PINECREST ACADEMY

ELEMENTARY DYSLEXIA PROGRAM PLAN

KINDERGARTEN–GRADE 5 | 2026–2027

Growing Learners. Building Leaders. Strengthening Community.

School hours: 7:30 a.m.–2:45 p.m.

Contents

1. 1. Program Purpose and Overview
2. 2. Program Beliefs, Vision, and Mission
3. 3. Arkansas Legal and Regulatory Framework
4. 4. Screening and Identification Procedures
5. 5. Parent and Family Communication
6. 6. Dyslexia Intervention Services
7. 7. Progress Monitoring and Data Review
8. 8. Roles and Responsibilities
9. 9. Annual Implementation Timeline
10. 10. Compliance Checklist
11. 11. Official Arkansas Resources

Program Purpose and Overview

Purpose

The Pinecrest Academy Elementary Dyslexia Program is designed to identify students who may show characteristics of dyslexia, provide timely evidence-based screening and intervention, communicate with families, and monitor student progress. The program will operate as part of the school's broader literacy and student-support system.

School information

School: Pinecrest Academy | Grades served by this plan: Kindergarten–Grade 5 | School hours: 7:30 a.m.–2:45 p.m. |

Program principles

Early identification, explicit and systematic literacy instruction, intervention matched to student need, trained personnel, progress monitoring, family partnership, accurate records, and coordination with general education, special education, and Section 504 processes when appropriate.

Important note

This document is a working program plan for an elementary school. It does not replace Arkansas statutes, current Arkansas Department of Education Division of Elementary and Secondary Education (DESE) rules, the Arkansas Dyslexia Resource Guide, or Pinecrest Academy's approved procedures. Before adoption, school leadership must confirm the school's legal status and applicable requirements.

Program Beliefs, Vision, and Mission

Belief statement

Pinecrest Academy believes that every child can learn to read and deserve timely, appropriate support. Reading difficulties should be addressed early and respectfully. Screening results are indicators for further review and support; screening alone is not a diagnosis. Students with dyslexia or characteristics of dyslexia should receive appropriate instruction and intervention without stigma or lowered expectations.

Vision statement

Every Pinecrest Academy elementary student will have access to high-quality literacy instruction and timely support to build reading, spelling, writing, confidence, and independence.

Mission statement

The mission of the Pinecrest Academy Elementary Dyslexia Program is to identify reading risk as early as possible, provide evidence-based screening and intervention in accordance with Arkansas requirements, monitor progress, communicate with families, and collaborate with teachers and specialists so that students can make meaningful progress in literacy.

Program values

Equity; early support; evidence-based practice; explicit, systematic, cumulative, diagnostic instruction; family communication; confidentiality; collaboration; and continuous improvement.

Arkansas Legal and Regulatory Framework

Arkansas Code Annotated §§ 6-41-601 through 6-41-611

These statutes address dyslexia and related disorders, including screening, intervention, parent notification, reporting, and responsibilities of schools. Pinecrest Academy should use the current official statute and DESE guidance when implementing procedures.

Ark. Code Ann. § 6-41-603 — Screening and intervention

Arkansas law requires screening of students in kindergarten through grade 3 using a high-quality, evidence-based screener approved by DESE. Screening is to be administered with fidelity and cover areas including phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and language comprehension.

Ark. Code Ann. § 6-41-604 — Parent notification and evaluation information

When screening indicates a need for dyslexia intervention services, parents or legal guardians must be notified of the results and provided information about dyslexia characteristics, appropriate classroom interventions and accommodations, and the right to obtain an independent comprehensive dyslexia evaluation from a qualified professional. If a family obtains an independent evaluation, the school must consider the diagnosis and determine appropriate school-based interventions under applicable law.

Ark. Code Ann. § 6-41-606 — Reporting

Arkansas law includes dyslexia-related reporting requirements. Pinecrest Academy should follow the current DESE reporting calendar, data definitions, and submission process applicable to its school type.

Ark. Code Ann. § 6-17-429 — Right to Read Act / Science of Reading

Arkansas requires covered public school districts and open-enrollment public charter schools to use literacy curriculum and intervention programs aligned with the Science of Reading requirements and DESE-approved program lists. Dyslexia intervention programs should be selected from the current DESE-approved list and delivered according to the program's required training and implementation expectations.

DESE Rules Governing Dyslexia Screenings and Interventions

Current rules are codified in 6 CAR Part 91 and provide details for screening, follow-up screening, intervention, progress monitoring, parent communication, and the Arkansas Dyslexia Resource Guide. The school should consult the current rules and guide, not rely solely on this summary.

