

# Bremond Independent School District Dyslexia Program Procedures

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Bremond ISD has developed these written procedures regarding students with dyslexia. The Dyslexia Handbook (2021) serves as a resource for the early identification of, instruction for, and accommodations for students with dyslexia.

Texas Education Code (TEC) 38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia, and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia.

## I. Dyslexia Screening

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### *Universal Screening*

Screening is identified as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia and reading difficulties and/or a related disorder. Screening is not a formal evaluation.

### *Timing of Screening*

Texas Education Code 38.003 mandates that kindergarten students be screened at the end of the school year. Students in first grade must be screened no later than the middle of the school year. Screening of first-grade students can begin anytime in the fall as the teacher district deems appropriate. Grade 1 screening must conclude no later than January 31 of each year.

### *Kindergarten-Grade 1 Screening: Interpretation*

Bremond ISD interprets the screening instrument with fidelity. Screening tools use criterion-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. It is important to realize that risk falls on a continuum and there will always be false positives (students who screen at risk when they are not) and false negatives (students who screen not at risk when they are). Consequently, continual progress monitoring and an ongoing review of data is important. Bremond ISD completes universal screening on all students in grades K-2 at the beginning of the year, middle of the year, and end of the year.

A qualified team reviews the data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. The team consists of individuals who have knowledge of the student, are appropriately trained in the administration and interpretation of the screening tool results, and recognize the characteristics of dyslexia.

## II. Procedures for the Evaluation and Identification of Students with Dyslexia & Related Disorders, Including Dysgraphia

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The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).

## The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. Bremond ISD's referral process can be distilled into a basic framework as outlined below:

### **Data-Driven Meeting of Knowledgeable Persons**

~When the data does not lead to the suspicion of a disability, including dyslexia or a related disorder, the team may decide to provide the student with additional support in the classroom or through the RtI process.

~When the data leads to suspicion of a disability, including dyslexia or a related disorder the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45 school days from the time a district receives parental consent.

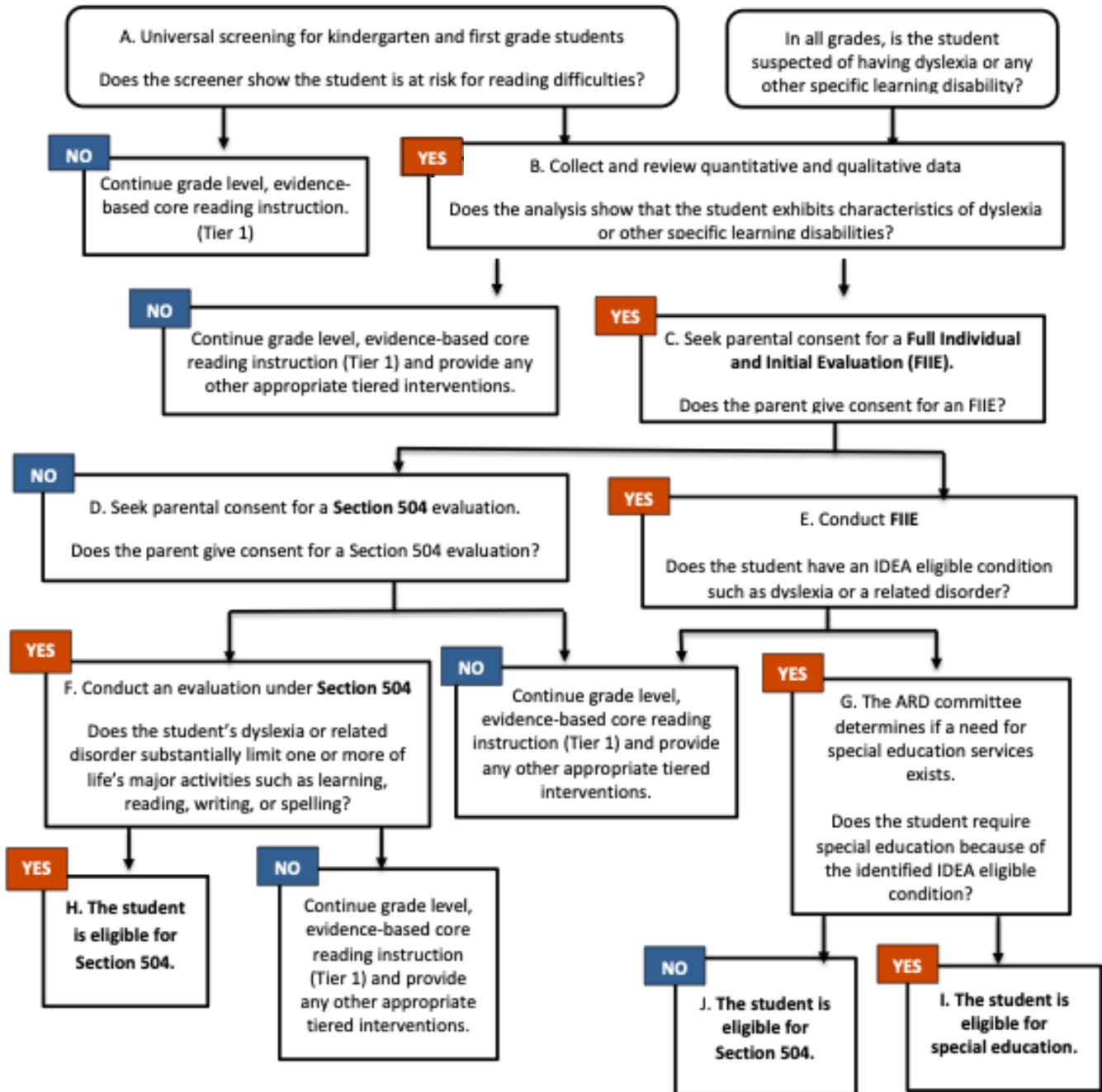
**Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time.** Once a parent request for dyslexia evaluation has been made, the school district is obligated to review the student's data history to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in The Dyslexia Handbook. Under IDEA, if the school does not suspect a disability, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, and a copy of the *Notice of Procedural Safeguards*.

