

Seminole ISD
Administrative Procedures

Dyslexia

A. Guidelines

- Who to screen:
 1. Students with difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity
 2. Students who fail TAAS
 3. Parent/teacher recommended students or non-school diagnosis

- When to screen
 1. Begin screening by the end of 1st grade and up, generally
 2. After vision and hearing screening
 3. After compensatory and remedial programs are tried
 4. After Scotopic Sensitivity Syndrome screening, if appropriate
 5. Prior to Special Education referral, if appropriate

- Parent permission to screen
 1. **Parent packet** given by principal or counselor prior to screening
 2. Packet contains:
 - What is Dyslexia?*
 - Parent Interview Form*
 - Dyslexia Program Flow Chart*
 - Permission to Screen Form*
 - Notice of Parent and Student Rights*

- **Campus Packet** of Dyslexia Information:
 1. Seminole ISD Administrative Procedures for Dyslexia
 2. What is Dyslexia?
 3. A Guide to Identification and Placement of Students with Dyslexia (Four Phases)
 4. Teacher Checklist (for Dyslexia referral)
 5. Dyslexia Summary Form (504 Committee)

6. After Screening Recommendation Sheet (504 Committee)

- Where files are kept
 - **Permanent Record Folders** for students
 - Use **red** folders to store Dyslexia records
 - Permission to Screen Form
 - Dyslexia Summary Form
 - Teacher Checklist
 - After Screening Recommendation Sheet (stapled on top)
- Reporting results to parents
 1. If the student is placed in Phase III of the Dyslexia program, they will receive services by trained staff members at the student's campus who utilize instructional strategies that are individualized, intensive, and multisensory. The program will focus on a variety of writing, spelling and phonetic activities.
 2. Placement may require schedule changes to allow time for the Dyslexia program.
 3. Depending upon the severity of the disability, the program may extend over two or more years.
- Reporting to other campuses

A list of students identified as dyslexic will be passed from counselor to counselor as the student progresses through the campuses. The list will include the dates screened and the dates of service in the dyslexia program and any modifications necessary in the regular classroom.
- Program Exit Criteria

After completion of the program, the students will be expected to apply the strategies taught in their regular classes.

If the students regress at a later date, repetition of the program or pieces of the program will be considered by the 504 Committee.

B. Dyslexia screeners

- Counselors will give the Otis-Lennon School Ability Test
- The Campus Dyslexia Designee will give the Slingerland Screening Tests for Identifying Children with Specific Language Disability or the Slingerland High School Level Screening.
- Counselors will be responsible for collecting all data and placement in the permanent record folders.
- A 504 Committee consisting of the principal, counselor, 1 regular education teacher, campus dyslexia designee, and the parents/guardians will review the data and complete the After Screening Recommendation Sheet.