



Priority Charter Schools

Dyslexia

Program and Administrative

Procedures

October 2021

Dyslexia Mission Statement

The mission of the Priority Charter Schools District Dyslexia Program is to:

Provide all eligible students identified as having characteristics of dyslexia with the multi-sensory and phonological awareness skills necessary to compensate for deficiencies in the areas of reading, writing, and spelling, in order to nurture a strong self-esteem and to provide opportunities for them to develop their talents. Strategies will be taught to help students gain personal success while learning to compensate for their reading disorder and enable them to become a life-long learner.

The Dyslexia Program is built upon the foundation of the Priority Charter Schools District's Mission Statement. (Policy AE)

The students of Priority Charter Schools can successfully learn basic skills and core academic content, develop and demonstrate their special talents and gifts, and develop social competencies that demonstrate citizenship and character.

Learn ... Develop ... Demonstrate.

Definition of Dyslexia

The International Dyslexia Association defines "dyslexia" in the following way:

Dyslexia is a specific learning disability that is neurological 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 Association Board of Directors, November 12, 2002)

The Dyslexia Handbook – Revised 2018: pg. 1

Dyslexia Program Goals

Priority Charter Schools strives to have an exemplary dyslexia program for students enrolled in grades K–12. Through a response to intervention process, PCS monitors students on a regular basis utilizing formal and informal observations, student data and other assessments including but not limited to the Renaissance Assessments, Unit Assessments, Writing Samples, and/or written evidence of curriculum-based activities.

Pursuant to the TEA's *The Dyslexia Handbook, Revised 2018*, students being referred for consideration of dyslexia should have demonstrated age appropriate developmental progress and have received appropriate instruction in reading, including but not limited to an accelerated reading programs as required by the state. Students who exhibit characteristics of dyslexia should be referred for consideration of a dyslexia evaluation after at least one semester of formal reading instruction has taken place pursuant to the TEC §28.006.

The Priority Charter School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

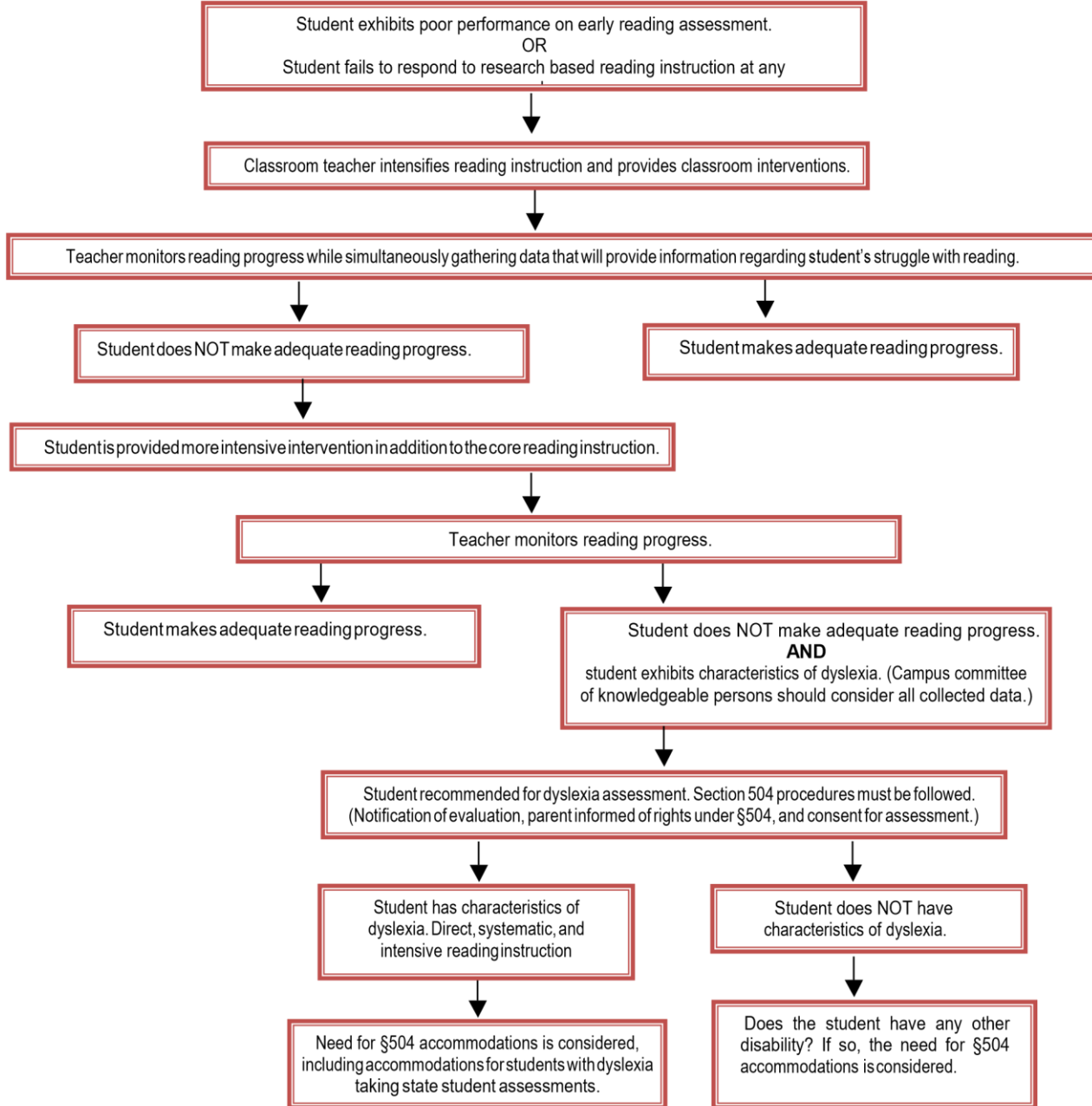
Addressing PCS's commitment, the following reflect the goals of the district dyslexia program:

