

DYSLEXIA SERVICES	
GREGORY-PORTLAND ISD	205902

Template update May 2020

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

PROCEDURES:

- G-PISD utilizes NWEA-MAP to identify students at risk for dyslexia in accordance with HB 1886. The dyslexia staff review scores and determine the need for additional screening and/or evaluation.
- G-PISD ensures accurate reporting of students identified with dyslexia through the TSDS/PEIMS system by verification of services and supports from counselors, special education staff, dyslexia staff and/or campus testing coordinators.
- G-PISD utilizes Neuhaus as our primary dyslexia program for students who are receiving dyslexia intervention services. Language! Live is also utilized at the Middle and High School levels. Teachers who provide dyslexia services are trained in Neuhaus and/or MTA.
- G-PISD instructional staff complete a required course in dyslexia that outlines the following objectives: characteristics of dyslexia, instructional components for students with dyslexia, the dyslexia handbook, and dysgraphia.
- The G-PISD dyslexia staff provide an annual training to parents and guardians of elementary students identified with dyslexia.
- A team of knowledgeable persons reviews data and determines if a student should be referred for a dyslexia evaluation. If an evaluation is recommended, the evaluation will be conducted as part of a comprehension full and individual initial evaluation (FIIE) through special education unless the parent does not consent to such an evaluation under IDEA. If a FIIE is refused, the parent will be offered a dyslexia evaluation through 504. If a student is already served under IDEA the ARD Committee will determine if further testing in the area of dyslexia is needed. If a student is receiving services through Section 504 for dyslexia and continues to struggle a special education referral will be initiated. A parent may request an evaluation at any time for dyslexia through Section 504 or IDEA. Refer to the Pathways for the Identification and Provision of Instruction for Students with Dyslexia, Figure 3.8, page 35:
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>
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STAFF RESPONSIBLE:

District Level: Director of Special Education, Director of Curriculum & Instruction for Reading and Social Studies, 504 Coordinator

Campus Level: Dyslexia Teachers, Elementary Counselors, MS and HS Assistant Principals for 504, Evaluation Staff

TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:

- Training for teachers who screen and instruct students with dyslexia, including interventionists as well as classroom teachers
- Education programs for parents and guardians of students with dyslexia
- Notifying parents of students eligible under Section 504 about services and options available to students with dyslexia
- Dyslexia screening
- Referral for standard protocol dyslexia instruction
- FIIE (referral for dyslexia under IDEA)

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