

7/29/15

Mayflower School District

Dyslexia Intervention Program and Screening

Purpose

It is believed that most children having being identified as having characteristics of dyslexia and related disorders can be treated successfully.

Definitions

“Dyslexia” means a specific learning disability that is:

1. Neurological in origin;
2. Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language
3. Often unexpected in relation to other cognitive abilities.

“Dyslexia interventionist” means a school district employee trained in a dyslexia program, such as a:

1. Dyslexia therapist;
2. Dyslexia specialist;
3. Reading interventionist;
4. Certified teacher;
5. Tutor or paraprofessional working under the supervision of a certified teacher;

“Dyslexia specialist” means a professional at each education service cooperative or school district who has expertise and is working towards an endorsement or certification in providing training for:

1. Phonological and phonemic awareness;
2. Sound and symbol relationships;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming skills; and
6. Encoding skills.

“Dyslexia therapist” means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia 13 therapy training program approved by the Department of Education.

Screening

Grades K-2: Each student enrolled in K-2 will be screened using DIBELS according to building timelines.

Grades 3-12: Each student in grade 3 -12 who demonstrates difficulty will be screened in DIBELS or an equivalent screening (i.e., Aimsweb).

Students at Risk

Students identified as at risk of dyslexia will be administered a Level I dyslexia screener. The student becomes part of the RTI process as described in the School District RTI policy. The RTI process may require a Level II dyslexia screening (i.e., CTOPP, second ed.) be conducted by the School District.

Students Exhibiting Characteristics of Dyslexia

Students who have been identified with the Level II dyslexia screener as having characteristics of dyslexia shall be provided intervention services as identified using the RTI process. They are eligible for Section 504 and Title II of the American with Disabilities Act.

The interventions are determined by the School District and are part of the RTI process. The school dyslexia interventionist/s will be used for the intervention. Dyslexia programs such as Barton/Connections will be used by the District to provide quality intervention to cover the dyslexia needs of:

1. Phonological and phonemic awareness;
2. Sound and symbol relationships;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming skills; and
6. Encoding skills.

Parent Notification

If a student is identified as having characteristics of dyslexia after the Level I or Level II screener, the parents/guardians shall be informed/notified the following:

1. Notified of the screening results.
2. Provided with information on the characteristics of dyslexia and appropriate classroom interventions and accommodations.
3. Provided with information about possible home assistance that be provided for the student by the parents/guardian.
4. The right of the parent/guardian to have an independent comprehensive evaluation by a licensed psychological examiner, school psychology specialist, licensed speech-language pathologist or certified dyslexia specialist at their expense.

Resources/Assistance

1. The ADE will have a dyslexia specialist to provide technical assistance to the School District.
2. The Arch Ford Educational Cooperative will have a trained dyslexia specialist to provide information and support to School Districts.
3. The School District will have individuals that can serve as dyslexia interventionists.
4. Professional development will be provided for teachers on the characteristics of dyslexia and evidence-based interventions and accommodations.
5. The ADE is to provide a Resources Guide.

For further information or assistance of the dyslexia needs of students may be obtained from each school principal and/or assistant principal.