- Screen, refer and evaluate, students in grades K – 12 students who may be at-risk of dyslexia and related disorders;
- Provide instructional intervention options for students identified with dyslexia and related disorders;
- Provide staff development that includes:
 - Characteristics of dyslexia
 - Assessment of dyslexia
 - Intervention strategies and accommodations
- Provide a parent education program that includes:
 - Awareness of the characteristics of dyslexia and related disorders
 - Information on testing and the educational diagnosis of dyslexia
 - Information of effective strategies and options for parents to use at home to effectively communicate and help their child with dyslexia and related disorders
 - Information on state assessment accommodations and/or accommodations allowed for post-secondary testing (PSAT/ACT/SAT).

Objective: all campuses, through a response to intervention process or parent requested evaluation, will identify students with dyslexia and related disorders and provide appropriate, individualized services.

TEA Pathway to Identification and Provision of Instruction for Students with Dyslexia Flowchart

This flowchart illustrates a process for determining the instructional support needed by students with dyslexia. Special education evaluation should be conducted whenever it appears to be appropriate. Some students will NOT proceed through all the steps before being referred for a Full Individual Evaluation (FIE). A dyslexia evaluation may be incorporated into the FIE through special education.



Resource: *The Dyslexia Handbook – Revised 2014, pg. 70*

Any time it is suspected that a student requires special education or related services to provide appropriate reading supports and interventions, a referral for a full and individual evaluation should be initiated. This evaluation will not only determine eligibility for services under IDEA but will produce data and recommendations to inform interventions and service delivery. Tiered intervention programs play an important role in providing quick access to research based interventions for struggling students. This system often serves an ongoing support for students whose difficulties are not the result of a disability under the IDEA or §504.

Schools shall recommend assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia of:

Teachers, students, or parents can initiate the referral process. ***Parent referrals must go through the same process as referrals initiated by the school.***

1. Teacher / Parent notices the student demonstrating characteristics of Dyslexia.
2. Intervention documentation, using the Response to Intervention (RtI) model, begins or intensifies to determine if student demonstrating dyslexic characteristics will progress through regular intervention.

