



BROWNWOOD INDEPENDENT SCHOOL DISTRICT SPECIAL EDUCATION OPERATING PROCEDURES: DYSLEXIA SERVICES

Update October 2024

Legal Framework: DYSLEXIA AND RELATED DISORDERS

[Related Resources](#)

Broad Category: CHILD FIND

BROWNWOOD ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of BROWNWOOD ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. BROWNWOOD ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act (“IDEA”), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on BROWNWOOD ISD’s website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. BROWNWOOD ISD’s *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. BROWNWOOD ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring BROWNWOOD ISD into compliance with the requirements of IDEA. BROWNWOOD ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. BROWNWOOD ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

What steps does the District take prior to an initial evaluation to ensure students are identified and evaluated for special education appropriately and in a timely manner?

Prior to referral for a full individual and initial evaluation, students experiencing difficulty in the general classroom should be considered for response to evidence-based intervention and other academic or behavior support services. “If the student continues to experience difficulty in the general classroom after the provision of interventions, District personnel must refer the student for a full individual and initial evaluation.”¹ Notwithstanding this provision, these general education or response to intervention strategies will not be used to delay or deny the provision of an evaluation.²

¹ 19 TEX. ADMIN. CODE § 89.1011(a).

² *Lisa M. v. Leander Indep. Sch. Dist.*, 924 F.3d 205, 209 n.4 (5th Cir. 2019); *Spring Branch Independent School District v. O.W. by Hannah W.*, 961 F.3d 781(5th Cir. June 12, 2020)

If parental or guardian consent is obtained for an evaluation, the District will consider and document the provision of any steps taken concurrently with the special education referral or evaluation process to address the academic or behavioral needs of the student giving rise to the referral. These steps may include the following—

- If a campus receives an initial referral for a student who is not currently receiving **evidence-based general education interventions or Multi-Tiered Systems of Support (MTSS)** available to all students, a designated campus administrator should promptly convene a meeting with the parent or guardian, student (as appropriate), and at least one of the student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern). The meeting's purpose will be to develop a plan of evidence-based general education interventions or MTSS. This meeting may not be used to delay or deny an evaluation.
 - If the student has been receiving evidence-based general education intervention or MTSS, the RTI Interventionist or designated campus administrator should promptly convene a meeting with the parent or guardian, student (as appropriate), and at least one of the student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern) to review and revise the student's current interventions and general education services plan, as appropriate. Such meetings should recur at regular, reasonable intervals throughout the pendency of the referral and/or evaluation process.
- IDEA does not prohibit a local campus within the District from “**screening**” a student to collect data that may be considered when determining whether the student is suspected of having a disability. Parental consent is not required before a campus-based committee reviews existing data as part of the special education referral process. Likewise, parental permission is not required before administering screenings or other assessments that are administered to all students generally without the requirement of parental consent. Written notice will be provided to parents of the scheduled screening or assessment; however, a campus will not use screening procedures to delay or deny the provision of a full individual and initial evaluation.³
- Students suspected of having a disability under Section 504 should be referred for an evaluation by a **Campus Section 504 Committee** and, if needed, the development by that Committee of an accommodation plan under Section 504. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should refer the student to the Director of Special Education or designee to determine whether a full individual and initial evaluation is appropriate under the circumstances.

³ *Letter to Mills* (OSEP 05/02/19).

- For students who transfer to the District from a residential facility or other private school, the Diagnostician should obtain written consent from the student’s parent or guardian to communicate with and request records from the residential facility or other private school and convene a meeting to discuss whether a referral for special education and related services is appropriate.
- Students suspected to have **dyslexia and related disorders** should be referred for an initial evaluation for special education and related services in accordance with TEA’s *The Dyslexia Handbook* (2024 Update)⁴ and the Texas Education Agency’s “FAQs: Dyslexia Evaluation, Identification and Instruction—House Bill 3928”.⁵

How does the District notify parents of services and options available to eligible students with dyslexia under IDEA and Section 504?

BROWNWOOD ISD notifies parents of services and options available to eligible students with dyslexia including general education interventions under response to intervention and multi-tiered systems of support models.⁶ This notice also explains that evidence-based dyslexia programs that are aligned with all instructional methods and components for dyslexia instruction as described by The Dyslexia Handbook (sometimes called “Standard Protocol Dyslexia Instruction”) are considered specially designed instruction and are only available under IDEA. The Director of Special Populations ensures that the [BROWNWOOD ISD Parent Student Handbook](#) that is provided to every enrolled student’s family includes written information regarding IDEA’s Child Find and free appropriate public education (FAPE) requirements as well as the options and requirements for helping students who have learning difficulties or who need, or may need, special education services.

BROWNWOOD ISD also provides a parent education program for parents/guardians of students with dyslexia and related disorders.⁷ The Director of Special Populations ensures that the program includes:

- Information related to awareness and characteristics of dyslexia and related disorders;
- information on testing and diagnosis of dyslexia and related disorders;
- information on effective strategies for teaching students with dyslexia and related disorders;
- information on qualifications of those delivering services to students with dyslexia and related disorders;
- awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and

⁴ TEA’s *The Dyslexia Handbook* (2024 Update) is available at <https://tea.texas.gov/academics/dyslexia/>.

⁵ TEA’s “FAQs: Dyslexia Evaluation, Identification and Instruction—House Bill 3928” is available at <https://tea.texas.gov/academics/special-student-populations/special-education/hb-3928-faqs.pdf>

⁶ Tex. Ed. Code § 26.0081(d); 19 TEX. ADMIN. CODE. § 74.28(h)

⁷ 19 TEX. ADMIN. CODE § 74.28(l)

⁸ TEA’s “FAQs: Dyslexia Evaluation, Identification and Instruction—House Bill 3928” is available at <https://tea.texas.gov/academics/special-student-populations/special-education/hb-3928-faqs.pdf>

- contact information for the relevant regional and/or school specialists.

