

Sec. 1. DYSLEXIA/DYSGRAPHIA AND RELATED DISORDERS

The Board shall ensure that procedures for identifying and providing appropriate instructional services to students for dyslexia/dysgraphia and related disorders are implemented by Stephen F Austin State University Charter School (SFA Charter School). These procedures shall be implemented in accordance with the State Board of Education's *The Dyslexia Handbook (Updated 2021)*.

Sec. 2. IDENTIFICATION AND TESTING

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.

Screening and further evaluation should be done only by individuals or professionals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia/dysgraphia and related disorders.

Before a full individual and initial evaluation is used with an individual student, SFA Charter School must notify the student's parent or guardian or another person standing in parental relation to the student.

A process for early identification, intervention, and support for students at risk for dyslexia/dysgraphia and related disorders must be available, as outlined in the *The Dyslexia Handbook (Updated 2021)*. The program must include a screening at the end of each school year for all kindergarten and firstgrade students, as well as 2nd grade students with reading difficulties if needed.

SFA Charter School may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia/dysgraphia or a related disorder.

Sec. 3. TREATMENT

SFA Charter School shall provide each identified student access to instructional programs and to the services of a teacher trained in dyslexia/dysgraphia and related services.

a) *Reading Program*

SFA Charter School shall purchase a reading program or develop its own reading program for students with dyslexia/dysgraphia and related disorders that is aligned with the descriptors found in the *The Dyslexia Handbook (Updated 2021)*.

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Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *The Dyslexia Handbook (Updated 2021)*. The professional development activities specified by each school and/or campus planning committee shall include these instructional strategies.

b) *Reassessment*

Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until SFA Charter School reevaluates the information obtained from previous testing of the student.

Sec. 4. PARENTAL NOTIFICATIONS

SFA Charter School shall provide an explanation of the single pathway used for evaluation for dyslexia/dysgraphia and related disorders for identification under IDEA, and gain parent/guardian informed consent for evaluation. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the initial evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and other appropriate parent resources.
5. Access to *Guide to ARD, Procedural Safeguards, Talking Books, and The Dyslexia Handbook (2021 Update)*.

Parents and guardians of students with dyslexia/dysgraphia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support modules as required by Education Code §26.0081.

Sec. 5. PARENT EDUCATION PROGRAM

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

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- 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)*.

Education Code 38.003; 19 TAC 74.28.

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