

Fallbrook Union Elementary School District

Dyslexia Guidelines

Fallbrook Union Elementary School District (FUESD) has adopted the California Dyslexia Guidelines as a resource for helping our parents, general educators, and special educators support students that have/or may have dyslexia, it is the foundation to our district guidelines. In addition to the CA Dyslexia Guideline, the requirements of AB 1369 and CA Ed Code 56335 are supported in our MTSS model and how we identify and support students with unique needs.

- The California Dyslexia Guidelines thoroughly explains and shares the characteristics of dyslexia, they are also shared with FUESD staff in annual professional development on this topic.

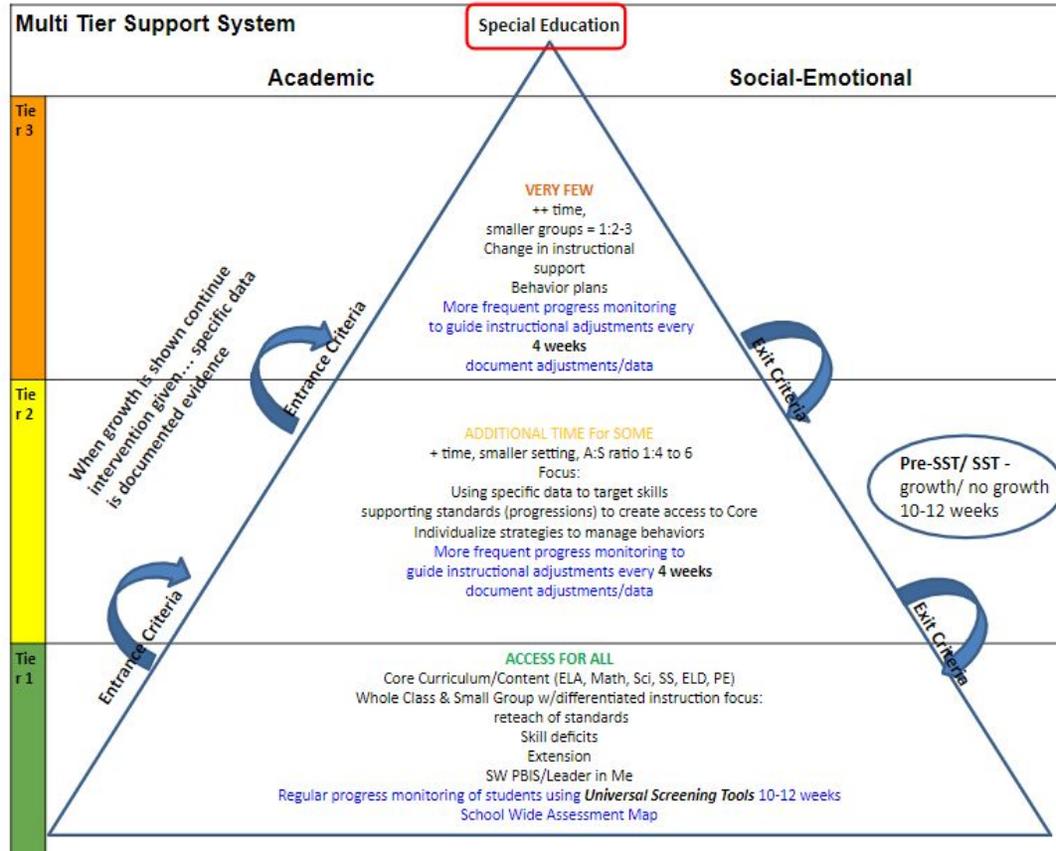
Annually, district staff receives training on key principles of Multi-Tier Systems of Supports (MTSS), as an educational system should address the needs of individual students within an integrated and tiered system of support. In addition, all certificated staff and classified intervention technicians are provided professional development that supports understanding dyslexia, early identification and warning signs of dyslexia, and classroom strategies that most effective in addressing deficits in students impacted by this. Training in the use of supplemental intervention materials is also provided to ensure consistent instructional delivery. District staff will receive updated training as needed to address the key elements of Multi-Tiered Systems of Support, progress monitoring, and on the tools used by the district to support universal screening in TK-8th grade. Finally, staff received a copy of the district dyslexia guidelines and Understanding MTSS Three-Tier Model as a resource. FUESD has provided supplemental intervention support materials to all school sites that are comprehensive and evidence-based, meeting the criteria to provide multisensory, direct, explicit, structured, and sequential instructional approach.

FUESD will administer universal screeners three times a year, to support both initial screening in TK-8th grade and progress monitoring of students. A characteristic by grade level checklist has been provided, adapted from Chapter 4 of the California Dyslexia Guidelines, has also been provided to teachers if dyslexia is a suspected concern. In addition, following the MTSS model outlined in the CA Dyslexia Guidelines, progress monitoring of at-risk students, and providing tiered interventions in accordance with AB 1369 and CA Education Code EDC Section 56335.

FUESD staff will access tiered interventions and supports provided through the district MTSS model for students, following our designated Student Study Team Process to problem solve and determine needed tiers aligned appropriate interventions, and if recommended by the SST Team a referral for a special education assessment. FUESD follows all legal guidelines (timelines, procedures, and responses to) as related to special education referrals and assessments are not limited to team referrals. It is the

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goal of FUESD to educate all students, ensuring all students receive appropriated instruction and tiered interventions in the general education setting first. FUESD recognizes and agrees that “students who have dyslexia are general education students first, can be educated in a general education classroom, and benefit from a wide variety of supports.”



This guidelines have been posted on our district website under educational services resources and parent resources. For technical assistance with these guideline FUESD stakeholders may contact, school site administrators, or the Educational Services department. All school sites are supported by school psychologists, including a board certified school neuropsychologist.