

**Garland Independent School District**

DATE: July 29, 2022

TO: Principals, Assistant Principals, 504 Coordinators,  
Student Support and Specialized Services Staff

FROM: Marcy Eisinger, Assistant Director, Dyslexia

RE: Dyslexia Requirements and Information

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**Dyslexia Training for Teacher Certification Renewal:** In order to renew your teacher certification, anyone who teaches a student with dyslexia must have training in dyslexia or related disorders. We offer yearly training for all teachers and campuses. If your teachers have not received any training this year, you have a few options:

- Dyslexia Therapist/Teachers can provide training to campuses. If you have not done the simulation, it is recommended to do that one 1<sup>st</sup>.
- **TEALearn** online course (up to 6 CEUs) that is self-paced-  
<https://register.tealearn.com/>    <https://register.tealearn.com/courses/tea-dyslexia>
- The dyslexia teacher/therapists have prepared PowerPoints for administrators to embed in a campus newsletter. This must include a survey link to verify completion.
- GISD Dyslexia provides ongoing events throughout the year that would also count toward the teacher certification renewal.

**Dyslexia Times and Scheduling:** Scheduling for dyslexia is never easy, nor perfect, but it can be done! You should have all received your list of students and their groups from your dyslexia therapist/teacher on campus. It is best to schedule your dyslexia (and other special groups first) Here are some considerations for you to know and consider as you are working through your master schedule:

- Groups are determined based on where they are in the program and based on the student needs. This means you may have mixed group levels.
- Consider dyslexia (and other special groups) first.
- You need **60 minutes at elementary (4 days)** and **45 minutes (5 days) at middle**, or **90 minutes for high school on an A-B day schedule**.

- **Elementary:** Consider your teachers and your instructional blocks and when they have direct teaching. When is your direct instruction? Determine when you can “back up” the instruction to coincide with your small group and other possible pull-out times.
- **Be flexible.** Teachers, administrators and dyslexia personnel need to work together to ensure that they are receiving the services they need. There are certain times in the Balanced Literacy block that would also work for scheduling.
- **Middle School:** Middle school dyslexia teachers/therapists should not have a homeroom (or additional class) or duty during the day, as they do not have time in their schedule to fulfill their dyslexia responsibilities. In addition, we must be able to accommodate groups to meet the program with fidelity. Please be sure each dyslexia teacher/therapist has a designated classroom. Dyslexia instructional materials contain a vast amount of manipulatives and each individual class period requires a high level of varied preparation and planning. In order to alleviate instructional loss, refrain from requiring dyslexia teacher/therapists from moving from classroom to classroom.
- When scheduling, please reach out to your therapist. They may be able to provide assistance, as well.
- **Elementary,** Friday is for teachers to progress monitor, and pull students to ensure that if they are behind the class, they can receive additional support, 504 meetings, ARDs and progress monitoring, evaluation (testing), and coding/administrative/compliance. Here is an example of how scheduling can be done: [https://docs.google.com/spreadsheets/d/1Wc4bTvYDj-Sd\\_A31CISsovBfETnFXvz-/edit?usp=sharing&oid=10998089896660568335&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1Wc4bTvYDj-Sd_A31CISsovBfETnFXvz-/edit?usp=sharing&oid=10998089896660568335&rtpof=true&sd=true)
- **Secondary,** time should be allowed within the schedule for teachers/therapist to attend meetings and assessments.
- **Dyslexia Classrooms:** Please be sure each dyslexia teacher/therapist has a designated classroom. Dyslexia instructional materials contain a vast amount of manipulatives and each individual class period requires a high level of varied preparation and planning. In order to alleviate instructional loss, refrain from requiring dyslexia teacher/therapists from moving from classroom to classroom.

**Dyslexia training and PD for dyslexia personnel:** We train teachers to the therapist level in GISD. During training and mandatory PD, teachers will need to attend, as it is required. We will work with campuses, and there will not be a need to pay for any subs by the campuses.