Additional notification is provided by RTI Interventionist in English or the parent's native language, when practicable, when a student begins to receive the assistance for that school year. This written notification includes:

- A description of the assistance that may be provided to the student, including any intervention strategies that may be used;
- the information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the student;
- an estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided; and
- the estimated time frames within which a report on the student's progress with the assistance, including any intervention strategies used, will be provided to the parent.

Finally, information concerning services available under IDEA is provided to parents through the "Parent's Guide to the Admission, Review, and Dismissal Process" prior to a student's first ARD committee meeting by the Diagnostician and upon parent request.

How is the District supporting students who currently receive an evidence-based dyslexia program through an accommodation plan under Section 504?

For students receiving evidence-based dyslexia programs under Section 504, by the end of the 2024-25 school year, Section 504 committees will meet to discuss each student's continued need for an evidence-based dyslexia program.⁸ Each 504 committee will determine whether the student continues to require an evidence-based dyslexia program. If so, the District must refer the student for an FIIE. In these cases, the student will continue to receive instruction through an evidence-based dyslexia program while awaiting parental consent for the FIIE, its completion, and the subsequent eligibility determination.

How does the District report the number of students who are identified as having dyslexia?

The District uses the uniform accounting system adopted by the commissioner for the data required to be reported for the Public Education Information Management System to report the number of students enrolled in the District who are identified as having dyslexia.⁹

⁸ TEA's "FAQs: Dyslexia Evaluation, Identification and Instruction—House Bill 3928" is available at <https://tea.texas.gov/academics/special-student-populations/special-education/hb-3928-faqs.pdf>

⁹ Tex. Ed. Code § 48.009(b)(1)

LEA Specific Information:

- In accordance with TEC §28.006 Reading Diagnosis, Brownwood ISD administers early reading instruments/ screener in kindergarten and first grade to determine students' reading development and comprehension.
- BISD ensures students in kindergarten are screened for dyslexia at the end of the year and students in first grade are screened for dyslexia as close to the middle of the school year as possible but no later than January 31. The Dyslexia Coordinator facilitates this process for BISD.
- BISD uses mCLASS/ RAN to determine students at-risk for dyslexia. A campus committee, facilitated by the Dyslexia Coordinator, then reviews documentation/data to determine if the student requires additional support through MTSS and/or a formal evaluation for dyslexia is necessary.
- The identification of dyslexia is made by the admission, review, and dismissal (ARD) committee. BISD ensures that the required dyslexia member is a part of the ARD committee when dyslexia is suspected or identified by noting on the ARD invitation and committee signatures.
- Students who display additional factors complicating their dyslexia may require additional support (specially designed instruction) than what is available through the general education dyslexia program. Students with severe dyslexia or related disorders who are unable to make sufficient progress in general education programs will be referred to special education for evaluation and possible identification as a child with a disability as qualified under IDEA 2004.
- Once it has been determined that a student has dyslexia, the student will be placed in the district dyslexia program based on the ARD committee decision as required by TEC §38.003. Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of evaluation information, and instructional components and approaches for students with dyslexia.
- Brownwood ISD provides each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. In the event that BISD considers alternate dyslexia programs for supporting students, the Dyslexia Coordinator will review the program being considered to ensure that the program meets all of the requirements by TEC §38.003.
- Instructional decisions for a student with dyslexia are made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with dyslexia.
- Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Progress monitoring is essential to inform educators how well a student is responding, or not responding, to the specialized dyslexia intervention/ program.

Providers of dyslexia instruction provide parents with progress reports on how their student is progressing in the program. These progress reports are coordinated with IEP progress reports and sent home at grade reporting periods.

- Upon successful completion of the Brownwood ISD dyslexia program, students will be exited from the district dyslexia program. However, students will still receive classroom accommodations as needed and determined by the ARD committee.
- All providers of dyslexia instruction are fully trained in the district's dyslexia program and receive additional training throughout the year via district-level meetings, support through the local education support center, as well as TEA professional learning opportunities.

PROCEDURES:

- Brownwood ISD screens all Kindergarten and 1st grade students for dyslexia
 - Students who are identified as at risk, are administered additional screening tools
- MTSS/RTI committees review the screening results and additional informal information and determine if the student needs RtI or a referral for a dyslexia evaluation
- The referral process is initiated
- Brownwood ISD uses Take Flight dyslexia curriculum
- Brownwood ISD cross references IEPs and Ascender to ensure dyslexia reporting is correct
- PEIMS staff / Dyslexia Coordinator will code students under the dyslexia code to identify students with dyslexia

STAFF RESPONSIBLE:

District Level:

- Director of Special Populations
- Assessment Coordinator
- Dyslexia Coordinator
- Secretary of Special Populations

Campus Level:

- Campus Administrators
- Campus PEIMS Staff
- Campus Evaluation Personnel
- Dyslexia Teachers
- Instructional Specialists/ Interventionists

TIMELINES:

- Dyslexia Screening
- Referrals and Evaluations for Special Education

EVIDENCE OF PRACTICE:

- Special Populations Training for all staff

- Dyslexia Handbook
- Special Populations Website
- Special Populations Handbook
- TEA Child Find Letter
- Reports from TxEIS and Frontline/ ESPED
- Student specific data collection and monitoring, including screening results
- Parent education program
- Teacher training artifacts
- Written consent for evaluation
- Evaluation reports
- Copies of ARD committee meetings
- Description of evidence-based dyslexia program
- TSDS/PEIMS reports