



Dyslexia Intervention Policy

Pursuant to NMSA 1978 Section 22-13-32 as amended 2019, the Governing Council of Technology Leadership High (School) adopts this Dyslexia Intervention Policy in order to identify students struggling with Dyslexia and to intervene to assist them.

I. Identification and Intervention

- A. Within the course of the 2019-2020 and 2020-2021 school years and in each subsequent school year, all first-grade students will be screened for dyslexia.
- B. A student whose dyslexia screening demonstrates characteristics of dyslexia and who is having difficulty learning to read, write, spell, understand spoken language, or express thoughts clearly will receive appropriate classroom interventions or be referred to a Student Assistance Team (SAT).
- C. In accordance with New Mexico Public Education Department (Department) response to intervention procedures, guidelines and policies, the School will provide timely, appropriate, systematic, scientific, evidence-based interventions prescribed by the SAT, with progress monitoring to determine the student's response or lack of response.

II. Procedure

- A. A parent of a student referred to a SAT will be informed of the parent's right to request an initial special education evaluation at any time during the School's implementation of the interventions prescribed by the SAT. If the School refuses the parent's request for an initial evaluation, the School will provide written notice of the refusal to the parent, including notice of the parent's right to challenge the School's decision as provided in state and federal law and rules.
- B. If the School agrees that the student may have a disability, the SAT will refer the child for an evaluation.
- C. The student will be evaluated within sixty days of receiving the parental consent for an initial evaluation.

III. Training and Professional Development

- A. Within the course of the 2019-2020 and 2020-2021 school years, the School will develop and implement a literacy professional development plan that includes a detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers.
- B. Within the course of the 2019-2020 and 2020-2021 school years, the School will develop and implement a literacy professional development plan that includes a detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for training in evidence-based reading intervention for reading interventionists and for special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia.
- C. The plan will continue to be implemented each school year and may be updated as necessary.

- D. The School will train school administrators and teachers who teach reading to implement appropriate evidence-based reading interventions.
- E. The School will train special education teachers to provide structured literacy training for students who are identified with dyslexia as a specific learning disability and who are eligible for special education services.

IV. Role of the New Mexico Public Education Department

- A. The Department will provide lists of recommended teacher professional development materials and opportunities for teachers and school administrators regarding evidence-based reading instruction for students at risk for reading failure and displaying the characteristics of dyslexia.
- B. The Department will also provide technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having a specific learning disability, such as dyslexia.