

# Cameron ISD

## District Dyslexia Plan



# TABLE OF CONTENTS

I.	Definition of Dyslexia	3
II.	State and Federal Law regarding Early Identification and Intervention Prior to Formal Assessment	3
III.	Procedures for Assessment	4
IV.	Procedures for Assessment of Dyslexia	6
V.	Identification for Student with Dyslexia	11
	Assessment under Section 504	12
	Assessment under Special Education	13
	Assessment of Special Education Students	13
	Assessment of Students Identified Outside the District	14
VI.	Instruction for Students with Dyslexia	14
VII.	Timeline (Optional/specified timeline is not a 504 requirement)	16
VIII.	Student Monitoring and Program Exit Criteria (Optional Consideration)	16
IX.	List of Additional Considerations	18

## I. Definition of Dyslexia

The Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

- *“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.*
- “Related disorders” includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The International Dyslexia Association defines “dyslexia” in the following way:

- *Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*

Adopted by the International Dyslexia Board of Directors

November 12, 2002

Students identified as having dyslexia typically experience primary difficulties in phonological awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in phonological awareness that are unexpected for the student’s age and educational level and that are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

## **II. State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment**

Both state and federal legislation emphasize early identification and intervention for students who may be at risk of reading difficulties, such as dyslexia.

In accordance with TEC §28.006 Reading Diagnosis, Cameron ISD administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list to be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. The information from the reading instrument administered per TEC §28.006 will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia.

The provision offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of Elementary and Secondary Education ACT (ESEA) legislation, Cameron ISD will implement reading programs using scientifically based research as well as evidence proven effective results.

Under the Equal Education Opportunity Act (EEOA), Cameron ISD ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including English language learners (ELL), regardless of their proficiency in English.

*Sec. 48.103. ALLOTMENT FOR STUDENT WITH DYSLEXIA OR RELATED DISORDER. (a) Subject to Subsection (b), for each student that a school district serves who has been identified as having dyslexia or a related disorder, the district is entitled to an annual allotment equal to the basic allotment multiplied by 0.1 or a greater amount provided by appropriation. (b) A school district is entitled to an allotment under Subsection (a) only for a student who: (1) is receiving services for dyslexia or a related disorder in accordance with: (A) an individualized education program developed for the student under Section 29.005; or (B) a plan developed for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); (2) is receiving instruction that: (A) meets applicable dyslexia program criteria established by the State Board of Education; and (B) is provided*

*by a person with specific training in providing that instruction; or (3) is permitted, on the basis of having dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section 39.023. (c) A school district may receive funding for a student under this section and Section 48.102 if the student satisfies the requirements of both sections*

### **III. Procedures for Assessment**

At any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, Cameron ISD will collect additional information about the student.

#### **Data Gathering:**

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information should include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessment of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be *considered* includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Accommodations or intervention provided
- Academic progress reports (report cards)
- Gifted/Talented assessment
- Samples of schoolwork
- Parent conference notes
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language, if possible)
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- 7<sup>th</sup>-grade reading instrument results as required in TEC §28.006
- State student assessment program as described in TEX §39.002
- Observations of instruction provided to the student
- Full Individual Evaluation (FIE)
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

Data that supports the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Among the actions that Cameron ISD has available for the student is a recommendation that the student be assessed for dyslexia. Cameron ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or related area of spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

**Primary Reading/Spelling Characteristics of Dyslexia:**

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that students demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapid recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

If a student continues to struggle with reading, the identification of reading disabilities, including dyslexia, will follow one or two procedures. Cameron ISD will typically evaluate for dyslexia through Section 504. If, however, a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures must be followed.

#### **IV. Procedures for Assessment of Dyslexia**

Students enrolling in Cameron ISD shall be assessed for dyslexia and related disorders at appropriate times(TEC §38.003(a)). The appropriate time depends upon multiple factors including one or more of the following:

- student's reading performance
- reading difficulties
- poor response to supplemental, scientifically based reading instruction
- teachers' input
- parents' or guardians' input.

Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal assessment is recommended, Cameron ISD completes the evaluation process as outlined in Section 504 unless a referral to special education is indicated.

