

# OPERATING PROCEDURES

## DYSLEXIA SERVICES

SFA Charter School

174-801

Board Approved 10/21/2021

Legal Framework: DYSLEXIA SERVICES

[Related Resources](#)

Broad Category: CHILD FIND

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### PROCEDURES:

The SFA Charter Board will ensure that procedures for identifying a student with dyslexia/dysgraphia or a related disorder and for providing appropriate instructional services to the student are implemented. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

At the beginning of each year, parents are notified of special services through information attached to the SFA Charter School Student Handbook:

*Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services*

The SFA Charter School website also holds links for families to a variety of support options for students.

The school will implement State Board of Education (SBOE) approved strategies for screening techniques for treating dyslexia/dysgraphia and other related disorders. The strategies and techniques are described in *The Dyslexia Handbook (Updated 2021)*. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia/dysgraphia and related disorders.

The SFA Charter School process for early identification, intervention, and support for students at risk for dyslexia/dysgraphia, is to perform a screening for Kindergarten students through MClass program at the end of the school year. By January 31<sup>st</sup> of each school year, the 1<sup>st</sup> grade students will be screened through the MClass program. MClass dyslexia screening may be used with 2<sup>nd</sup> grade students with reading difficulties if needed.

Because early intervention is critical, a plan for early identification, intervention, and support for students with dyslexia/dysgraphia and related disorders must be available as outlined in *The Dyslexia Handbook (Updated 2021)*. The SFA Charter School CEO/Principal and Reading/Dyslexia Specialist review the data after each of the screenings to provide appropriate intervention to the classroom teachers. The CEO/Principal reviews each of the student's data with classroom teachers and the Multi-Tiered System of Support (MTSS) Team to identify each student who would benefit from TIER II or TIER III intervention.

The SFA Charter School may purchase a reading program or develop its own evidence-based reading program for students with dyslexia/dysgraphia and related disorders, as long as the program is characterized by the descriptors found in *The Dyslexia Handbook (Updated 2021)*. Teachers who screen and treat these students must be trained in instructional

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strategies which utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in *The Dyslexia Handbook (Updated 2021)* and in the professional development activities specified by each district and/or campus planning and decision-making committee.

The person responsible for purchasing the materials for dyslexia services for dyslexia therapy is Reading/Dyslexia Specialist and CEO/Principal operating within their budget guidelines and approved/denied by the purchasing department. The SFA Charter School currently uses the Neuhaus Basic Language Skills Program as the reading program for dyslexia students. This program is selected because it meets or exceeds all requirements related in *The Dyslexia Handbook (Updated 2021)*. The teacher who screens and also provides instruction for these students is trained with the Neuhaus Basic Language Skills Program, as well as continued professional development in Neuhaus Basic Language Skills Program and other accredited dyslexia training at least yearly.

The MTSS Team reviews each student's data with classroom teachers, and the Reading/Dyslexia Specialist to identify any student suspected to need assessment procedures for identifying a student with dyslexia/dysgraphia or a related disorder.

Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.

The SFA Charter School will use a single pathway for identification of dyslexia/dysgraphia and related disorders, to ensure that child find obligations under IDEA are fulfilled.

The SFA Charter School must provide each identified student access at his/her campus to the services of a teacher trained in dyslexia/dysgraphia and related disorders. Using best practices for the Neuhaus Basic Language Skills Program, the SFA Charter School provides dyslexia services for at least four hours per week in a small, quiet reading classroom with a teacher to student ratio of equal to or less than a 1:3.

Students suspected to have dyslexia/dysgraphia and related disorders may be referred for an initial evaluation for special education and related services or to a Section 504 Committee, in accordance with TEA's *The Dyslexia Handbook (2021 Update)*. If the MTSS Team determines that data leads to the suspicion of dyslexia/dysgraphia or a related disorder and that the student needs specially designed instruction as a result of dyslexia/dysgraphia or a related disorder, the student should be referred to special education for a potential full individual and initial evaluation, if appropriate.

Parents are notified at all steps along the process, with a first contact by the teacher of the student through a parent-teacher portfolio conference. Screening results are sent home to the parents/guardians and given to the parent/guardian in a face to face conference with the teacher. The MTSS Team notifies parents of Tier II and Tier III intervention and frequent progress monitoring data is provided. When a student is recommended for further assessment procedures, the MTSS Team meets with the classroom teacher, the

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Reading/Dyslexia Specialist, the Special Education Specialist, and/or the School Psychologist. Contact will be made with the parent to explain the single pathway used for evaluation for dyslexia/dysgraphia and related disorders for identification under IDEA. An informed consent meeting is held with the parent/guardian. A face to face meeting is preferred, but other means may be used if the parent is not available. Parent/Guardian may request a referral at any time. If the school suspects a disability, the evaluation must be conducted within the applicable timeline.

During the informed consent meeting with parent/guardian, the School Psychologist will explain Full Individual Evaluation process and review the data to be gathered. The Reading/Dyslexia Specialist provides an introductory training for parents/guardians as to the meaning of dyslexia and the student data which will be gathered. Parents are provided the *Guide to ARD, Procedural Safeguards, Talking Books, and access to The Dyslexia Handbook (2021 Update)*.

