



Northside Independent School District Dyslexia Policy

Dyslexia or Related Disorders

Texas school districts must have a program at all grade levels for students diagnosed as having characteristics of dyslexia or related disorders. The Texas Education Agency's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* contains the State Board of Education (SBOE) approved procedures concerning dyslexia and related disorders. This handbook is issued to campus dyslexia designees and provides guidelines for school districts to follow as they identify and provide services for students.

Definition

- The state defines dyslexia as a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- Related disorders include disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Identification

- When a student is not making adequate progress in spite of best practices and numerous remedial strategies in the classroom, the student may be referred to the campus reading specialist, reading department coordinator, and/or the trained dyslexia designee for dyslexia screening.
- Parents, guardians, teachers, counselors, or any person who is knowledgeable about the student's academic development may refer the student for dyslexia screening.
- Any student who lives within the Northside ISD boundaries but attends private school or home school will **not** be eligible for dyslexia screening or assessments at the neighboring public school. Referrals for special education assessment are available for ANY child who lives within the Northside ISD boundaries. Contact the Pupil Appraisal Center for more information.

Screening Instruments

- Parents/guardians will be notified about their child's screening process through phone calls, parent/teacher staffings, parent conferences, and/or written communications once a request for screening is made.
- The campus reading specialist, reading department coordinator, and/or the trained dyslexia designee will facilitate the collection of student screening instruments and other related data.
- At the elementary level, the classroom teacher and one other faculty member will complete individual screening instruments.
- At the secondary level, at least **four** core subject area teachers (reading, English, social studies, science, and/or math) will complete individual screening instruments.
- Once dyslexia screening instruments are completed, the campus reading specialist, reading department coordinator, and/or the trained dyslexia designee will forward these documents to central office personnel for scoring and recommendations.

Dyslexia Assessments

- Based on the results of the dyslexia screening instruments, the reading specialist, the reading department coordinator, and/or the trained dyslexia designee will provide the following information to teachers:
 - appropriate follow-up recommendations,
 - suggestions for monitoring and adjusting delivery of instruction, and/or
 - additional dyslexia testing, if needed.
- Upon analysis of the student's data, a campus dyslexia committee will meet to determine appropriate student services.

Appropriate Student Services

- Remedial Setting
- Dyslexia Programs
 - If needed, a 504 Committee meeting will convene to establish an appropriate accommodation plan to meet the student's special needs.
 - If needed, a campus committee will meet to make recommendations for special education referrals.
- Referrals for Special Education Assessment
- Students in Special Education

Monitoring Progress

Close monitoring is required for all regular or special education students who have ever been screened, tested, enrolled in, or exited from remedial and/or dyslexia programs. In other words, these students should never be dropped from the monitoring process.

Considerations but not guarantees...

" Dyslexic Students exhibiting auditory strengths are prone to being more successful when taking Spanish.

" Dyslexic students that exhibit visual/written strengths are prone to being more successful when taking Latin.

Remember 60% of English is derived from Latin and Greek.

