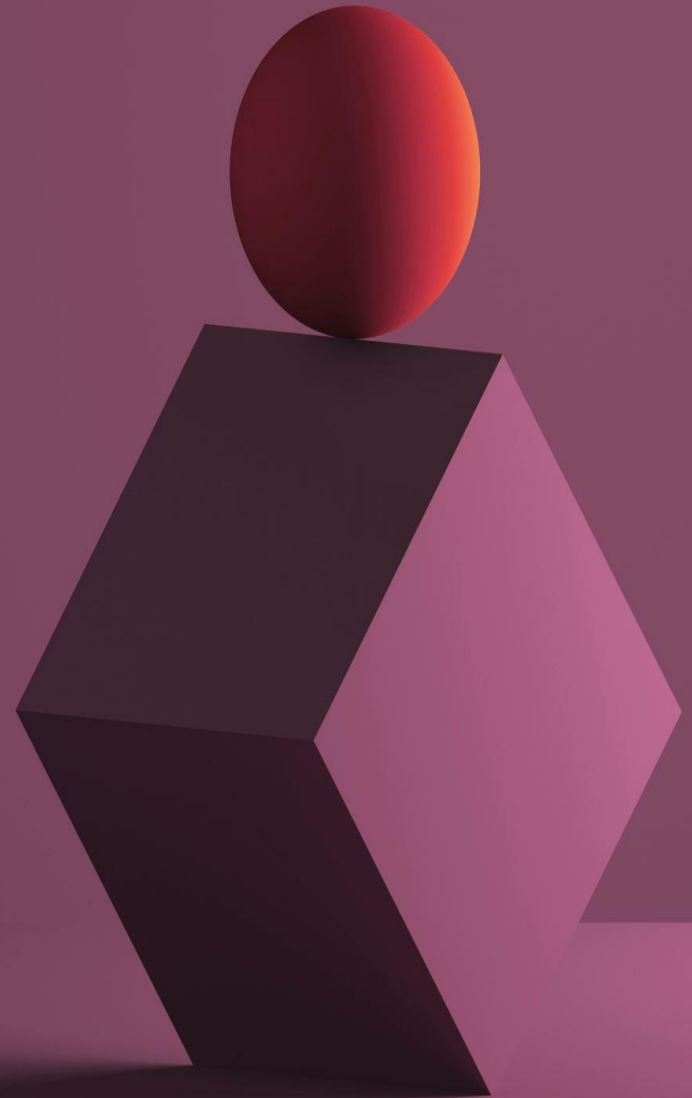


Jubilee Academy
Charter School District

DYSLEXIA
INFORMATIONAL
POWERPOINT



WHAT IS DYSLEXIA AND AREAS OF DYSLEXIA

- Jubilee Academies dyslexia program provides instruction and critical evidence-based components as outlined in the state handbook. These components include:
 - Phonology
 - Phonetics
 - Morphology
 - Orthography
 - Semantics
 - Syntax
 - text structure
- Your UPdated Dyslexia State handbook can be found at:
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 - English version –
 - <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>
 -
 -
 - Spanish version - Not currently available.

DYSLEXIA REFERRALS

Parents, MTSS committee, and teachers can all make dyslexia referrals. All students being referred for dyslexia will go through the Special Ed referral process for testing.

DYSLEXIA ASSESSMENT

- The dyslexia assessment is a free assessment that is focused to identify characteristics of dyslexia. The evaluation/identification of dyslexia is treated the same way as other IDEA eligible disability categories in terms of the referral process. The district/campus must seek parental consent for a full individual and initial evaluation (FIIE) under the IDEA.

DETERMINATION OF PLACEMENT

- The ARD committee must determine if the student requires specially designed instruction as a result of the disability on a case-by-case basis using the information gathered as part of the full individual and initial evaluation (FIIE). If the student only needs accommodations, the student with dyslexia may be eligible for protections under Section 504.

AMOUNT OF TIME FOR SERVICES

- Amount of time for services varies from student to student depending on the level of need for each student. At Jubilee we look at each student as an individual and base instruction on each individual student. The amount of service time will be a committee decision whether it is determined during their ARD meeting or during the students 504 meeting

READING BY DESIGN

- Jubilee Academies uses Reading by Design Curriculum. This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. Reading by Design includes all of the components of instruction and instructional approaches supported through research as cited in the The Dyslexia Handbook –Committee decisions made through general education and in most cases special educations the student will receive dyslexia services four times a week with a minimum of 30 minutes each day.

