

San Jon Municipal Schools

Senate Bill 398 New Mexico Dyslexia Law

District Plan

Executive Summary: During the 53rd legislative session, Senate Bill 398 was passed and signed by the Governor. This Bill, regarding Special Education, requires school districts and charter schools to provide early screening and interventions for students displaying characteristics of Dyslexia. These requirements fall into 5 distinct focus areas. The areas are as follows:

1. Screening
2. Intervention
3. Referral & Evaluation
4. Professional Development
5. Provide Instruction

Our District Plan will address the five focus areas in order to make sure we are compliant with both the letter and spirit of the law.

This Dyslexia District Plan is an important component part of our overall District Literacy Plan.

We also want to make sure we are communicating with parents and families throughout the process so that everyone is well informed. To this end we have include a Family Communication component at the end of our plan.

Section 1: Screening

Beginning in May of 2020, we will screen every student in Kindergarten using the Lexercise Mississippi Dyslexia Screener. <https://www.lexercise.com/blog/mississippi-dyslexia-screener>

This will give us baseline data to plan staffing and classroom assignments for the fall.

First grade students will be screened in compliance with state requirements.

School level leadership will determine how to best accomplish the screening and ensure that all staff delivering the screener are properly trained and will be able to use the data for prescribed interventions.

The results of this screening will drive instructional decision making as well as intervention within the intervention framework.

Here is a link to Lexercise Mississippi Dyslexia Screener tips.

<https://support.lexercise.com/.../229254467-Lexercice-Mississippi-Dyslexia-Screener-Tips>

Section 2: Intervention

Students whose dyslexia screening demonstrates characteristics of dyslexia, and who are having difficulty learning to read, write, spell, understand spoken language, or express thoughts clearly, shall receive appropriate classroom interventions.

The interventions for students who meet the dual pronged definition above will be delivered under the umbrella of the intervention framework. SAT will recommend appropriate interventions.

The interventions will be timely, appropriate, systematic, scientific, and evidence based.

Teachers will be trained to provide appropriate interventions aimed at mitigating the negative effects of dyslexic characteristics. This training will be discussed in the Professional Development section of this plan.

Students meeting the criteria for intervention, based on the outcomes of the screening, will have their individual progress monitored. The classroom teacher will collaborate with the student assistance team during the intervention period to determine if the student is making progress in response to the interventions.

Section 3: Referral and Evaluation

If a student does not make progress with classroom interventions, and SAT agrees that he/she may have a disability, they will recommend that the student be referred for an evaluation. The student will receive the appropriate evaluation within 60 days of receiving the signed parental consent. We will follow the guidelines set out in the New Mexico T.E.A.M Manual relative to the dyslexia evaluation process.

Section 4: Professional Development

SB 398 The New Mexico Dyslexia Law requires that each school district and charter school develop and implement a literacy professional development plan. The literacy professional development plan should include the following components.

- a. Training in **structured literacy**, with certification at the end, will be provided by a PED approved, licensed, accredited and/or credentialed teacher preparation provider for all elementary teachers. Our district will accomplish this by working through our Regional Education Cooperative (REC) 6 in conjunction with other member districts.

REC # 6 will work with qualified providers to facilitate the training required to meet this part of our plan.

- b. Training in evidence-based reading intervention for reading interventionists and special education teachers who work with students demonstrating the characteristics of dyslexia or have been diagnosed with dyslexia. Our district will accomplish this by working through REC# 6 in conjunction with our other member districts. REC#6 will work with the qualified providers and other RECs to provide this training.
- c. Initial training in structured literacy will be coupled with follow-up trainings to ensure that administrators and teachers have the tools to meet the needs of students identified as having dyslexia.

Section 5: Provide Instruction

The purpose of this plan is to ensure that students who are identified with dyslexia, and those students who demonstrate the characteristics of dyslexia are provided the appropriate instruction and evidence-based interventions by properly trained staff.

Classroom teachers and SAT will be responsible to ensure that students with characteristics of dyslexia receive appropriate interventions and accommodations.

The Individualized Education Plan (IEP) team will be responsible for ensuring that students who are identified through the evaluation process as dyslexic receive the proper instruction, accommodations and modifications.

Family Communication

We are concerned that if a student is screened for and demonstrates the characteristics of dyslexia, that student's family might believe that the student has been diagnosed with dyslexia prior to any intervention. Research indicates that with proper intervention a student who demonstrates the characteristics of dyslexia can be trained to overcome the characteristics and become proficient readers.

We will prepare a flyer for parents and families that explains the difference between screening and evaluation. In this flyer we will also include links to informative websites to help parents and families understand dyslexia. We will also include information on how our process for screening, intervening, evaluating and serving functions.

If a student is referred for evaluation after the intervention period, we will formally communicate with the parents or guardians as we would with any student who has been referred for evaluation.