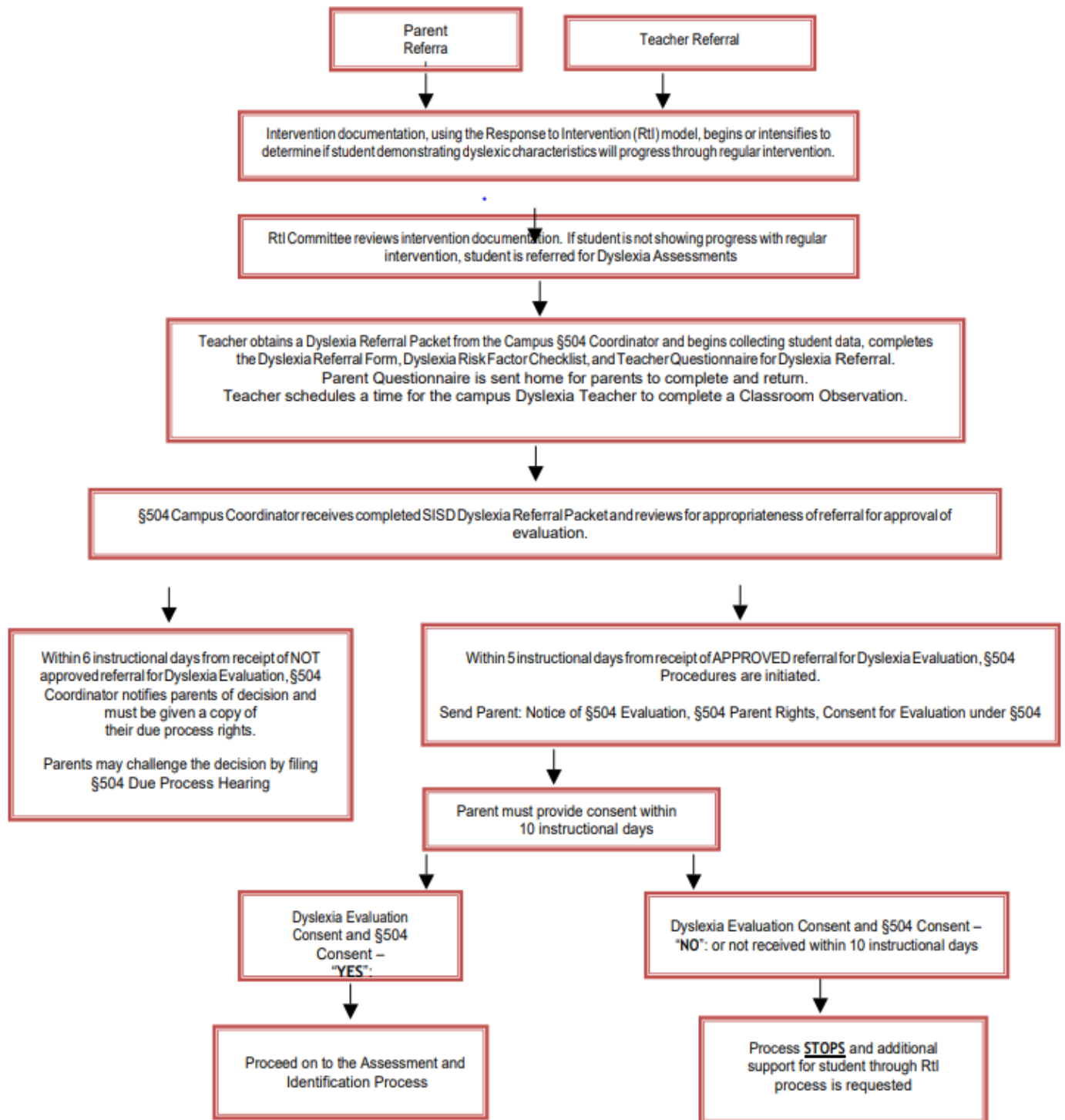
Procedures Concerning Dyslexia and Related Disorders, addresses the concern that implementation of RTI programs might result in the delays to an otherwise valid referral for dyslexia evaluation. "Progression through tiered intervention is not required in order to begin the identification of dyslexia."

NOTE: As required by the guidelines of *The Dyslexia Handbook – Revised 2018*, Priority Charter Schools recognizes that early intervention is a key component of later student success. PCS requires documentation of Interventions done through the Response to Intervention (RtI) Model to identify students with dyslexic characteristics early in their educational career in order to follow current research findings that such early intervention is a key component of later student success.

