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 Academy of Accelerated Learning, Inc. (AAL). 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 (the "Dyslexia Handbook"). AAL shall further ensure AAL 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 AAL in implementing the program.

Tex. Educ. Code § 38.003(b); *19 Tex. Admin. Code § 74.28(b), (c).*

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 AAL 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 Texas Education Code, and that the student may be a child with a disability under the IDEA, AAL must:

1. Seek parental consent for an 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 (TEA) 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*, 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.

Tex. Educ. Code § 29.0031(a).

Sec. 3. IDENTIFICATION AND TESTING

A process for early identification, intervention, and support for students at risk of 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.

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19 Tex. Admin. Code § 74.28.

AAL 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 Admission, Review, and Dismissal ("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, Texas 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.

Tex. Educ. Code § 29.0031(b), (c); 19 Tex. Admin. Code § 74.28(h).

Sec. 5. PERSONNEL QUALIFICATIONS

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 Texas Administrative Code § 74.28(d) and must deliver the instruction with fidelity.

A provider of dyslexia instruction to students with dyslexia and related disorders must also be fully trained in AAL's adopted instructional materials for students with dyslexia. The completion of a literacy achievement academy under Section 21.4552 of the Texas 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.

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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 Texas Education Code, unless the provider is employed in a special education position that requires the certification.

Tex. Educ. Code § 29.0032; 19 Tex. Admin. Code § 74.28(a)(5), (d).

Sec. 6. TREATMENT AND SERVICES

AAL shall provide evidence-based dyslexia instruction by a provider of dyslexia instruction, as that term is used in Texas Education Code § 29.0032, for students with dyslexia or a related disorder that includes the required instructional and delivery components set forth in the *Dyslexia Handbook*.

19 Tex. Admin. Code § 74.28(d).

a) *Reading Program*

AAL shall purchase or develop an evidence-based reading program for students with dyslexia and related disorders that is aligned with all instructional methods and components for dyslexia instruction as described in the *Dyslexia Handbook*.

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 AAL reevaluates the information obtained from previous testing of the student.

Tex. Educ. Code § 38.003(b-1).

Sec. 7. REQUIRED PARENT INFORMATION

AAL shall provide parents information on:

1. characteristics of dyslexia and related disorders;
2. evaluation and identification of dyslexia and related disorders;
3. effective instructional strategies for teaching students with dyslexia and related disorders;
4. qualifications of and contact information for PDIs at each campus or school;
5. instructional accommodations and modifications;
6. the steps in the special education process, as described in the form developed by the TEA to comply with Texas Education Code 29.0031(a)(1); and
7. how to request a copy and access the electronic version of the Dyslexia Handbook.

19 Tex. Admin. Code § 74.28(f).

Sec. 8. REPORTING

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AAL must report through the Public Education Information Management System (PEIMS) to the TEA:

1. the results of the screening for dyslexia and related disorders required for each student in kindergarten and each student in first grade; and
2. the number of students enrolled who are identified as having dyslexia.

Tex. Educ. Code § 48.009(b)(1); 19 Tex. Admin. Code § 74.28(e).

Sec. 9. PROGRESS REPORTS

At least once each grading period, or more often if provided for in a student's IEP, AAL 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.

Tex. Educ. Code § 29.0031(d).

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