The School Psychologist conducts the Full Individual Evaluation in coordination with the Reading/Dyslexia Specialist following the Special Education timeline for evaluation. At the conclusion of the Full Individual Evaluation, the School Psychologist reviews the evaluation data with parents and involved school staff. All ARD documents are prepared through the ESPED system. The Admission Review and Dismissal (ARD) is held with parents and pertinent school staff to review the evaluation data to determine eligibility, placement, and services for the student. Decisions will be made based on data presented within the ARD. A determination will be made regarding whether individual service is needed to determine service with Special Education or Section 504. Yearly meetings on the anniversary date of the student entering the program will be held through Special Education or Section 504 to review student progress data, eligibility, accommodations, services, and/or other issues to develop an appropriate individualized plan for the student. Parent/Guardian will receive a *Guide to ARD, Procedural Safeguards, Talking Books, and access to The Dyslexia Handbook (2021 Update)*. As soon as the meeting is finalized the Special Education Specialist will send a copy of the meeting and the plan to the parent/guardian.

The pathway for students that required dyslexia/dysgraphia services and/or IDEA Part B services are provided to the student with the services of a teacher trained in dyslexia/dysgraphia and related disorders. Using best practices for the Neuhaus Basic Language Skills Program, the SFA Charter School provides *Standard Protocol Dyslexia Instruction* for at least four hours per week in a small, quiet reading classroom with a teacher to student ratio of less than a 1:3. Progress is monitored by the Reading/Dyslexia Specialist twice each nine weeks and reported to parents/guardians of the student.

Mastery checks are conducted by the Reading/Dyslexia Specialist at scheduled places in the program, in addition to the progress monitoring data. Parents attend a Parent Portfolio Conference with the Reading/Dyslexia Specialist to discuss the assessment data and receive information regarding upcoming learning.

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The SFA Charter School shall continue to develop and provide a parent education program for parents/guardians of students with dyslexia/dysgraphia and related disorders. This program shall include:

- Awareness of characteristics of dyslexia/dysgraphia and related disorders;
- Information on full individual evaluation of dyslexia/dysgraphia and/or related disorders;
- Information on effective strategies for teaching dyslexic students;
- Awareness of information on modification, especially modifications allowed on standardized testing;
- Information on qualifications of those delivering services to students with dyslexia;
- Information on eligibility, evaluation requests, and services available under IDEA and Rehabilitation Act Section 504 and information on the multi-tiered system of support process;
- Access to *Guide to ARD, Procedural Safeguards, Talking Books, and The Dyslexia Handbook (2021 Update)*.

At the first nine weeks Parent Portfolio Conference each year, the Reading/Dyslexia Specialist provides this parent education program and access to informational literature for each parent/guardian.

### STAFF RESPONSIBLE:

**District Level/Campus Level:** Reading/Dyslexia Specialist, Special Services Specialist, School Psychology Specialist, Academic Coordinator, CEO/Principal

### TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:

Screening will be completed by January 31<sup>st</sup> of each year for 1<sup>st</sup> grade and end of year for Kindergarten.

Screening materials are MClass BOY, MOY, and EOY.

Training for teachers who screen and instruct students with dyslexia are provided the training through Neuhaus Center.

The SFA Charter School provides a parent education program for parents/guardians of students with dyslexia upon initial enrollment into the dyslexia program and during the yearly initial 9-week Parent Portfolio Conference.

Each parent/guardian is notified of the student's eligibility in the meeting for the school year. The parent/guardian is also sent yearly paperwork as soon as the meeting is completed and entered into to PEIMS.

The SFA Charter School shall provide a parent education program for parents/guardians of students with dyslexia/dysgraphia and related disorders. This program should include:

- Awareness of characteristics of dyslexia/dysgraphia and related disorders;
- Information on testing and diagnosis of dyslexia;
- Information on effective strategies for teaching dyslexic students;
- Awareness of information on modification, especially modifications allowed on standardized testing;

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- Information on qualifications of those delivering services to students with dyslexia;
- Information on eligibility, evaluation requests, and services available under IDEA and Rehabilitation Act sect and information on the multi-tiered system of support process.
- Access to *Guide to ARD, Procedural Safeguards, Talking Books, and The Dyslexia Handbook (2021 Update)*.

#### PEIMS REPORTING:

Immediately after each ARD or Section 504 meeting, the Special Education Specialist or the Section 504 Coordinator send the PEIMS Coordinator, the Student Data Input form. This form includes name, eligibility, services begin or end date, and dyslexia services code, if applicable. The PEIMS coordinator enters additions, changes, and date of program exit, into the student data information system. The PEIMS Coordinator sends monthly reports from the student data information system (PEIMS Verification List and PEIMS Related Services List) for the Special Education Specialist and/or Section 504 Coordinator to verify for accuracy. If all is correct, the documents are signed, dated, and returned. If not, they indicate changes on the report and send back to the PEIMS Coordinator for corrections. Copies of PEIMS verification reports are filed with the SFA Charter school. At the end of the school year, an audit of the data entered into PEIMS for Dyslexia services is checked for accuracy.

All reports are verified and signed by Special Educations Specialist or Section 504 Coordinator prior to PEIMS data being submitted to TEA.

#### EVIDENCE OF PRACTICE:

- Forms through Dyslexia coordinator
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Plans and sign in from parent education program meetings
- Written consent for evaluation
- Evaluation reports
- Copies of Section 504 meetings
- Copies of ARD committee meetings
- Description of Neuhaus Basic Language Skills Program(s) used for students with dyslexia
- PEIMS reports for students with disabilities identified with dyslexia/dysgraphia
- Links to Notices: *Updates in Special Education (English/Spanish), Resources on Special Education in Texas, Delayed or Denied Evaluations & Compensatory Services (English/Spanish)*