

Dyslexia Program

Cameron ISD District Plan

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DYSLEXIA PROGRAM

CAMERON I.S.D. DISTRICT PLAN

PURPOSE

As required by statute (TEC 38.003), Cameron ISD offers training to students with dyslexia or with dyslexic tendencies. The training involves learning skills to enable the students to compensate for their dyslexia or overcome their learning problems. Intervention options focus on the least restrictive learning environment, including remedial strategies, a dyslexia instructional class and special education services. In keeping with these delivery systems, depending upon the severity of the student's individual needs, help is available.

For students with mild dyslexia tendencies, remedial strategies are provided in the regular classroom by the student's teacher according to instructional accommodations appropriate for students with dyslexic tendencies.

Some students, with more moderate dyslexic tendencies, receive a combination of services. Instructional strategies and modifications are implemented by the classroom teacher and they also attend classes taught by a specifically trained dyslexia teacher. In all grade levels, students who are educationally identified with characteristics of dyslexia are profiled to identify strengths and weaknesses. Modifications and recommendations are presented to classroom teachers and are adjusted and reconsidered as the student goes to the next grade level. This profile is passed on to grade level teachers each year.

Often, the characteristics of dyslexia are noticed in a student referred for screening and the screening results indicate more severe learning difficulties. For those students who have more severe learning problems or the problems are coupled with a global learning disability, a special education referral is in order.

IDENTIFICATION

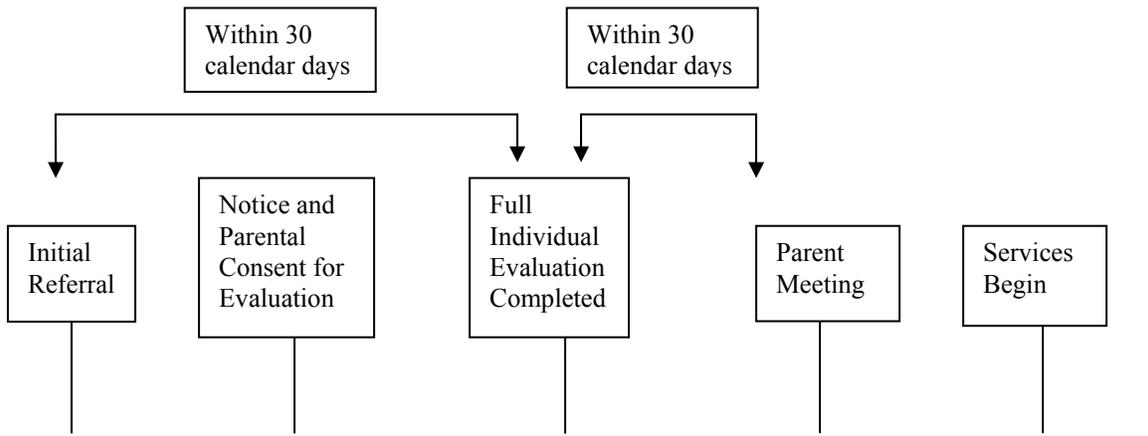
Screening

Before students are screened, parents are informed of the teacher's observation that we are seeing some struggles in student achievement. Some accommodations are initiated and results are recorded. Specialized help such as reading improvement and Accelerated Reading Instruction are available for remedial and compensatory help in lower primary grades. If no improvement is made, a request is made to the parent for permission to conduct more formal testing on the child. When permission is received, testing instruments are used to assess visual, auditory, phonological awareness and handwriting strengths or deficits. These tests are administered by the dyslexia teacher.

The results of these tests are presented and reviewed by a committee of school personnel who work with the child and a decision is made for a recommendation of placement.

Time Line

A dyslexia referral can be made at any time during the school year. A referral can be made by a teacher, counselor, or parent. Once the referral packet is complete, the evaluation process begins. The dyslexia teacher reviews the student information. Parental permission will be requested for specific testing. Once parental permission has been received, the student will be processed for testing and assessment. That will take place within 30 calendar days from the date the parent permission is received. Once the testing has been completed and evaluated, a parent conference will be established within 30 calendar days. At that conference, parents and dyslexia staff will review the testing procedures, instruments used, the testing results, and the committee recommendations. Notification of evaluation and committee results will also be sent to the parents, regardless of outcome.



INSTRUCTIONAL SERVICES

Once a student is identified with dyslexic tendencies, there are several courses of action available for use depending on the needs and accommodations of the student:

- ❖ Instruction in the regular classroom with accommodations by the regular education teacher
- ❖ Instruction by the dyslexia teacher in a pull-out classroom setting

- ❖ Instruction in the regular classroom with accommodations by the regular education teacher coupled with instruction by the dyslexia teacher in a pull-out classroom setting
- ❖ Special Education instruction if the student qualifies for special education
- ❖ Title I and Content Mastery services (most often used by mild and/or moderate dyslexic students)
- ❖ Computer programs such as CEI and Accelerated Reading

Support to the students is by the regular education teacher in the regular education classroom, by the dyslexia teacher and/or Special Education personnel. This is achieved by modifications and accommodations or by enrollment in the dyslexia training class. The Special Education program is there to support those students with more severe disabilities.

The teaching approach used includes intensive phonics and synthetic phonics; and is process-oriented. The instruction and curriculum is linguistic, meaning based, systematic, sequential, and cumulative.

Qualifications of Teacher

The teacher who is responsible for the pull-out dyslexia instruction will be a certified teacher under the guidelines and mandates of the Texas Education Agency and State Board for Educator Certification. The dyslexia instructor will also be qualified in the areas of identification of dyslexia and related reading disorders as well as effective reading instruction techniques for students with those disorders. The dyslexia teacher will participate in on-going professional development.

Coordination

Planning and coordination meetings occur between the dyslexia teacher and campus reading teachers as well as team leaders to discuss:

- ❖ Student problems and progress
- ❖ Changes in modifications and accommodations
- ❖ Curriculum strategies

Program and Student Evaluation

Student success in the dyslexia program is evaluated and measured by daily observations and evaluations by the dyslexia teacher, classroom teacher feedback, 3 week progress reports from the regular education classroom, and in-program mastery checks.

TAKS scores are used to measure progress as well as an evaluation of strengths and weaknesses.

Cameron I.S.D. recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, C.I.S.D. will undertake to evaluate all aspects of the Dyslexia Program annually. Results of the evaluations will be referred to the district Site-Based Decision-Making Committee, which includes staff members, parents, and other community representatives for review and recommendation.

COMMUNICATION

Ongoing communication with the parents and community members will be an integral part of the Dyslexia Program. Parents will receive information on the characteristics of students with dyslexic tendencies, on other facets of the Dyslexia Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school.

STAFF DEVELOPMENT

The Cameron Independent School district will call on resources including the staff of their own or other districts, the regional education service centers, colleges, and universities, and the Texas Education Agency to provide on-going, in depth training for administrators, teachers, teacher aides, and parents. Dyslexia Program teachers will complete training as required by the Texas Education Agency. Each campus has a copy of the Dyslexia Handbook, Texas Education Agency.

For more information on dyslexia you can go to the Texas Education Agency website at www.tea.state.tx.us.