

# DYSLEXIA PROGRAM

## GRAPELAND INDEPENDENT SCHOOL DISTRICT

Elementary Reading/Dyslexia Specialist-----Helen Word  
Secondary Reading/Dyslexia Specialist-----Francine Gregg

Adopted by Grapeland ISD Board of Trustees  
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Grapeland ISD does not discriminate on the basis of race, religion, color, age, national origin, sex or disability.

## PURPOSE

As required by statute (TEC 38.003) Grapeland ISD offers training to students with dyslexia, dyslexic tendencies and related disorders. The training involves learning skills to enable students to compensate for their dyslexia or overcome their learning problems. Intervention options focus on the least restrictive environment, including remedial strategies, a dyslexia instructional class and special education services. In keeping with these delivery systems and depending on the severity of the student's individual needs, help is available.

- For students with mild dyslexic tendencies, remedial strategies are provided in the regular classroom by the student's teacher according to the instructional accommodations appropriate for the student.
- Students with more moderate dyslexic tendencies, receive a combination of services. Instructional strategies and modifications are implemented by the classroom teacher and they also attend classes taught by a specifically trained dyslexia teacher. In all grade levels, student with an educational identification of dyslexia are profiled to identify strengths and weaknesses. Modification and recommendations are suggested to the classroom teacher and are adjusted as the student progresses.
- Often the characteristics of dyslexia are noticed in a student referred for screening and the screening results indicate more severe learning difficulties. For those students who have more severe problems or a global learning disability, a special education referral is recommended.

## IDENTIFICATION

Before students are screened, parents are informed of the teacher's observations of the student difficulties. Some accommodations are initiated and the results are recorded. Specialized help such as reading intervention are available for remedial and compensatory help in the primary grades. If no improvement is made, a request is made to the parent for permission to conduct more formal testing. When permission is received, testing instruments are used to assess visual, auditory, phonological awareness and handwriting strengths or deficits. These tests are administered by the dyslexia teacher/specialist. The results of these tests are presented to a committee of school personnel who work with the child and are familiar with the characteristics of dyslexia as defined in TEC 38.003 and a decision is made for a recommendation of placement.

## **TIME LINE**

A dyslexia referral may be made at any time during the school year, however it is recommended that a student be identified as early as possible to intervene prior to failure. A referral may be made by the teacher, or parent. Once the referral packet is completed, the evaluation process begins. The dyslexia specialist reviews the student information provide by the teacher and the parent. **The evaluation process will be completed within 30 calendar days from the date the parent permission is received.** Once the testing is completed and evaluated, a parent conference will be established within 15 calendar days. At that conference, parents and the dyslexia committee will review the testing procedures, instruments used, the testing results, and the committee recommendations. Notification of evaluation and committee results will also be sent to the parent regardless of outcome.

## **INSTRUCTIONAL SERVICES**

Once a student is identified with dyslexic tendencies, there are several courses of action available for use depending on the needs and accommodations of the student.

Instruction in the regular classroom with accommodations by the regular education teacher

Instruction in the regular education classroom with accommodations by the regular education teacher coupled with instruction by a dyslexia specialist in a pull-out classroom setting.

Special Education instruction if the student qualified for special education

Computer Programs such as Essential Learning Systems (ELS) and/or Codebreaker

## **Qualifications of Teacher**

The teacher who is responsible for pull-out dyslexia instruction or ELS lab will be a certified teacher under the guidelines and mandates of the Texas Education Agency and the State Board for Educator Certification. The dyslexia instructor will also be qualified in the areas of identification of dyslexia and related disorders as well as effective reading instruction techniques for students with those disorders. The teacher will participate in on-going professional development.

## **Coordination**

Planning and coordination meetings occur between the dyslexia teacher, classroom teacher and the campus reading team to discuss:

Students problems, progress and concerns

Changes in modifications and accommodations

Curriculum strategies

### **Identification Criteria**

Average Cognitive/Academic ability

**Below average in one or more areas of phonological processing**

Awareness

Memory

Rapid naming

Letter identification

**Below average in 3 or more other characteristics**

Word attack

Word identification

Oral reading fluency

Oral reading accuracy

Spelling

Reading comprehension

Written expression

**One or more Coexisting complications**

Oral comprehension

Mathematics

Attention

Handwriting

Behavior/Emotions

### **EXIT CRITERIA**

The recommendation for dismissal will be made by the Dyslexia Screening Committee based on:

- Successful completion of the selected program
- Progress sufficient for the student to achieve at or above grade level in academic skills as measured by TAKS, other district administered tests, performance in the classroom, and/or other data deemed appropriate by the Dyslexia screening committee.
- Parental request

## **Program and Student Evaluation**

Student success in the dyslexia program is evaluated and measured by daily observations and evaluations by the dyslexia teacher, classroom teacher feedback, 3 week progress reports from the regular education program, and in-program mastery checks.

TAKS scores are used to measure progress as well as an evaluation of strengths and weaknesses.

Grapeland ISD recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, GISD will evaluate all aspects of the Dyslexia Program annually. Results of the evaluation will be referred to the district Site-Based Decision-Making Committee, which includes staff members, parents, and other community representatives for review and recommendations.

## **COMMUNICATION**

Ongoing communication with the parents and community members will be a significant part of the Dyslexia Program. Parents will receive information on the characteristics of students with dyslexic tendencies, on other facets of the Dyslexia Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school.

## **STAFF DEVELOPMENT**

Grapeland Independent School District will call on resources including the staff of their own district, the regional education service centers, and TEA to provide on-going training for administrators, teachers, teacher aides, and parents. Dyslexia Program teachers will complete training as required by the Texas Education Agency. Each Campus has a copy of the Dyslexia Handbook, Texas Education Agency.

For more information concerning Dyslexia and related disorders & TEA rules & Regulations

please visit Region 10 ESC web site <http://www.tea.state.tx.us>:

<http://www2.ednet10.net/dyslexia>

