

## DYSLEXIA SERVICES

Alief Montessori Community School

101815

Template update May 2020

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

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### POLICIES AND PROCEDURES:

Our charter school uses universal screeners to screen all students in Kinder through 2<sup>nd</sup> grade. Based on the results of these screeners, students who demonstrate characteristics of dyslexia and, therefore, may be at risk, are brought to a campus referral team to review data and determine next steps, which includes formal evaluation through special education. Ongoing interventions should continue to be provided. Assessment will include all areas of suspected disability and all timelines for initial or reevaluation assessments will be followed. To determine if a Specific Learning Disability with the condition of Dyslexia or a related disorder exists, two questions must be answered.

1. Is there reason to suspect that the student has a disability?
2. Is there reason to suspect that **because of the disability** the student **needs** special education and related services?

If it is determined that the child may require specially designed instruction, the ARD committee will develop an IEP plan to meet the specific needs of the student, which can include dyslexia instruction. If it determined that the child does not need specially designed instruction, the 504 committee can develop a plan with necessary accommodations and can also include dyslexia instruction.

Our charter school reports all students who are identified as having dyslexia or a related disorder through both 504 and Special Education. PEIMS personnel are responsible for coding students with dyslexia through our PEIMS system. As a district, we report dyslexia services coding at the time of PEIMS snapshot in late October. Students in grades Kindergarten through 2nd who were screened and determined to be at risk dyslexia will also be identified in PEIMS for the end of year/June PEIMS submission.

We use a variety of research-based programs when providing dyslexia interventions. These programs include face to face instructional programs, use of audiobooks and other instructional resources. Progress monitoring of student progress occurs during the intervention/dyslexia service times.

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A mandatory annual training for all administrators, teachers and support staff. Parents and families are also provided with dyslexia an opportunity to learn more about dyslexia and dysgraphia as well as how to support their children at home through an annual virtual Family Dyslexia night and/or by sending dyslexia information home.

### **STAFF RESPONSIBLE:**

**District Level:** Superintendent, Director of Special Populations, Houston Charter Schools Director of Special Education

**Campus Level:** School Principal, Assistant Principal, Counselor, Teachers

### **TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:**

- Annual training for teachers who screen and instruct students with dyslexia, including interventionists as well as classroom teachers
- Annual virtual education programs for parents and guardians of students with dyslexia
- At the time of the initial 504 meeting and annually, parents are notified services and options available to students with dyslexia who are struggling with learning
- Students in Kindergarten will be screened at the end of the school year, students in 1<sup>st</sup> grade will be screened no later than January 31
- Referral for standard protocol dyslexia instruction is made by the ARD/504 committee during annual meetings
- FIIE (referral for dyslexia under IDEA) is made by the campus referral team if the data analysis warrants a referral

### **EVIDENCE OF PRACTICE:**

- Forms or checklists
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Agendas from education programs for parents
- Written consent for evaluation
- Evaluation reports
- Copies of Section 504 meetings
- Copies of ARD committee meetings
- Description of reading program used for students with dyslexia
- TSDS/PEIMS reports for students with disabilities identified with dyslexia