IDEA and Section 504

Dyslexia services under Arkansas law do not replace obligations under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. A student may be referred for a special education evaluation at any time when there is reason to suspect a disability. A dyslexia label is not, by itself, a substitute for the applicable eligibility process.

Applicability caveat

Some cited requirements apply specifically to Arkansas public school districts and open-enrollment public charter schools. Pinecrest Academy's exact legal structure, authorizer, and reporting obligations must be confirmed before the plan is adopted as an official compliance document.

Screening and Identification Procedures

Universal screening — K–3

Pinecrest Academy will screen students in kindergarten through grade 3 using a current DESE-approved, high-quality, evidence-based screener, following the required schedule, administration procedures, and interpretation guidance. Screening should be conducted with fidelity by trained personnel.

Areas included in screening

Screening measures should address, as required by current law and DESE rules, phonological and phonemic awareness; sound-symbol recognition; alphabet knowledge; decoding; rapid naming; encoding/spelling; and language comprehension.

Grades 3–5 and additional concerns

For students in grades 3–5, staff will respond to documented concerns about reading fluency or spelling according to current Arkansas law and DESE rules. A parent/guardian, teacher, or other individual with knowledge of the student's academic performance may raise a concern. Students may also be identified through screening data, classroom performance, or other relevant information.

Follow-up screening

When initial screening indicates risk or concern, trained personnel will complete the follow-up or Level II screening required by current DESE rules and the Arkansas Dyslexia Resource Guide. The school will not treat a screener result alone as a formal diagnosis.

Review of multiple sources

The team may review screening results, classroom work, progress-monitoring data, attendance, intervention response, spelling and writing samples, and teacher/family observations. Language development, instructional history, and other relevant factors should be considered in accordance with current guidance.

Referral for additional evaluation

If concerns persist or suggest a disability, the school will explain available evaluation pathways to the family and follow applicable special education and Section 504 procedures. A student may be referred for a special education evaluation at any time when warranted; the school should not delay a required evaluation solely to complete an intervention cycle.

Parent and Family Communication

Notification of results

When screening or evaluation indicates a need for dyslexia intervention services, Pinecrest Academy will notify the parent or legal guardian as required by Arkansas law. Communication will use clear, family-friendly language and explain what the results do and do not mean.

Information provided

As required, families will receive information about characteristics of dyslexia, appropriate classroom interventions and accommodations, and the right to seek an independent comprehensive dyslexia evaluation from a qualified professional. Staff will explain any school-based next steps, intervention plan, and progress-monitoring schedule.

Ongoing progress updates

Student progress will be monitored and reported to parents or legal guardians at least twice each school year as required by applicable law and current rules. Pinecrest Academy may communicate more frequently when student needs, intervention procedures, or school policy call for it.

Family partnership

Families will be encouraged to share observations, ask questions, review progress information, and support reading practice at home when appropriate. Home activities should complement, not replace, the student's planned school intervention.

Documentation

The school will document screening dates, results, required notices, parent communication, intervention plans, progress reports, and referrals using approved school systems and records-retention procedures.

Dyslexia Intervention Services

Instructional approach

Students identified as needing dyslexia intervention will receive appropriate evidence-based intervention from qualified, trained personnel, in accordance with Arkansas law and DESE rules. Instruction should be explicit, systematic, cumulative, diagnostic, and aligned with structured literacy and the Science of Reading.

Approved programs

Before selecting or continuing a dyslexia intervention program, Pinecrest Academy will verify that the program appears on the current Arkansas DESE approved dyslexia intervention list for the relevant grade range and use it in accordance with state requirements and the provider's implementation guidance.

Instructional focus

Depending on student need and the approved program, intervention may address phonological and phonemic awareness, sound-symbol correspondence, decoding, word recognition, spelling/encoding, fluency, and related language or literacy skills.

Frequency and duration

The intervention team will determine the schedule, group size, and duration in accordance with the approved program, student data, current DESE requirements, and available qualified staff. The school should not insert a generic schedule that conflicts with the selected program or current state rules.

Fidelity and staff training

Intervention will be delivered by personnel who meet applicable Arkansas qualifications and training requirements. The school will document training, program materials, intervention schedules, and fidelity checks as required.

Classroom supports

Classroom teachers will use appropriate evidence-based literacy practices and any documented accommodations or supports. Examples may include explicit directions, opportunities to respond orally when appropriate, supported access to grade-level content, and accommodations established through applicable school processes.

Coordination with other services

Dyslexia intervention should be coordinated with core literacy instruction, reading intervention, special education services, and Section 504 supports when applicable. Services should be planned to avoid unnecessary duplication while ensuring the student receives the supports required.