3. RtI Committee reviews intervention documentation. If student is not showing progress with regular intervention, student is referred for Dyslexia Assessments. Teacher requests and completes the **Priority Charter Schools Dyslexia Referral Packet**, collects student data required and submits to the Campus §504 Coordinator.
 - A. Complete Forms in Priority Charter Schools Dyslexia Referral Packet
 1. **Dyslexia Data Gathering Teacher Checklist**
 2. **Dyslexia Referral Form**
 3. **Dyslexia Risk Factor Checklist**
 4. **Teacher Questionnaire for Dyslexia**
 5. **Parent Questionnaire for Dyslexia**
 6. **Classroom Observation by Dyslexia Personnel**
 - B. Collect Student Data

4. The Campus §504 Coordinator and Dyslexia Coordinator reviews PCS Dyslexia Referral Packet for completeness and appropriateness of referral. If a student displays poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade and demonstrates the characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia of *The Dyslexia Handbook – Revised 2018*, the dyslexia referral may be appropriate.
5. If referral is appropriate, Campus §504 Coordinator and Dyslexia Coordinator initiates §504 Procedures within 5 instructional days.
6. Parents are sent **Notice of Evaluation, §504 Parent Rights and Procedural Safeguards, and Consent for Dyslexia Evaluation under Special Education.**
7. Parents have 10 instructional days to return consent.
8. Once permission is gained, the student can be assessed. **NOTE- Do not obtain Parent consent for assessment until after the referral documentation is all in place and approved.**

Dyslexia Referral Timeline Flowchart



Student Data Required for Referral Packet

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction are defined in Section 2221(B) of the ESSA as “explicit and systematic and intentional instruction in (A) phonological awareness; (B) phonic coding; (C) vocabulary; (D) language structure; (E) reading fluency; and (F) reading comprehension.” *The Dyslexia Handbook – Revised 2018*, pg 25

Any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, schools must collect additional information about the student. Schools should use previously collected as well as current information to evaluate the student’s academic progress and determine what actions are needed to ensure the student’s improved academic performance. The collection of various data, as indicated below will provide information regarding factors that may be contributing to or primary to the student’s struggles with reading and spelling.

Sources and Examples of Cumulative Data

- ✓ Vision screening
- ✓ Hearing screening
- ✓ School attendance
- ✓ Academic progress reports (report cards)
- ✓ Teacher reports of classroom concerns
- ✓ Parent conference notes
- ✓ Samples of schoolwork
- ✓ K–2 early reading assessment results as required in TEC §28.006 (English and native language, if possible)
- ✓ 7th Grade reading instrument results as required in TEC §28.006
- ✓ Classroom reading assessment results
- ✓ Curriculum-based assessment measures
- ✓ State assessment results as described in TEC §39.022
- ✓ Observations of instruction provided to the student
- ✓ Instructional strategies provided and student’s response to the instruction
- ✓ Accommodations or interventions provided
- ✓ Full Individual and Initial Evaluation (FIE)
- ✓ Outside evaluations
- ✓ Speech and language assessment
- ✓ Gifted/Talented assessment
- ✓ Results of Kindergarten – Grade 1 universal screening as required in TEC §38.003
- ✓ Screening
- ✓ Parent survey

Language Proficiency Data

Much diversity exists among ELs. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). ELs may be students served in bilingual and English as a Second Language (ESL) programs as well as students designated Limited English Proficient (LEP) whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (TEC §89.1220(g)-(i)) that is necessary to consider when identifying ELs with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, **involvement of the LPAC is required.** *The Dyslexia Handbook – Revised 2018, pg. 26*

Additional Data Sources for English Language Learners *The Dyslexia Handbook – Revised 2018, pg. 27*

- ✓ Home Language Survey
- ✓ Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests—all years)
- ✓ Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- ✓ Instructional interventions provided to address language needs
- ✓ Information regarding previous schooling inside and/or outside the United States
- ✓ Type of language program model provided and language of instruction

IMPORTANT NOTE: if the student is currently §504 identified, by federal law, a §504 Committee Meeting must make all educational decisions for evaluation consideration. Therefore, even the parent referrals must be reviewed by the §504 Committee.

Assessment, Identification and Placement Process

Do not assess until parental consent for evaluation is obtained. Do not obtain consent for assessment until after the referral documentation is all in place and approved by the §504 Committee.

