

Dyslexia under 504	Dyslexia information that pertains to Both	Dyslexia under Special Education
<p>504 Committee determines:</p> <ul style="list-style-type: none"> - Eligibility - Instructional Services - Accommodations - Exit (student can only be exited after consulting district dyslexia specialist) 	<p>Evaluations</p> <ul style="list-style-type: none"> - Evaluations are completed by DISD Special Programs evaluation staff - Our evaluations meet the highest standard in the TEA Dyslexia Manual as well as the LD eligibility criteria model 	<p>ARD Committee determines:</p> <ul style="list-style-type: none"> - Eligibility - Instructional Services - Accommodations - Exit (student can only be exited after consulting district dyslexia specialist)
<p>Instruction</p> <ul style="list-style-type: none"> - Must follow TEA Dyslexia Handbook guidelines - Standard Protocol Instruction (SPI) using Reading by Design - For a student who has completed the full SPI course, then the relevant committee can determine which component to focus on for continued intervention - 3rd / 4th grades: dyslexia intervention cannot replace science instructional time - Provider: Campus dyslexia interventionist 	<p>Instruction</p> <ul style="list-style-type: none"> - The instructional program must follow the Standard Protocol Instruction (SPI) for Neuhaus and Esperanza - For a student who has completed the full SPI course, then the relevant committee can determine which component to focus on for continued intervention - Providers of dyslexia instruction must deliver the instruction with fidelity and have dyslexia training in the 8 components of dyslexia instruction and the 6 approaches of delivery of dyslexia intervention. - Dyslexia intervention does not replace primary core instruction in reading - Dyslexia intervention is in addition to primary core instruction in reading 	<p>Instruction</p> <ul style="list-style-type: none"> - The ARDC determines if the general ed intervention / standard protocol instruction (Reading by design or Esperanza) is sufficient to meet the student’s needs - If not, then the ARDC must determine the Specially Designed Instruction (SDI) - The student may get both general ed intervention and SDI - SDI requires an IEP - Provider: Campus dyslexia interventionist or RISE teacher (if trained)
<p>Progress Monitoring</p> <ul style="list-style-type: none"> - 504 Dyslexia PM Form 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Required under both systems form is different if SDI/IEP under special ed. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Frontline eSped IEP progress monitoring form IF SDI only, otherwise, same form as 504