

OPERATING PROCEDURES

DYSLEXIA AND RELATED DISORDERS

PROGRESO ISD

108-910

Template update October 2024

Legal Framework: DYSLEXIA AND RELATED DISORDERS

Related Resources

Broad Category: CHILD FIND

PROCEDURES

Describe your LEA's procedure for early identification, intervention, and support for students at risk for dyslexia and related disorders.

- Before referring a student for a Full Individual and Initial Evaluation (FIIE), the District ensures that students struggling in the general classroom receive evidence-based interventions through Multi-Tiered Systems of Support (MTSS) or other academic and behavioral support services. However, these interventions must not delay or deny an evaluation if a disability is suspected.
- If parental or guardian consent is obtained for an evaluation, the District will document any steps taken to support the student during the referral process. This may include meetings with parents, teachers, and administrators to develop or adjust intervention plans.
- The screening of students to collect data for referral decisions does not require parental consent and must not be used to delay an evaluation.
- Students suspected of having a disability under Section 504 should be referred to the Campus Section 504 Committee, which will determine if accommodations or a referral for special education services is appropriate.
- For students transferring from residential facilities or private schools, the campus case manager will obtain parental consent to request records and determine if a special education referral is needed.
- Students suspected of dyslexia or related disorders should be referred for an evaluation following TEA's Dyslexia Handbook (2024 Update) and House Bill 3928 guidelines to ensure they receive appropriate services.

The District will ensure early identification and intervention through:

- Universal screening in kindergarten and first grade. Teachers will be trained on the identification and use of the screeners.
- Multi-Tiered System of Supports (MTSS) for academic interventions.
- Response to Intervention (RtI) data tracking to monitor student progress.

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- Immediate referral for evaluation if significant concerns arise.

Describe your LEA's procedures for ensuring students in kindergarten are screened for dyslexia at the end of the year and students in first grade are screened for dyslexia as close to the middle of the school year as possible but no later than January 31.

- Kindergarten students are screened at the end of the school year.
- First-grade students are screened by January 31.
- Certified staff will administer screenings using TEA-approved screeners.
- Results are reviewed, and at-risk students are provided interventions or referred for evaluation.

Describe the training requirements for each person assigned to administer and interpret a dyslexia screener in kindergarten or first grade. Determine how proof of training will be documented.

- Staff must complete TEA-approved dyslexia training.
- Training must cover screening administration, interpretation, and intervention.
- Documentation of training is retained in personnel records.
- The District will collect all certifications, licenses, and other training that providers of dyslexia instruction have received in the District, and will be prepared to display or give that information if requested (part of 19 TAC §74.28(f)).

Describe the LEA's procedures for ensuring the required dyslexia member is a part of the MDT and ARD committee when dyslexia is suspected or identified.

The case manager will ensure that a dyslexia specialist participates in all Multidisciplinary Team (MDT) and ARD meetings for students suspected of or identified with dyslexia. If a dyslexia specialist is unavailable within the District, the District can contact Region One ESC . The specialist will oversee compliance with the Dyslexia Handbook requirements and provide guidance on appropriate instructional interventions.

Describe your LEA's procedure for accurately reporting the number of students with disabilities identified with dyslexia and related disorders through the TSDS/PEIMS system. The District reports dyslexia identification data using PEIMS coding, following the [Texas Education Agency's Dyslexia PEIMS Flowchart](#). Data collection includes identifying students

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receiving dyslexia services under Section 504 and IDEA, ensuring proper coding for accurate state reporting. Additionally, staff responsible for PEIMS data entry are trained annually on dyslexia reporting guidelines to maintain compliance and data integrity. The District will verify the data annually to ensure accuracy and compliance.

Describe how the LEA's current evidence-based dyslexia program(s) address(es) all required components of the Dyslexia Handbook.

The District's dyslexia program includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, as outlined in the [Texas Dyslexia Handbook](#). Additionally, these programs incorporate structured literacy approaches that are explicit, systematic, cumulative, and diagnostic, ensuring alignment with state-mandated dyslexia instruction guidelines. The District ensures that all interventions are evidence-based, multisensory, and designed to address the specific needs of students with dyslexia and related disorders.

Describe how the LEA would approach procuring any new evidence-based dyslexia programs to ensure they meet all required components of the Dyslexia Handbook.

The District will evaluate any potential dyslexia programs before purchasing to ensure they meet all requirements outlined in the Texas Dyslexia Handbook. This evaluation process includes assessing scientific research, program effectiveness, and alignment with state-mandated components such as structured literacy approaches, multisensory instruction, and explicit phonics instruction. Additionally, input from educators, dyslexia specialists, and parents will be considered to ensure the selected programs effectively address student needs.

Describe how your LEA ensures that all teachers who teach students with dyslexia receive the required professional development.

Teachers working with the dyslexia program will complete annual dyslexia-specific training. Training records will be documented and maintained.

Describe how your LEA provides the information required by 19 TAC §74.28(f) to parents of students enrolled in the LEA.

The [dyslexia handbook](#) and [information for parents](#) will be posted on the District's website. Through these postings, the District notifies parents of services and options available to eligible students with dyslexia including general education interventions under response to intervention and multi-tiered systems of support models.¹ This notice also explains that evidence-based

¹ Tex. Ed. Code § 26.0081(d); 19 TEX. ADMIN. CODE. § 74.28(h)

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dyslexia programs that are aligned with all instructional methods and components for dyslexia instruction as described by The Dyslexia Handbook (sometimes called “Standard Protocol Dyslexia Instruction”) are considered specially designed instruction and are only available under IDEA. The district/campus administrator ensures that the District’s Parent Student Handbook that is provided to every enrolled student’s family includes written information regarding IDEA’s Child Find and free appropriate public education (FAPE) requirements as well as the options and requirements for helping students who have learning difficulties or who need, or may need, special education services. Written notification is provided in the parent’s native language when practicable.

Describe how the LEA will distribute the required progress report for a student receiving dyslexia instruction.

Regular progress updates are sent to parents in accordance with the student's IEP progress reporting schedule

Describe how the LEA will document and retain the evidence of the required board policy related to dyslexia.

The District will document and retain evidence of the required board policy on the TASB Policy Online under EHB (Legal) and EHB (Local). A link to the District’s Policy Online is published on the District’s website.

How is the District supporting students who currently receive an evidence-based dyslexia program through an accommodation plan under Section 504?

For students receiving evidence-based dyslexia programs under Section 504, by the end of the 2024-2025 school year, Section 504 committees will meet to discuss each student’s continued need for an evidence-based dyslexia program.² Each 504 committee will determine whether the student continues to require an evidence-based dyslexia program. If so, the District must refer the student for an FIIE. In these cases, the student will continue to receive instruction through an evidence-based dyslexia program while awaiting parental consent for the FIIE, its completion, and the subsequent eligibility determination.

STAFF RESPONSIBLE

² TEA’s “FAQs: Dyslexia Evaluation, Identification and Instruction—House Bill 3928” is available at <https://tea.texas.gov/academics/special-student-populations/special-education/hb-3928-faqs.pdf>

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District Level: Special Education Director
Child Find Coordinator

Campus Level: Campus Administrators
General Education Teachers
Special Education Teachers

EVIDENCE OF PRACTICE

- Forms or checklists
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Written consent for evaluation
- Evaluation reports
- Copies of ARD committee meetings
- Description of evidence-based dyslexia program(s) used for students with dyslexia
- TSDS/PEIMS reports for students with disabilities identified with dyslexia