**Dyslexia Evaluation and Supervision:** Dyslexia evaluation has changed for this year.

- Principals/Assistant Principals will be evaluating teachers using T-TESS for the year 21-22 school year in order to provide dyslexia teachers/therapists a pathway to TIA.
- A bridge document will be provided to campus administrators. This will assist in supporting administrators on what to look for in a dyslexia setting and how to relate that to the T-TESS rubric.
- Supervision of staff and programming remain under the supervision of the Dyslexia Assistant Director
- There is no change of the program design, implementation, timelines, training requirements, and instructional minutes.

**Duty and Campus Responsibilities of the Dyslexia Teacher/Therapist:** Dyslexia personnel shall be a part of the campus culture. They should also provide support to teachers, students and staff regarding dyslexia.

- Dyslexia may do before or after school duty.
- Dyslexia duty shall not be during school hours when they can be providing services for students with dyslexia.
- WIN class: A dyslexia teacher may have a WIN class if it is included with their dyslexia instructional minutes and contain students identified with dyslexia. The priority is for the teacher to provide dyslexia services on a campus (all aspects of services-compliance, assessment and evaluation, monitoring, 504s, and ARDs, of course, students are our first priority).

**Dyslexia Screening:** Screening for dyslexia is required in kinder and grade 1. We are using mClass/Amplify-Dibels for our screener this year. This is the same screener used for our Early Reading k-2 requirement which will take place at the designated times for MOY and EOY testing.

**BOY Dyslexia:** Please allow time for the completion of scheduling of students and progress monitoring for BOY. Classes should begin as soon as possible, but no later than August 9<sup>th</sup>.

**EOY Dyslexia:** Please allow the dyslexia staff on your campus time to complete all of their end-of-the-year duties. This includes dyslexia 504 and special education paperwork, dyslexia PEIMS coding, screening submissions, legal requirements and meetings, progress reporting, record keeping, and end-of-year meetings with parents and families.

If you have any questions, please reach out to [Marcy Eisinger](#), or call 972-744-3347.

**Garland Independent School District**

DATE: July 29, 2021

TO: All Campus Administrators, Campus Testing Coordinators, Area Directors,  
& other instructional staff

FROM: Veronica Salgado Joyner, Director of Research, Assessment &  
Accountability

RE: 2022-2023 District Assessment Calendar

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The 2022-2023 GISD Assessment Calendar has been posted to our local intranet site. The Assessment Calendar identifies all standardized assessments, including local, state, and national tests. You can find the assessment calendar on the GISD intranet (<http://home.garlandisd.net/RAAD>).

Important 2022-2023 changes include:

- STAAR/EOC fall interim assessment requirements for all MS students and for HS EOC retesters
- MAP MOY will be limited to students who fall below the 30<sup>th</sup> percentile on MAP BOY during the August/September administration. The MAP MOY window was removed from the district calendar, however campuses needing to administer MAP MOY can do so during the month of January. There will not be any district reporting for the MAP MOY administration.

In an effort to provide additional assistance with communication and instructional decision-making, a 2022-2023 Assessment Results Calendar is forthcoming and will be posted to RAAD's intranet page when complete. This calendar view should provide assistance with making determinations about when certain pieces of data will be available for PLCs, parent communication, etc.

This calendar was created in collaboration with the Office of Executive Directors of Leadership and the Department of Teaching & Learning Development. For questions related to this calendar, please contact Veronica Salgado Joyner ([vjoyner@garlandisd.net](mailto:vjoyner@garlandisd.net)). The Department of TL&D manages the calendars reflecting Curriculum-Based Assessments. For questions related to those calendars, please contact the appropriate TL&D Director.

**NOTE:** Please be aware that this calendar is subject to change as directed by TEA; please be sure to make note of the calendar publication date located in the bottom right corner (currently 07/12/2021). You will receive notification if/when additional changes are made.