OPERATING PROCEDURES

DYSLEXIA AND RELATED DISORDERS

Kirbyville CISD **121905**

Template update October 2024

Legal Framework: DYSLEXIA AND RELATED DISORDERS
Related Resources
Broad Category: CHILD FIND

PROCEDURES:

- Kirbyville CISD uses classroom data, screening results, intervention progress, and family information for early identification, intervention, and support for students at risk for dyslexia and related disorders.
- The elementary campus testing coordinator uses an approved dyslexia screening instrument to ensure that all kindergarten students are screened for dyslexia at the end of the year and students in first grade are screened for dyslexia as close to the middle of the year as possible but no later than January 31. IDEA does not prohibit a campus from "screening" a student to collect data that may be considered when determining if the student is suspected of having a disability. Parental consent is not required before administering screenings or other assessments that are administered to all students generally. The screening procedures will not be used to delay or deny the provision of a full individual and initial evaluation.
- Staff will review the administration and interpretation information for screeners used to identify students at risk for dyslexia and related disorders. A committee including a person knowledgeable of dyslexia and related disorders will meet to review the results of the screeners. An agenda and sign-in sheet will be used to document this training.
- Any student that is being evaluated for the suspicion of or being initially identified as having dyslexia or related disorders will include a person knowledgeable of dyslexia and related disorders as part of the multi-disciplinary team (MDT) for the evaluation and the ARD committee meeting to determine of eligibility.
- Appropriate staff will receive training on the outlined procedures to document the number of students with disabilities identified with dyslexia and related disorders through the TSDS/PEIMS system. This would include, ARD facilitators, diagnosticians, administrative assistants assigned to enter PEIMS, PEIMS data entry personnel, etc. This also includes training on the PEIMS documentation of services provided to identified students. The reporting data will be reviewed throughout the school year to ensure TSDS/PEIMS is accurate and reflects current student eligibility and services.
- Kirbyville CISD currently uses an approved evidence-based dyslexia program that addresses all required components of the Dyslexia Handbook including: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The delivery of instruction includes simultaneous, multisensory instruction, systemic and cumulative instruction, explicit instruction, diagnostic teaching to automaticity, synthetic instruction, and analytic instruction.
- The district will form a committee including persons knowledgeable of dyslexia and related disorders and providers of dyslexia instruction to evaluation any potential evidence-based

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dyslexia programs to ensure they meet all required components of the most current Dyslexia Handbook.

- The campus administrators and district administrators keep on-going record to ensure that all teachers who teach students with dyslexia receive the required professional development and are fully trained in the district's adopted instructional materials for students with dyslexia.
- Kirbyville CISD has the District Dyslexia Plan posted on their website. This information is shared at campus literacy events and through the media outlets for the special education shared service arrangement.
- The district has all certification, licenses, and other training that providers of dyslexia instruction have received on file to share if requested.
- The campus will provide a progress report at least once per grading period of the student's progress in the evidenced-based reading program.
- The district will have board policy related to dyslexia on the website.

STAFF RESPONSIBLE:

District Level: Special Education Director/District Curriculum Coordinator/Dyslexia Contact

Campus Level: Campus Principals/Dyslexia Teachers/Campus Testing Coordinators

EVIDENCE OF PRACTICE:

- Forms or checklists
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Written consent for evaluation
- Evaluation reports
- Copies of ARD committee meetings
- Description of evidence-based dyslexia program(s) used for students with dyslexia
- TSDS/PEIMS reports for students with disabilities identified with dyslexia

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