### Procedures for Evaluation (See Figure 3.8 from The Dyslexia Handbook below)

1. Data Gathering: Schools collect data on all students to ensure that instruction is appropriate and scientifically based.
2. Formal Evaluation: An individualized evaluation used to gather specific data about the student. Formal evaluation includes both formal and informal data. When formal evaluation is recommended, the school provides parent notification and permission.
3. Review and Interpretation of Data and Evaluations: The ARD committee must interpret the results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.
4. Dyslexia Identification: If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability. Once the condition of dyslexia has been identified, a determination must be made regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education, the student's IEP must include appropriate reading instruction as described in The Dyslexia Handbook.

Figure 3.8

Pathways for the Identification and Provision of Instruction for Students with Dyslexia



## Pathway to the Identification and Provision of Instruction for Students with Dyslexia

<p><b>A.</b> Universal Screening for reading and dyslexia is administered to all students in kindergarten and first grade as required by TEC §28.006 and §38.003(a).</p>	
<p><b>B.</b> If a student is at risk for reading difficulties or the student is suspected of having dyslexia or any other specific learning disability, collect and review quantitative and qualitative data on the student. See Figures 2.3 and 2.4 in Dyslexia Handbook for more information.</p>	
<p><b>C.</b> If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities, seek parental consent for a Full Individual and Initial Evaluation (FIIE), while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	
<p><b>D.</b> For students suspected of having dyslexia, if the parent does not give consent for an FIIE, seek parental consent for a Section 504 evaluation, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p><b>E.</b> If the parent gives consent for an FIIE, conduct the FIIE within 45 school days (subject to limited exceptions) of the date of receipt of parent consent, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) must meet to review the results of the FIIE.</p>
<p><b>F.</b> If the parent gives consent for a Section 504 evaluation, conduct an evaluation under Section 504 while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p><b>G.</b> If a student has an IDEA eligible condition such as dyslexia or a related disorder, the ARD committee determines if a need for special education services exists.</p>
<p><b>H.</b> If the student's dyslexia or related disorder substantially limits one or more of life's major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504, the 504 committee (parent participation is recommended) develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.</p>	<p><b>I.</b> If the student requires special education because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include <b>any appropriate special education and related services, and general education programs and services</b>, including standard protocol dyslexia instruction. While an IEP is individualized to the student, the IEP should address critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The determination of eligibility and the development of an IEP, if the student is eligible, must be done within 30 days (subject to limited exceptions) from the date that the written FIIE evaluation report is completed. Obtain parental consent for special education services.</p>
	<p><b>J.</b> If the parent declines, the LEA must still provide all general education services including any protections available under Section 504.</p>

### III. Dyslexia Instruction

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Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

#### Standard Protocol Dyslexia Instruction

Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will take place in a small group setting.

Instructional decisions for a student with dyslexia must be made by a committee (Section 504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. It is important to remember that while dyslexia instruction is most successful when provided as early as possible, older children with reading disabilities will also benefit from focused and intensive remedial strategies.

#### Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described in The Dyslexia Handbook. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Not that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

#### Delivery of Dyslexia Instruction

The way in which the content is delivered is to be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- Simultaneous, multisensory
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

#### Providers of Dyslexia Instruction

In order to provide effective intervention, Bremond ISD employs highly trained individuals to deliver dyslexia instruction. These educators must have additional documented dyslexia training and must deliver the instruction with fidelity.

Providers of dyslexia instruction must be prepared to use the techniques, tools, and strategies outlined in The Dyslexia Handbook. They may also serve as trainers and consultants in dyslexia and related disorders for regular, remedial, and special education teachers.

#### Instructional Accommodations for Students with Disabilities

Students with dyslexia who receive dyslexia instruction that contains the components described above will be better equipped to meet the demands of grade-level or course instruction. In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. These decisions should be made for each student by that student's ARD or Section 504 committee, as appropriate.

# Bremond Independent School District Dyslexia Parent Education Information

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## I. Print Resources

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*Notice of Procedural Safeguards*

*The Dyslexia Handbook 2021 Update*

*The Dyslexia Handbook 2021 Update: Important Changes Families to Understand*

*Bremond ISD Program Procedures*

*Reading By Design: An Individualized Literacy Intervention*

*RCSS Special Education Referral Packets*

*Learning Ally*

## II. Hyperlinks

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[Bremond ISD Dyslexia](#)

[Robertson County Special Services Facebook Page](#)

[Learning Ally](#)

[RCSS SPED Newsletter](#)

[Notice of Procedural Safeguards](#)

[TEA Dyslexia Resources](#)

[ESC 10 Powerpoint, Dyslexia and Related Disorders Parent Education, 2023-2024](#)

## III. Contact Information

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### **Christina Austin**

Bremond ISD Dyslexia Specialist

601 W. Collins

Bremond, TX 76629

(254) 746-7145

[caustin@bremondisd.net](mailto:caustin@bremondisd.net)

### **Angela Cameron, M.Ed.**

Dyslexia, Texas Reading Academies, and SLAR Specialist

Region 6 Education Service Center  
3332 Montgomery Road  
Huntsville, TX 77340  
936-435-8243 - office  
214.704.7082 - cell  
[acameron@esc6.net](mailto:acameron@esc6.net)

**Leslee Falco**, Executive Director  
Robertson County Special Services  
704 Wheelock St.  
Hearne, TX 77859  
979-279-3507  
<https://www.rcssc.org/>