Progress Monitoring and Data Review

Progress monitoring

The interventionist will monitor student response using measures aligned with the approved program and targeted skills. Data will be reviewed at intervals required by the program and applicable DESE rules.

Required family reporting

Progress and intervention information will be communicated to parents or legal guardians at least twice each school year, consistent with current Arkansas requirements. The school may provide more frequent updates based on student need.

Team review

The school's designated dyslexia team may include the principal or designee, dyslexia interventionist, classroom teacher, reading specialist, special education staff, and other relevant personnel. The team will review data and decide whether to continue, adjust, intensify, or otherwise revise intervention in accordance with state guidance.

Data privacy

Student screening, evaluation, and intervention records will be stored securely and shared only with staff who have a legitimate educational need and others as permitted by law.

Program-level evaluation

At least annually, Pinecrest Academy will review screening completion, timely parent notification, intervention access, staff training, fidelity documentation, progress-monitoring completion, and student outcomes. The school will use findings to improve implementation and identify resource needs.

Roles and Responsibilities

Principal or school administrator

Oversee implementation; ensure procedures, staffing, schedules, family communication, and records align with applicable requirements; verify approved programs and reporting responsibilities; and review annual program outcomes.

Dyslexia interventionist / qualified personnel

Administer or coordinate screening within their role and training; provide intervention using the approved program; monitor progress; communicate with families as assigned; and maintain accurate documentation.

Classroom teachers

Deliver high-quality core literacy instruction; notice and document concerns about reading fluency, spelling, decoding, and other literacy skills; share relevant student data; implement appropriate classroom supports; and communicate with families through approved school procedures.

Parents and legal guardians

Share concerns and relevant history, participate in communication about screening and intervention, review progress updates, and contact the school when questions arise.

Special education / Section 504 team

Consider referrals and determine eligibility and services under applicable IDEA and Section 504 procedures when warranted. Dyslexia screening or intervention does not replace these obligations.

Annual Implementation Timeline

August–September

Confirm the current DESE-approved screener and dyslexia intervention program; verify staff qualifications and training; communicate procedures to families and staff; review incoming records; and begin required screening according to the state schedule.

October–December

Complete follow-up screening and required referrals; notify families as required; begin or continue appropriate interventions; establish baseline and progress-monitoring records; and review students with documented reading or spelling concerns.

January

Review screening completion, intervention fidelity, student progress, family communication, and staffing needs. Adjust intervention plans according to data and current guidance.

February–March

Continue intervention and progress monitoring; review students who are not making expected progress; coordinate with classroom and evaluation teams; and maintain family communication.

April–May

Provide required progress reports; review student outcomes and documentation; plan transitions for students moving to the next grade; and identify professional learning or resource needs for the following year.

Ongoing throughout the year

Respond to new concerns; complete screening or follow-up procedures required by law; communicate with families; maintain secure records; and follow the current DESE reporting calendar.

Compliance Checklist

Before the school year

☐ Confirm Pinecrest Academy's legal status and which Arkansas requirements apply. ☐ Verify current DESE-approved screener and dyslexia intervention program. ☐ Confirm staff qualifications and training. ☐ Publish or share school procedures and contact information. ☐ Establish secure recordkeeping and reporting workflows.

For each student requiring follow-up

☐ Record screening date and result. ☐ Complete required follow-up/Level II screening. ☐ Notify the parent/guardian and provide required resources. ☐ Develop and document the intervention plan. ☐ Record intervention sessions and progress monitoring. ☐ Report progress to the parent/guardian at least twice each school year. ☐ Consider further evaluation or services when warranted.

Annual review

☐ Verify completion of required screening. ☐ Verify parent notification and progress reports. ☐ Review approved program use, staff training, and fidelity. ☐ Complete applicable DESE reporting. ☐ Review aggregate student outcomes and update this plan.

Official Arkansas Resources

Arkansas DESE Dyslexia page

https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/dyslexia — state information, current rules, resource guide, and contact information.

Arkansas DESE approved Science of Reading curriculum

https://dese.ade.arkansas.gov/offices/learning-services/curriculum-support/approved-science-of-reading-curriculum — current approved dyslexia intervention and reading program lists. Check the current list before choosing or naming a program.

Arkansas Dyslexia Resource Guide

Use the current guide published through DESE. It provides practical clarification for screening, identification, intervention, and services under Arkansas law and rules.

Legal review

This plan is an administrative working draft, not legal advice. Arkansas rules and approved program lists may change. School leadership should verify current requirements and have the final document reviewed by the appropriate district/charter leadership or legal counsel.