achievement or proficiency, given the student's disability, when determining grade level promotion.

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Additional District Requirements

Tidehaven ISD is responsible for ensuring that campuses are implementing procedures for identifying and providing appropriate, evidence-based instructional services to all students with dyslexia or related disorders. The District's procedures must be implemented according to the approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related services as described in *The Texas Dyslexia Handbook - 2024 Update*¹. The District must report through PEIMS the number of students enrolled in the District who are identified as having dyslexia.

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