1. Within 45 instructional days of parent consent for evaluation, the student must be assessed by individuals/professionals who have been trained in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).
2. In compliance with §504 and IDEA 2004, a trained evaluation specialist will use the assessment instruments that have been approved by the district for the purpose of identifying characteristics of dyslexia.
3. The trained evaluation specialist shall integrate the sum of the data collected into the final evaluation report.
4. Within 30 instructional days of receipt of completed evaluation ARD Committee, schedules with parents and meets to make determination of Dyslexia and/or eligibility. A representative from the Dyslexia Program will attend the meeting.
5. The ARD Committee, including a representative from the Dyslexia Program, shall use ALL pertinent student data collected to review the results derived from the formal evaluation.
6. Upon determination of eligibility and dyslexia protocol route, the ARD completes all required forms including the Individual Education Plan (IEP) if the student qualifies OR the ARD Committee can make a referral to the §504 Committee for eligibility and/or services under §504.
7. Parents are given/sent **Consent for Program (Special Education or §504) for Services.**
8. Within 5 instructional days of parental Consent for Program Services, instruction in Reading By Design Program begins.

Refusal to Evaluate by School District Cases – In keeping with IDEA’s provisions, a school may refuse to evaluate a child. However, it is best practice, to schedule a §504 Committee or Student Success Team Committee Meeting and provide a written notice to the parents, which explains why the committee refuses to proceed with the dyslexia evaluation. The written notice must include all the information that was gathered and used as a basis to make that determination. The parent must be given a copy of their due process rights and may challenge such refusal by requesting a §504 Due Process Hearing.

Dyslexia Assessments

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

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered 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, achievement level, or whatever other factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills
- 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 screenings, progress monitoring data, criterion-referenced evaluations, results of informal reading inventories, classroom observations)
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- 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

Additional data gathered in the initial packet will be utilized to determine qualification. Additional assessments may be added on an individual basis. These will be utilized as a value added component. *The Dyslexia Handbook – Revised 2018, pg. 28*

Timeline Adherence and Exceptions

Priority Charter Schools will adhere to the following timelines:

1. The evaluation process will begin within 5 instructional days of receiving a completed and appropriate referral for Dyslexia.
2. Parents to provide Written Consent for Evaluation under Special Education within 15 calendar days of receipt of the appropriate referral.
3. Dyslexia evaluation will be completed within 45 instructional days of receiving consent for evaluation.
4. The ARDC meeting to determine eligibility for a Specific Learning Disability (SLD) including Dyslexia Services consideration will be held within 30 instructional days of completion of evaluation. The ARDC can make a recommendation for §504 consideration if the student does not meet SLD eligibility under Special Education .
5. Parents to provide Consent for Program Services within 10 instructional days of receiving it.

6. Instruction in Dyslexia Program, Reading By Design, to begin within 5 instructional days of receiving consent for placement in program.

Exceptions to timeline adherence:

- Parent repeatedly fails or refuses to produce the child for the evaluation 300.301(d)(1)); **or**
- The child transfers from a school in another LEA after the timeline for evaluation began at the previous school and prior to determination of eligibility under Special Education or §504 by the previous school (§300.301(d)(2)); **or**
- Child who is enrolled in public school is absent three or more days during the evaluation period (extended by number of days absent) TEC 29.004 (a)(1); **or**
- Consent for evaluation is received at least 35 but less than 45 school days before the end of the school year (due by June 30); and the initial ARD to be held by the 15th school day of the following school year. If the child is absent three or more days during the period, the evaluation is due within 45 school days, and the initial ARD must be held within 30 calendar days of completion of the evaluation (TEC 29.004 (A-1); (TEC 29.004 (a)(1)
Adapted from Legal Framework for the Child-Centered Process October 2014

In the event an exception to the timeline has occurred, the student's parent or guardian and §504/ARD committee will be notified in writing by the trained evaluation specialist..

Referral for Special Education Eligibility

Students with suspected characteristics of dyslexia or related disorders who are unable to make academic progress may be referred to special education for a Full and Individual Evaluation and possible identification as a student with a disability within the meaning of the Individuals with Disabilities Education Act (IDEA).

- ✓ At any point in data gathering, a student may be referred to Special Education.
 - All referral, notification, assessment, and placement rules for students with disabilities must be followed. Such referral would be accompanied by the Procedural Safeguards and specific notices to the parents of federal and state rights for children with disabilities and would follow all mandated procedures.
- ✓ In IDEA, Amendments of 1997, Section 602 (26), dyslexia is considered one of a variety of etiological foundations for "specific learning disability."
 - Section 602 (26) Specific Learning Disability.
 - The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, in which a disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. ○ Disorders included- This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia,
 - Disorders not included- This term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual

Priority Charter Schools Program and Administrative Procedures for Dyslexia disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

If the student with dyslexia is found eligible for special education services in the area of reading, and the ARD committee determines that the student's instructional needs for reading are most 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 2018, pg 39](#). If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student's dyslexia intervention.

