

# DYSLEXIA

## DOING MORE WITH DYSLEXIA

improving process & supports



### TRANSITIONS

- Improve access to previous files for all teachers and support people.
- Create intentional time for review.



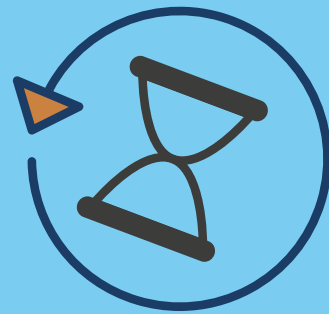
### PROFESSIONAL DEVELOPMENT

- Proficiency and credential goal for each building.
- Ongoing professional development.



### PROCESS

- Refer parents to supports outside of BPS.
- Create a process map to understand the correct questions to ask parents and students to create the most efficient but independent plan for the student's success.
- Create ongoing internal checkpoints for teachers to ensure they have supports in place.
- Improve expectations of students, parents and teachers through identifying and explaining the new tools that will be introduced for each class period. Specifically walk through each class period and explain what will be different. Establish a way to demonstrate the strategy will be pivoted if not working before the next parent review.
- Balance solutions with technology and in person instruction.
- Conduct a review of special education federal laws that can be requested for school or state waiver.



### CREATIVE SOLUTIONS: IEP VS 504 PLANS

- Explore hybrid plans where education achievement gaps are established through progress in a traditional IEP, but the effectiveness of the delivery of education is measured through a 504 or other school based plan.
- Formally recognize and coordinate with outside entities to include an in-school presence.

#### MEASUREMENT IDEAS:

ESTABLISH AN ACHIEVEMENT IMPROVEMENT GOAL FOR STUDENTS WHO ARE NOT ON GRADE LEVEL THAT HAVE BEEN DIAGNOSED WITH DYSLEXIA.  
ESTABLISH A PROFICIENCY GOAL IN IDENTIFYING AND IMPLEMENTING ADAPTATIONS FOR ALL TEACHERS IN BPS.