

# **PROCEDURES**

## **EARLY IDENTIFICATION**

- 1<sup>st</sup> and 2<sup>nd</sup> grade students are screened using a district screener (Istation) and teacher input. The teacher complete the screener form and it is documented in the student's Permanent Records File. (completed before the last day of January).
- Kindergarten students are screened using a district screener (Istation) and teacher input. The teacher completes the screener form and it is documented in the student's Permanent Records File. (completed before the last day of the school year).
  - Forms/Letters included within the procedures manual)

## **INTERVENTION AND SUPPORT**

- The students identified at risk are provided intervention with their general education and teacher and with a Reading Interventionist. The classroom teacher targets the student's needs in small group and guided instruction. The Reading Interventionist utilizes the pull-out program to support the "at-risk" student. The Reading Interventionist utilizes best practices and Reading by Design to support the "at-risk" students.

## **REPORTING (TSDS/PEIMS)**

- When a student is identified as a dyslexic, the administrator provides the PEIMS coordinator with a PEIMS form that indicates the student's dyslexia eligibility (form included within the procedures manual).
- If the student moves from 504 to special education, the dyslexia testing and documentation is provided to the 588 co-op within the student's Response to Intervention data, prior to a student being assessed for special education.
- During an ARD meeting, the administrator and teacher also provide the diagnostician with information regarding a student's dyslexia data.

## **PURCHASING**

- The district utilizes the approved Reading by Design curriculum to support dyslexic students. This program and training were selected because of its alignment with early literacy and phonics. If additional materials for the program are needed, a teacher must submit a pre-purchasing request. When the request is received, the administration and the dyslexia teacher and/or special education teacher review the request to determine if the purchase request is aligned with the Reading by Design program, if it meets the states' requirements and if it is needed for student support.

**INTERVENTIONS**

- **The interventions in place to support dyslexic students are as follows:**
  - **Dyslexia pull-out classes**
    - Reading by Design a minimum of 3 times per week for 30-45 minutes per session
  - **Istation support**
    - A minimum of 3 times per week for 30-45 minutes per session
  - **504 and/or special education accommodations**
    - Individualized by student
  - **Tutorials**
    - Individualized by student
  - **RTI reading support in addition to the Reading by Design class**
    - A minimum of once per week for a 20-30 minute session, focused on phonics and fluency

**GENERAL EDUCATION AND SPECIAL EDUCATION TEACHER SCREENING**

- In order to ensure that appropriate instruction is provided to dyslexic students and that teachers understand how to screen students, teachers will be provided professional development in the area of dyslexia. Staff members will also be trained and certified in the adopted dyslexia program to ensure consistency and aligned amongst all staff and grade levels.
  - Terrell County ISD has the following staff members trained and certified in the Reading by Design program
    - All PreK-6<sup>th</sup> Grade Reading teachers
    - Special Education teacher
    - Secondary Social Studies teacher
    - Secondary Spanish teacher
    - School Counselor
    - School Administrator

- Terrell County ISD has the following teacher assistants trained in the Reading by Design program
  - Special Education Assistants
  - Library Assistants
- If essential staff members leave the district, teachers who fill those positions will be trained in the Reading by Design program, to ensure consistency and effectiveness.
  - This training must occur within the first year of employment.

**PARENT PROGRAM**

**PATHWAY TO FOLLOW**

- When a student is identified “at-risk” for dyslexia, after intervention, if the student continues to demonstrate dyslexic tendencies, the student is referred for dyslexia testing.
- If the student is identified as a student with dyslexia only, Section 504 of the Rehabilitation Act is utilized to provide the appropriate services and accommodations to the student.
- If the student is identified as a student with dyslexia and other disabilities, the students is serviced through IDEA-Part B.
- Students serviced through Section 504 are monitored. If the student does not make the expected growth through this service, the student is referred for additional testing to determine if the student would be better served through IDEA-Part B.

**STAFF RESPONSIBLE**

**District Level:**

- School Superintendent, Reading Interventionist, Classroom Teachers, Special Education Teachers.

**Campus Level:**

- School Superintendent, Reading Interventionist, Classroom Teachers, Special Education Teachers.

