Rankin County School District

TRADITION OF EXCELLENCE

2026 / 2027
Dyslexia Intervention Guidelines

Rankin County School District
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Dyslexia Guidelines

Rankin County School District provides a variety of intensive reading interventions that address specific reading deficits (phonological awareness, phonics, vocabulary, high-frequency word recognition, fluency, comprehension of literature and information text and writing) as part of the Multi-tiered System of Supports.

One of our Tier III reading interventions specifically addresses reading deficits associated with dyslexia for students who qualify in grades one through five. Students may begin the program no later than fourth grade, allowing them to have two full years in the program. Our goal is to implement instructional interventions that best matches the student's needs and ensure that students are identified early and receive appropriate interventions to address their needs in a timely manner.

If it is determined that a student needs to be dismissed from dyslexia interventions a meeting will be scheduled to inform the parents of this decision and explain the next steps and support that will be provided to the students.

Students will not be assessed until they have completed a full year of kindergarten.

According to Rankin County Dyslexia Policy Code IEBA Rankin County School District shall screen students for dyslexia in the spring of kindergarten and the fall of Grade 1. The component of the screening must include:

1. Phonological awareness and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Encoding skills; and
6. Rapid naming.

If a student fails the screener, the parent must be notified of the results and informed that this is not a diagnosis of dyslexia. The school may use the information from the screener to develop interventions appropriate for the child's needs. However, the school district may perform a comprehensive dyslexia evaluation or subsequent dyslexia evaluations if they deem it necessary. The evaluations may be administered by psychologists, psychometrists, and speech language pathologists.

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Dyslexia Point Person

Each school will appoint a Dyslexia Point Person. This person will be the main point of contact for the Language and Intervention Specialist. They will be responsible for ensuring:

- that all Record of Dyslexia Diagnosis Forms are in each cumulative record for students with a diagnosis of dyslexia.
- the Language and Intervention Specialist is notified when a MET meeting is scheduled for a dyslexia evaluation.
- all outside dyslexia reports are emailed to the Language and Intervention Specialist.

Referral/Requests Procedures
Kindergarten Students

1. Kindergarten teachers will complete the teacher checklist that is part of the state approved kindergarten dyslexia screener in the spring.

2. Dyslexia Interventionists will give the state approved kindergarten dyslexia screener if any items are checked “yes” on the teacher checklist (other than items #1 and #5).

3. A Teacher Support Team (TST) meeting will be scheduled to review the screener results, universal screener scores, class and test performance, teacher narrative, student profile, previous tiered intervention data, and any outside testing results. Students will not be evaluated for dyslexia until they have completed a full year of kindergarten.

First Grade Students

1. First grade teachers will complete the teacher checklist that is part of the state approved first grade dyslexia screener.

2. Dyslexia Interventionists will give the state approved first grade dyslexia screener if any items are checked “yes” on the teacher checklist (other than items #1 and #5).

3. A Teacher Support Team (TST) meeting will be scheduled to review the screener results, i-Ready scores, class and test performance, teacher narrative, student profile, previous tiered intervention data, and any outside testing results. Students may be referred for a Multi-Disciplinary Evaluation Team (MET) Meeting. At this meeting it may be determined that a comprehensive evaluation should be completed to determine the most appropriate support for the student.

Current Students Receiving Dyslexia Interventions

Students currently receiving dyslexia intervention services will continue to receive support for the 2026 – 2027 school year. Progress will be monitored for all students to ensure appropriate placement in the dyslexia intervention program.

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Outside Testing Review

1. If a student has obtained an outside evaluation that provides a diagnosis of dyslexia the parent or guardian will request a MET meeting to review all available data for the student and determine if additional testing is recommended or if dyslexia intervention services are needed at that time.

2. The MET may consider additional testing to determine if there is a more appropriate intervention or placement for the student. Student data is used to make decisions regarding appropriate instructional intervention placement.

3. In order to receive services, a non-resident student must first meet transfer requirements in accordance with state statute and district policy JBCB.

4. Parents will receive written notification regarding dyslexia eligibility decisions. Schools will conduct eligibility meetings and return all signed documentation to the Language and Intervention Specialist to be kept on file.

5. Files for cumulative folders: Record of Dyslexia Diagnosis Page

Parent/School Personnel Request

1. The parent or school personnel may request a MET meeting to determine if a comprehensive evaluation is needed.

2. The school will submit the request with the required documentation that is detailed in the Dyslexia Guidelines to the Language and Intervention Specialist.

3. The MET will schedule a meeting to review all available information and determine if dyslexia testing is recommended at that time.

4. If the student receives a diagnosis of dyslexia the Language and Intervention Specialist will schedule a meeting to determine the most appropriate academic intervention.

