

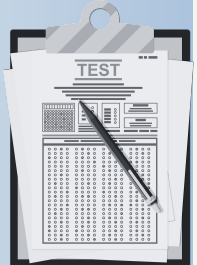


IDENTIFYING DYSPLEXIA


UNIVERSAL SCREENING

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- Schools must conduct universal screening to identify students “at risk” of reading difficulties. All students should be screened during the beginning, middle and end of each school year to determine if they are “at risk” for future reading difficulties.
 - **Identification of Needs:** If a student is identified as “at risk”, additional assessments should be administered to determine the student’s potential risk for dyslexia.
 - Dyslexia screeners should measure Rapid Automatic Naming (RAN), phonological/phonemic awareness, word reading, and oral language.
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INTERVENTION

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- Schools must provide multi-component, evidence-based interventions and monitor progress.
 - Students who have minimal or no response to interventions delivered with fidelity must be referred for an evaluation to determine if they are eligible for special education.
 - Not every student diagnosed with dyslexia qualifies as eligible for special education and related services. Students who respond to evidence-based interventions will not require a referral for special education.

REFERRAL

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- A parent or school may request an initial evaluation at any time.
 - The school/district must review the referral within 10 school days of receipt of the request.
 - They must consider all available data, including any independent evaluation data shared by the parent, to determine if a special education evaluation is needed.



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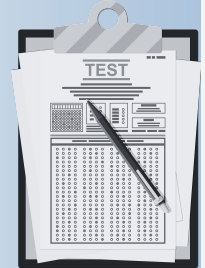
EVALUATION

- All evaluation procedures must be in the student's native language(s).
- Intervention data must be collected during the initial evaluation but must not delay or deny a timely special education eligibility decision.
- Teams must identify missing information and data that is required for a full and individual evaluation.
- When parents provide written consent for evaluation, the school has 60 calendar days to complete it.



ELIGIBILITY

- Dyslexia falls under 'Specific Learning Disability' or SLD.
- Schools can identify the characteristics of dyslexia to qualify the student for an IEP under SLD in basic reading and/or fluency. A neuropsychological evaluation is not required for this process. Schools can use the term dyslexia in meeting minutes and within the IEP.



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