

# OPERATING PROCEDURES

## DYSLEXIA SERVICES

UT Tyler University Academy

212804

Template update May 2020

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

---

### PROCEDURES:

- UT Tyler University Academy (UTTUA) students are administered a dyslexia screener at the beginning and end of kindergarten and in the middle of first grade. Students who do not perform as expected on these screeners are referred for Tier 2 intervention to address deficits in phonological awareness and letter and word identification.
- These students follow the Multi-Tier System of Support (MTSS) process. Students who do not make expected progress after intervention are referred by the MTSS committee for a full and individual initial evaluation under IDEA to determine if they exhibit the criteria of a student with dyslexia and/or other educational disability. Students who make sufficient gains are returned to Tier 1 (Quality classroom) instruction.
- If a parent declines the Full and Individual Initial Evaluation, the student will not be eligible to receive dyslexia instruction (structured literacy program).
- The initial ARD committee determines the student's eligibility for services and the level of service needs. Students who meet the criteria of a student with dyslexia, but the ARD committee determines they require only accommodations and do not require specially designed instruction such as a structured literacy program, may be served through section 504 of the Americans with Disabilities Act and the 504 committee will outline needed supports in the 504-service plan.
- Students who require specialized instruction, such as a structured literacy program, or other instructional supports, such as in-class support or resource support, will receive services through special education. The Admission Review and Dismissal Committee will develop an individualized education plan outlining the student's services.
- To accurately report the number of students identified with dyslexia, once an ARD committee has determined a student is eligible, dyslexia is documented in

## OPERATING PROCEDURES

### DYSLEXIA SERVICES

UT Tyler University Academy

212804

the Special Education Data Management System (currently Success Ed.) Success Ed uploads PEIMS changes into Skyward (PEIMS Data Management System) each night. Every 6 weeks, the special education director verifies that the information in Success Ed matches the information in Skyward and checks for the accuracy of that information. In addition to the data management system, a spreadsheet is maintained with student dyslexia information by the Director of Special Education. Maintaining this information in 2 locations allows for checks and balances, ensuring the submitted data is accurate.

- UTTUA purchases research-based dyslexia instruction materials that meet the criteria for appropriate programs, as outlined in the dyslexia handbook.
- Currently, UTTUA utilizes the Sequential English Education (SEE) program. SEE is an International Multisensory Structured Language Education Council (IMSLEC) accredited, and International Dyslexia Association (IDA) recognized course utilizing structured, multisensory language instruction based on the Sequential English Education approach for teaching reading decoding/reading comprehension/reading fluency/spelling/ handwriting/written expression/grammar and auditory discrimination and memory.
- UTTUA has trained all teachers providing dyslexia services through the Shelton School, which specializes in the SEE program. Teachers typically take the ALTA certification test at the end of the training year, resulting in CALP-level certification. If a newly hired teacher cannot begin the SEE cohort before the beginning of the school year, teachers will be certified in the Reading By Design program through a Regional Education Service Center. Reading By Design also meets state requirements as defined in the dyslexia handbook.
- One time per year, parents and guardians of students identified with dyslexia are provided with a learning event to inform parents about supports available for their child. In addition, in the deliberations of the annual ARD meeting, parents are provided with links to online supports for students with dyslexia.
- At least once each grading period, the dyslexia teacher will report on progress toward goal mastery to the student's parent. Progress reports are managed in the special education data management system. The district has created a progress template for progress reporting for students receiving direct services who have not yet migrated from 504 to special education. All students receiving Structured Literacy instruction will migrate under the special education umbrella by the end of the 2024-2025 school year.

#### STAFF RESPONSIBLE:

**District Level:** MTSS Coordinator, Director of Special Education, Diagnostician, Certified Academic Language Therapist

# OPERATING PROCEDURES

## DYSLEXIA SERVICES

UT Tyler University Academy

212804

**Campus Level:** Instructional Coach, Dyslexia Interventionist, General Education Teacher

### TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:

- Teachers receive training in the SEE or Reading By Design programs as needed.
- Education programs for parents and guardians of students with dyslexia will be held at least annually.
- Dyslexia screening will occur at the beginning and end of kindergarten and the middle of the first-grade school year.
- The Full and Individual Initial Evaluation will be completed within 45 school days of receipt of consent to test, with an Initial ARD meeting to be held within 30 calendar days after the date of the completed FIIE (See Evaluation Procedures)

### 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(s) used for students with dyslexia
- TSDS/PEIMS reports for students with disabilities identified with dyslexia