Through Section 504 process, Cameron ISD will complete the evaluation using the following procedures:

1. Notify parents or guardians of a proposal to assess student(s) for dyslexia (Section 504).
2. Inform parents or guardians of their rights under Section 504.
3. Obtain parent or guardian permission to assess the student for dyslexia.
4. Assess students, all individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

In compliance with Section 504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include material tailored to assess specific areas of education need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screening, progress monitoring data, criterion referenced assessments, result of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials

- Be used for the purpose for which the assessment or measures are valid or reliable
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

### **Domains to Assess**

Cameron ISD administers measures that are related to the student's education needs. Depending upon the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

#### **Academic Skills**

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are measured)
- Reading comprehension
- Spelling

#### **Cognitive processes that underlie the reading difficulties**

- **Phonological/phonemic awareness** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- **Rapid naming** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student's ability to automatically name letters and read words and to read connected text at an appropriate rate.)
- **Orthographic processing** (Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses.)
- **Various language processes** (Language processes such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression



- Handwriting
- Memory for letter or symbol sequences (Orthographic processing)
- Mathematical/calculation reasoning
- Phonological memory
- Reading fluency
- Reading comprehension
- Spelling
- Verbal working memory
- Processing speed

**English Language Learners: This refers to students served in Bilingual and ESL programs as well as students designated as Limited English Proficient (LEP) whose parents have denied services.**

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and education background. Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision- making process is required.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
  - Home language survey
  - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
  - State student assessment data results when available
  - Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
  - Type of language programming provided and language of instruction
  - Linguistic environment and second-language acquisition development
  - Previous schooling in and outside of the United States

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed for a dyslexia evaluation due to the importance of the information for
  - Consideration in relation to academic challenges,
  - Planning the assessment, and
  - Interpreting assessment results.

**Interpretation:**

Test results of English Language Learners (ELL) will be interpreted in light of the student's: language development (in both English and the student's native language, educational

history, linguistic background, socio-economic issues, nature of the writing system and any other pertinent factors that will affect learning.

## **V. Identification of Students with Dyslexia**

The identification of dyslexia is made by a §504 committee or in the case of a special education referral, the admission, review and dismissal (ARD) committee. In order to make an informed determination, either committee must include members who are knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessment used
- The meaning of the collected data

The (Section 504 or ARD) committee will review all accumulated data to determine whether the student demonstrates a pattern of evidence for dyslexia. This data will include the following:

- The observations of the teacher, district staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her education needs

### **Section 504 or ARD Committee Decision Points for Dyslexia Identification**

- The pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:
  - Reading words in isolation
  - Decoding unfamiliar words accurately and automatically
  - Reading fluency for connected text (both rate and/or accuracy)
  - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

- Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, the committee will look next at the underlying cognitive processes for the difficulties seen in the student's work reading and written spelling. These difficulties will typically be the result of a deficit in phonological or phonemic awareness. Additionally, there is often a family history of similar difficulties.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
  - Orthographic processing
  - Phonological memory
  - Verbal working memory
  - Processing speed
- If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phoneme awareness. NOTE: Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.
  - If the committee (Section 504 or ARD) determines the student exhibits weaknesses in reading and written spelling, the committee will then examine the student's data to determine whether these difficulties are unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The Section 504 or ARD Committee will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia

- The student's lack of progress is not due to socio-cultural factors such language differences, irregular attendance, or lack of experimental background

### **Assessment under Section 504**

Based on the above information and guidelines, the committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines where the student has a disability under §504. Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia. A student is disabled under §504 if the physical or mental impairment substantially limits one or more major life activities, such as the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the students in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

### **Assessment under Special Education**

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia that requires more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

### **Assessment of Special Education Students**

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA 2004) will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will make determinations for those students.

If the student with dyslexia is found to be eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are more appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in The Dyslexia Handbook ~ Revised 2014, Chapter III, "Instruction for Students with Dyslexia."

### **Assessment of Student Identified Outside the District**

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Cameron ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee (§504 or ARD) will determine the identification status of a student enrolled in Cameron ISD, and the placement of the student in the dyslexia program(s).

