Sec. 1. DYSLEXIA AND RELATED DISORDERS

The Board shall ensure that procedures for identifying and providing appropriate instructional services to students for dyslexia and related disorders are implemented by Raul Yzaguirre Schools for Success ("RYSS"). These procedures shall be implemented in accordance with the most recently updated version of the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* and its subsequent amendments (Dyslexia Handbook). RYSS shall further ensure RYSS complies with all rules and standards adopted by the State Board of Education to implement the dyslexia program, including the Dyslexia Handbook and guidance published by the commissioner to assist RYSS in implementing the program. *Education Code 38.003(b)*.

Sec. 2. REFERRALS

Anytime a child is suspected to have dyslexia or a related disorder and may need dyslexia intervention services, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the Individuals with Disabilities Education Act (IDEA). The process of seeking informed parental consent under the IDEA must include proper prior written notice and be accompanied by the notice of procedural safeguards.

If RYSS suspects or has a reason to suspect that a student may have dyslexia, including after evaluation or use of a reading diagnosis under Sections 28.006 or 38.003 of the Education Code, and that the student may be a child with a disability under the IDEA, RYSS must:

1. Seek parental consent for a FIIE under the IDEA and provide prior written notice and notice of procedural safeguards;
2. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency explaining the rights available under the IDEA that may be additional to the rights available under Section 504 of the Rehabilitation Act of 1973;
3. Comply with all federal and state requirements, including the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
4. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a).

RYSS shall also provide to parents of children suspected to have dyslexia or a related disorder a copy of or link to the electronic version of the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*). *19 TAC 74.28(m)*.

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Parents and guardians of students with dyslexia 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 Section 26.0081 of the Education Code.

Sec. 3. IDENTIFICATION AND TESTING

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. The program must include a screening at the end of each school year for all kindergarten students and by January 31st for first grade students.

RYSS 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 or a related disorder.

Sec. 4. EVALUATION TEAM AND ARD COMMITTEE

The multidisciplinary evaluation team and any subsequent ARD committee convened to determine a student's eligibility for special education and related services as a child with dyslexia or a related disorder must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Chapter 403, Occupations Code;
2. Hold the most advanced dyslexia-related certification issued by an association recognized by the State Board of Education, and identified in, or substantially similar to an association identified in, the program rules adopted under Sections 7.102 and 38.003; or
3. If a person qualified under 1 or 2 above is not available, meet the applicable training requirements adopted by the State Board of Education pursuant to Sections 7.102 and 38.003.

The member of a multidisciplinary evaluation team or subsequent ARD committee convened to determine a student's eligibility for special education and related services as described above must sign a document describing the member's participation in the evaluation and any resulting Individualized Education Program (IEP) developed for the student.

Education Code 29.0031(b), (c).

Sec. 5. PERSONNEL QUALIFICATIONS

Highly trained individuals must deliver dyslexia instruction. Teachers who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity.

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A provider of dyslexia instruction to students with dyslexia and related disorders must also be fully trained in RYSS's adopted instructional materials for students with dyslexia. The completion of a literacy achievement academy under Section 21.4552 of the Education Code by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy this training requirement.

A provider of dyslexia instruction does not have to hold a certificate or permit in special education issued under Subchapter B, Chapter 21 of the Education Code, unless the provider is employed in a special education position that requires the certification.

Education Code 29.0032.

Sec. 6. TREATMENT AND SERVICES

RYSS shall provide each identified student access at his or her campus to instructional programs and to the services of a teacher trained in dyslexia and related services. RYSS may, with the approval of each student's parents or guardians, offer additional services at a centralized location, so long as such centralized services do not preclude each student from receiving services at his or her campus.

a) *Reading Program*

RYSS shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the *Dyslexia Handbook*.

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 *Dyslexia Handbook*. 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 RYSS reevaluates the information obtained from previous testing of the student.

Sec. 7. PARENT EDUCATION PROGRAM

RYSS shall develop and provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include:

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

Education Code 38.003; 19 TAC 74.28.

Sec. 8. REPORTING

RYSS must report through the Public Education Information Management System to the Texas Education Agency the number of students enrolled who are identified as having dyslexia.

Sec. 9. PROGRESS REPORTS

At least once each grading period, or more often if provided for in a student's IEP, RYSS must provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of receiving that instruction. *Education Code 29.0031(d).*

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