5. If it is determined that the student would benefit from Dyslexia Intervention Services a meeting will be scheduled with the school and parent to obtain signatures and schedule the start date for services, which will be at the beginning of the next nine week period.

6. Schools will return all signed documentation to the RCSD Language and Intervention Specialist to be kept on file.

7. Files for cumulative folders: Record of Dyslexia Diagnosis Form

Criteria for Determination of Dyslexia Services

The profile of strengths and weaknesses of an individual with dyslexia varies with age, educational opportunities and the influence of co-occurring factors such as emotional adjustment, ability to pay attention in learning situations, difficulties with health or motivation. Clusters of distinguishing characteristics are frequently noted.

Background Information: Information from parents and teachers will be collected utilizing the teacher checklist and the parent interview. Some of the information gathered may include:

Family history	History of delayed speech or language
Previous interventions or tutoring supports	School attendance

Cognitive Ability: Average to above average cognitive ability indicated on a standardized measure.

Oral Language: Indicators of higher-level oral language skills should be documented to include being able to understand age-appropriate stories and spoken language, use words that are age appropriate and carry on conversation.

Word Recognition: The ability to read single printed words both accurately and with fluency.

Decoding: The ability to read unfamiliar words by using letter-sound knowledge, spelling patterns and chunking the word into smaller parts, such as syllable.

Spelling: The ability to spell individual words from memory using their knowledge of letter-sound parings and patterns of letters that cluster together.

Phonological Processing: Students must be able to correctly sequence sounds in words in order to learn to link letters to sounds for reading and spelling. There may be difficulty present in identifying, pronouncing, and recalling sounds.

Reading Comprehension: Students may be able to perform adequately on a reading comprehension test because they have developed skills to read shorter passages and refer to the story to answer questions, but they may still have difficulty reading and understanding longer reading assignments in their grade-level texts.

Vocabulary Knowledge: A difficulty in learning language or with memory can affect the ability to learn the meanings of words.

Formal Education: Student must have completed at least one year of kindergarten to ensure instruction has occurred.

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Criteria for Determination of Dyslexia Services

Student:	School:
Grade:	Teacher:

1. Does the student have the cognitive ability to gain access to the general education curriculum at a rate commensurate with that of same-age peers? (Does the student have average to above average intelligence?) _____
2. Does the student have difficulty with the alphabetic principle and/or weaknesses in one or more of the areas of phonological processing? _____
3. Does the student demonstrate one or more of the primary characteristics of dyslexia in addition to a spelling deficit (words in isolation or in connected text)? _____
4. Are the reading and spelling difficulties the result of a phonological processing deficit? _____
5. Are there secondary characteristics of dyslexia evident in reading comprehension and/or written expression? _____
6. Does the student have strengths that could be considered academic assets? _____
7. Are there possible coexisting deficits that may complicate identification and may require further assessment and intervention? _____

Responses provided by: _____

Yes	No	Collected Information
		Current data: ☐ Universal screener data _____ ☐ diagnostic assessments _____ ☐ benchmark information _____
		Dyslexia Screener Results (Summary Score Sheet included)
		Dyslexia Checklist for Teachers/Dyslexia Parent Interview
		Current Classroom Performance (Include 2 – 3 work/writing samples)
		Vision/Hearing Screening Results
		Teacher Narrative
		Developmental History
		Current Tiered Intervention Documentation and Progress Monitoring Data
		Medical Information/Any available outside testing or reports. (if applicable)
		Completed at least one year of kindergarten
		Attendance Issues
		Other:

Checklist for External Dyslexia Evaluation

Yes	No	The following information will be reviewed by members of the Dyslexia Services Committee:
		1. Complete dyslexia evaluation has been received. Administered by a licensed psychometrist, school psychologist, or a speech language pathologist. (MS Code § 37-173-15)
		2. Average or above average cognitive ability as indicated in the dyslexia evaluation.
		3. Data gathered supports the need for intensive reading intervention: 1) Most recent diagnostic assessment 2) Classroom grades/performance 3) Work/writing samples 4) Teacher Checklist 5) Parent Interview
		4. Student has received effective literacy instruction and has completed one year of kindergarten.
		5. Lack of progress is evident despite the implementation of instructional intervention.
		6. Difficulties are not due to factors such as inconsistent attendance, language differences, or lack of experience.
		7. Lack of progress is not a result of injury, hearing/vision loss, etc.

- ☐ Based on the review of the collected data, it is recommended that the student receive dyslexia interventions as the most appropriate reading intervention.
- ☐ Based on the review of the collected data, dyslexia interventions is not recommended as the most appropriate reading intervention at this time. Other intervention options may be considered as needed.

_____ _____

Language and Intervention Administrator Date