BLENDING LEARNING
PROGRAM OR
ACCOMMODATIONS
ONLY

- At the secondary level the dyslexia services could be provided through a blended learning program or they can receive accommodations only.

DYSLEXIA AND DYSGRAPHIA

- Between 10 to 30% of students struggle with handwriting. Dysgraphia may occur alone or with dyslexia. Dyscalculia and Dysgraphia will also be a referral for testing through the special education referral process.

EXPLAIN DYSLEXIA IN MORE DEPTH

- Dyslexia is not an issue of intelligence. Kids with dyslexia are just as smart as their peers. It is not a vision problem. The core issue involves how the sounds in words are represented by the letters. Lastly, It is not a problem with laziness. Kids with dyslexia are really working hard, they just need more support to make progress.

DYSLEXIA –
BRAIN-BASED
ISSUE

- Dyslexia is a brain-based issue that makes it hard to read accurately and fluently. It is a lifelong condition. Which means, we do not outgrow dyslexia, but with the right support--key skills can improve.

504
COMMITTEE
FOR DISMISSAL
AND
MONITORING

- If a student has shown substantial progress the 504 or the ARD committee can decide to dismiss the student from the program and can recommend monitoring services and no longer continue direct services.

STATE AND
FEDERAL
LEGISLATION –
KINDER AND
1ST GRADE
SCREENERS

- Both state and federal legislation emphasize the importance of early identification and intervention for students who may be at risk for dyslexia. House bill 1886 requires Kinder students to be screened for dyslexia no later than the end of the school year and 1st grade students no later than January 31st.

TALKING BOOKS PROGRAM

- If your student has been identified with dyslexia or is at risk for dyslexia you have access to the Talking books program through the Texas State Library of Archives Commission.

<https://www.tsl.texas.gov/tbp/index.html>

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- Thank you for taking the time to learn about dyslexia and learn how your students can be supported at Jubilee Academy School District. If you have any questions please feel free to reach out to your dyslexia support teachers at your designated campus.



CENTRAL REGION

Jubilee Wells Branch - 512-872-8400

Kelly Zahasky -

kelly.zahasky@jubileeacademic.org



COASTAL BEND REGION

- Jubilee Kingsville – 361-516-0840
- Norma Gonzales –
norma.gonzales@jubileeacademic.org
- Marisela Saldana –
marisela.saldana@jubileeacademic.org



RIO GRANDE VALLEY

- Jubilee Brownsville– 956-509-2690
- Theresa Hess – Theresa.hess@jubileeacademic.org
- Mary K. Sanchez – mary.sanchez@jubileeacademic.org
- Lucinda Quizada - lucinda.quezada@jubileeacademic.org
-

- Jubilee Harlingen – 956-708-2030
- Felicia Flores – felicia.flores@jubileeacademic.org

- Jubilee Leadership Academy – 956-641-4250
- Rebeca Silva – rebeca.silva@jubileeacademic.org

- Jubilee Living Way – 956-708-2020
- Grecia Del Angel - grecia.delangel@jubileeacademic.org
-



SOUTH CENTRAL REGION

- Jubilee Highland Hills – 210-634-7590
- Sandra Maxwell Bender –
sandra.bender@jubileeacademic.org
- Michelle Gomez - michelle.gomez@jubileeacademic.org
- Lena.rosenthal - lena.rosenthal@jubileeacademic.org

- Jubilee Highland Park – 210-801-8030
- Elizabeth Maldonado –
elizabeth.maldonado@jubileeacademic.org

- Jubilee Lakeview – 210-963-3900
- Graciela Perez
graciela.perez@jubileeacademic.org
-



SOUTH CENTRAL REGION CONT.

- Jubilee San Antonio – 210-278-3880
- Lakesha Kennon - lakesha.kennon@jubileeacademic.org
- Melissa Molina - melissa.molina@jubileeacademic.org
- Veronica Ortiz - veronica.ortiz@jubileeacademic.org

- Jubilee Sendero – 210-380-9538
- Eryn Patterson - eryn.patterson@jubileeacademic.org

- Jubilee Westwood – 210-963-3930
- Pamela Whitley – pamela.whitley@jubileeacademic.org

DISTRICT OFFICE – 210-333-6227

Michelle Gonzalez –
michelle.gonzalez@jubileeacademic.org