Procedures for Students Presenting Outside Independent Evaluations for Dyslexia Services

For students whose parents present evidence of outside independent evaluations addressing dyslexia, the following must be considered:

The outside independent evaluation (assessment) must:

- have been administered by an individual certified to conduct an educational evaluation and knowledgeable about dyslexia;
- be considered valid and comparable to the evaluation standards that Priority Charter Schools would conduct; and
- comply with the requirements set forth in Section 504 and the TEA requirements specified in TEA's, [The Dyslexia Handbook – Revised 2018](#).

Additionally, §504 regulations and TEA requirements as outlined in [The Dyslexia Handbook – Revised 2018](#) have identified certain expectations in regards to the referral process for a dyslexia assessment and/or eligibility. An outside independent evaluation is considered a single source of data. §504 and/or the IDEA both require that ***data must be provided from a variety of sources in determining a child's eligibility*** for services. Case law allows the District to maintain the right to conduct their own evaluation.

Dyslexia Specialist Role

Texas does not have a certification requirement specific to teachers providing intervention to students identified with dyslexia. School districts must consider the needs of students and the qualification of teachers. It is important that teachers (general or special education) who provide instruction for students with dyslexia must have training in the listed components of instruction as well as be trained in instructional strategies that utilize individualized, intensive, and multi-sensory methods as outlined in Chapter IV of [The Dyslexia Handbook – Revised 2018](#).

Roles of Dyslexia Teacher/Specialist:

- ✓ Deliver instructional reading program (Reading By Design) for identified dyslexic students with fidelity. ***Completing "other duties as assigned" by campus/district administration shall NOT, under any circumstance, prevent the dyslexia specialist from providing their assigned dyslexia interventions. This is a compliance/FAPE issue.***

Priority Charter Schools Program and Administrative Procedures for Dyslexia

- ✓ Maintain a teacher/student ratio not to exceed 1:10 per group as recommended by the Reading By Design program
- ✓ Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- ✓ Communicate with student's teachers, administrators and parents as needed regarding student's progress
- ✓ Maintain all necessary student documentation and attendance records required by the district and the dyslexia program
- ✓ Provide training and support for parents and attend the district annual Parent Awareness Meeting
- ✓ Attend Professional Development each year to stay abreast of current research and development in dyslexia and research-based reading programs as assigned by the District Special Programs Executive Director
- ✓ Assist in organizing and/or conducting trainings at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia
- ✓ Conduct Dyslexia evaluations for students referred for Dyslexia as recommended by the §504/ARD committee. ***Time taken to conduct dyslexia evaluations shall NOT, under any circumstance, prevent the dyslexia specialist from providing their assigned dyslexia interventions. This is a compliance/FAPE issue.***
- ✓ Complete Dyslexia Reports for students referred for Dyslexia as recommended by the §504/ARD committee. All reports and data will go through the District Special Programs Executive Director or assigned designee. ***Time taken to conduct dyslexia evaluations shall NOT, under any circumstance, prevent the dyslexia specialist from providing their assigned dyslexia interventions. This is a compliance/FAPE issue.***
- ✓ Attend §504/ARD meetings when requested from the District Special Programs Executive Director or assigned designee.
- ✓ Comply with all state and federal laws as well as district policies.

Dyslexia Parent Awareness – Legal Requirements

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2018. (pg. 42), "School Districts MUST do the following:

... Provide a parent education program."

Texas Administrative Code 19 TAC §74.28(I)

"(I) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:

- (1) awareness and characteristics of dyslexia and related disorders;***
- (2) information on testing and diagnosis of dyslexia and related disorders;***
- (3) information on effective strategies for teaching students with dyslexia and related disorders;***

- (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
- (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
- (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.”

Priority Charter Schools supports parents in developing Parental Awareness in Recognizing Dyslexia and helping their students develop skills that support life-long learning.