## **VI. Instruction for Students with Dyslexia**

Once it has been determined that a student has dyslexia, Cameron ISD shall provide appropriate instructional program for the students as required in TEC §38.003:

*The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.*

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The following procedures must be followed:

- 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 delivery of instruction for students with dyslexia.
- Cameron ISD shall purchase or develop a reading program for students with dyslexia and related disorders that is aligned with the descriptors found in this handbook. The descriptors include the components of:
  - phonemic awareness
  - sound-symbol association
  - syllabication
  - orthography
  - morphology
  - syntax
  - reading comprehension
  - and reading fluency.

Instructional approaches include teaching automaticity, synthetic and analytic instruction (19 TAC §74.28). The components of instruction and instructional approaches are described in the next section of the Cameron ISD plan.

- Cameron ISD must provide each identified student access at his/her campus to an instructional program that meets the requirements of 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student’s parents or guardians, order additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC §74.28).
- Parents/guardians of students eligible under Section 504 must be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia must be trained in the professional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this plan. (19 TAC §74.28)

Cameron ISD shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders. The program should include the following:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), the district shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates all of the following components of instruction and instructional approaches.

### **Critical, Evidence-Based Components of Dyslexia Instruction**

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension

### **Delivery of Dyslexia Instruction**

- Simultaneous, multisensory (VAKT Instruction)
- Systematic and Cumulative Instruction
- Explicit instruction
- Diagnostic teaching to automaticity

- Synthetic instruction
- Analytic instruction

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

## **VII. Timeline**

When a referral for dyslexia assessment is made, Cameron ISD will ensure the evaluation procedure is followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore, Cameron ISD will follow timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

**Special education students shall follow the timelines required by federal law, under IDEA 2004.**

## **VIII. Student Monitoring & Dyslexia Program Exit Criteria**

### **Program Monitoring**

Dyslexia students receiving instruction will work with one of the dyslexia service providers four days a week for a minimum of 30 minutes per day. The dyslexia service provider will assess the student on the following categories:

- Phonological Awareness
- Sound-Symbol Association
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency

These services will be delivered by using the following program design:

- Simultaneous, Multisensory (VAKT)
  - Reading by Design teaches reading, writing, spelling, and verbal and written expression by engaging the visual, auditory, and kinesthetic modalities simultaneously.
- Systematic and Cumulative

- The Reading by Design lesson format is systematic and the scope and sequence is sequential and cumulative. It progresses from the syllable types (i.e. closed syllable, open syllable, vowel-consonant e syllable, vowel pair syllable, final stable syllable and vowel-r syllable) through structural analysis of multisyllabic words, including morphological awareness.
- Explicit Instruction
  - The Reading by Design lesson format is explicitly taught by the teacher through direct instruction, modeling, guided practice, and independent practice.
- Diagnostic Teaching to Automaticity
  - Students enter the Reading by Design Program based on the initial dyslexia assessment data and the specific learning needs for each individual student. Reading by Design contains review lessons and Mastery Checks throughout each of the five volumes of the intervention to ensure adequate student progress and learning.
- Synthetic Instruction
  - Reading by Design presents the parts of the alphabetic language that teach how the word parts work together to form a whole during the new learning syllabication practice, and reading application.
- Analytic Instruction
  - Reading by Design teaches how whole words may be broken into component parts (i.e. syllables, morphemes) during new learning, syllabication practice, reading application, and extended reading passage practice.

### **Program Exit Criteria**

Upon successful completion of the district dyslexia program (Reading By Design), as measured by the program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to:

- Grades from progress/report cards
- State assessment data
- Benchmark data
- Universal screening



- Teacher observations/checklists
- Parent observations/checklists
- Individual dyslexia (SPED, 504, etc.) requirements
- Counselor/Family liaison reports

**Program Exit Criteria**

<b><i>Grade 2</i></b>	Completed as a Tier II Intervention/30 minutes per day
<b><i>Grades 2-5</i></b>	Completed curriculum and demonstrate an understanding of appropriate concepts or attain reading level potential on KTEA3 and/or mClass and/or STAR Reading
<b><i>Grades 6-12</i></b>	Completed curriculum and demonstrate an understanding of appropriate concepts or attain reading level potential on KTEA3 and/or STAR Reading and/or TSI.

No one factor is sufficient to warrant exiting a student from district dyslexia services.

***Dismissal is determined by campus, 504, or ARD committees.***

***If a student has shown substantial progress and the committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a student is exited from the dyslexia program, a dismissal form will be completed and placed in the student’s cumulative folder.***