



**WINDHAM SCHOOL
DISTRICT**

NUMBER: OP-08.28
DATE: January 24, 2023
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SUPERSEDES: N/A

OPERATING PROCEDURES

SUBJECT: SERVICES FOR DYSLEXIA AND OTHER LEARNING DIFFICULTIES

AUTHORITY: *Individuals with Disabilities Education Act (IDEA) of 2004, 20 U.S.C. §1400 et seq., 34 C.F.R. Parts 300–301; Rehabilitation Act of 1973, §504, 29 U.S.C. §794, 34 C.F.R. Part 104; 29 Tex. Educ. Code §§38.003; 19 Tex. Admin. Code §§74.28*

APPLICABILITY: Windham School District (WSD)

POLICY:

WSD provides special education and related services to eligible students in accordance with all applicable federal regulations, state laws, State Board of Education rules, and commissioner's rules.

I. Standard

WSD identifies students with dyslexia and related disorders or other learning difficulties and provides them with a free and appropriate educational program.

In accordance with administrative procedures, WSD provides regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

II. Screening, Testing, and Identification

A. Students in WSD educational programs are screened or tested, as appropriate, for dyslexia and related disorders at appropriate times.

B. Screening is done only by individuals who are trained to assess students for dyslexia and related disorders.

C. WSD notifies the parent(s), guardian, or a person standing in parental relation to a minor student (parent) or the adult student before an identification or assessment procedure is used selectively with a student.

- D. WSD implements a process for early identification, intervention, and support for students at risk for dyslexia and related disorders.

III. Treatment

WSD provides each identified student access to instructional reading programs and access to services of a teacher trained in dyslexia and related disorders.

IV. Instructional Reading Program

- A. WSD uses a reading program that is aligned with instructional strategies for students with dyslexia.
- B. Teachers who screen and treat students with dyslexia or related disorders must be trained in instructional strategies that use individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components. The professional development activities specified by WSD educational programs and/or site-based decision-making committees include these instructional strategies.

V. Reassessment

Unless otherwise provided by law, WSD may not rescreen or retest a student who has previously been identified as having dyslexia or who is receiving an accommodation due to dyslexia to reassess the need for accommodations until WSD re-evaluates the information obtained from previous screening or testing of the student.

VI. Notice to Parents of Section 504 Services

For each student who is eligible for accommodations under Section 504 of the Rehabilitation Act, WSD informs a parent or adult student of all services and options available to the student.

VII. Parental Notice of Assistance for Learning Difficulties

- A. As used in this section, “intervention strategy” means an intervention provided in a multi-tiered system of supports that is above the general level of interventions provided to students enrolled in WSD educational programs. The term includes the response to intervention and other early intervening strategies.
- B. This section applies to students who receive assistance from WSD for learning difficulties, other than a student enrolled in a special education program, including assistance in the form of intervention strategies.
- C. WSD provides notice to a parent or the adult student each school year that WSD is providing assistance for the student's learning difficulties. The notice must:

1. be provided when the student begins to receive the assistance for that school year;
2. be written in English or, to the extent practicable, a parent's native language; and
3. include:
 - a. a reasonable description of the assistance that may be provided to the student, including any intervention strategies that may be used;
 - b. information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the student;
 - c. an estimate of the length of time the assistance, including through the use of intervention strategies, will be provided;
 - d. the estimated times when a parent or adult student will be provided with a report on the student's progress with the assistance, including any intervention strategies used; and
 - e. a copy of the explanation provided by the Texas Education Agency under Section 26.0081(c), Education Code.
4. This required notice may be provided to a parent at a meeting of the team established for the student under Section 504 of the Rehabilitation Act, if applicable.



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