Help your child understand the nature of his/her difficulty:

- Read books or view videos about dyslexia
- Emphasize the child’s abilities instead of “disabilities”

Help other members of the family:

- Help others recognize and understand your child’s learning disability. Family members often ask “who, what, where, and when” questions to get the necessary information.

Parent Suggestions for Student Success:

- Establish good study habits for the child. Consider a regular study schedule and a quiet study environment to address possible attention interference. Monitor nightly study to verify work is progressing or is completed.
- Work closely with your child’s teacher. Regular communication between parent and teacher is necessary.
- Reading to child 15 minutes a day or acquiring audiotapes of books for read along.
- Help child develop a positive attitude and understanding of self-worth.

More information and resources are shared with parents during the Parent Education Program that is held in October each year. Parents are notified of training opportunities through letters, Specialist/Parent meetings and phone conferences.

INSTRUCTIONAL SERVICES

Once a student is identified with dyslexic characteristics, there are several courses of action available for use depending on the needs and accommodations of the individual student.

- Instruction in the regular classroom with accommodations by the regular education teacher
- Instruction in the regular education classroom with accommodations by the regular education teacher coupled with instruction by a dyslexia therapist in a pull-out classroom setting.
- Special Education instruction if the student qualified for Special Education
- Assign appropriate accommodations based on the student's unique needs for the disability of a Specific Learning Disabilities and/or dyslexia.
- Accommodations must be provided based on current screening and individual student needs.
- Interventions in reading based on a student's individual needs for the disability of a Specific Learning Disabilities and/or dyslexia.

Components of Pull-Out Instruction

The intervention programs should be offered in a small group setting and include reading, writing, and spelling as appropriate for each student. The major instructional strategies should utilize individualized, intensive, and multi-sensory methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student, include the following:

- Phonemic awareness instruction that enables students to detect, segment, blend and manipulate sounds in spoken language;
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing;
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context);
- Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning;
- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers.

Instructional approaches, as appropriate to meet the instructional needs of the student, include:

- Explicit direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and

maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress;

- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and produces results;
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition;
- Multi-sensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

Coordination

Planning and coordination meetings occur throughout the year between the dyslexia specialist, classroom teacher and/or the dyslexia coordinator to discuss:

- Students problems, progress and concerns
- Changes in modifications and accommodations
- Curriculum or instructional strategies

Program Exit Criteria

The recommendation for exit will be made by the ARD or §504 Committee in conjunction with the Dyslexia Specialist based on:

- Successful completion of the selected program, or
- Progress sufficient for the student to achieve at or above grade level in academic skills as measured by state assessments, other district administered tests, performance in the classroom, and/or other data deemed appropriate by the ARD or §504 Committee, or
- inadequate progress after appropriate time has been given, or
- Parental request.

Program Evaluation

Student success in the dyslexia program is evaluated and measured by daily observations and evaluations by the dyslexia specialist, classroom teacher feedback, 9 week progress reports from the regular education program, and in-program mastery checks (progress monitoring). State and local assessment scores are used to measure progress as well as an evaluation of strengths and weaknesses.

Priority Charter Schools recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, PCS will evaluate all aspects of the Dyslexia Program annually. Results of the evaluation will be shared with the stakeholders which includes district staff, campus staff members, parents, and other community representatives, for review and recommendations.

COMMUNICATION

Ongoing communication with the parents and stakeholders will be a significant part of the Dyslexia Program. Parents of a student served in the dyslexia program, will receive information on the characteristics of students with dyslexic tendencies, on other facets of the Dyslexia Program, and on ways they can assist the district in planning and implementing the program, State offered programs such as The Talking Book Program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school.

STAFF DEVELOPMENT

Priority Charter Schools will call on resources including, but not limited to, district staff, the regional education service centers, and TEA to provide on-going training for administrators, teachers, teacher aides, and parents. Dyslexia Program teachers will complete training as required by the Texas Education Agency. Each Campus has a copy of the Dyslexia Handbook provided by the Texas Education Agency.

Acronyms Used in PCS Guidelines

SST - Student Success Team

RtI - Response to Intervention

SSI - Student Success Initiative

For more information concerning Dyslexia and related disorders & TEA rules & Regulations please visit Region 10 ESC web site:

<http://www.tea.state.tx.us:http://www2.ednet10.net/dyslexiacurriculumstrategies>