

Dyslexia Services

- **LACKLAND INDEPENDENT SCHOOL DISTRICT
Dyslexia Services Program Operating Procedures**

TEC 38.003(d)(1), 19TAC §74.28(a-e)

Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in Lackland ISD (LISD) as outlined in [The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders](#). The LEA must report through the PEIMS to TEA the number of students enrolled in the district or school who are identified as having dyslexia. In accordance with the program approved by LISD's Board of Trustees, LISD must provide for the treatment of any student determined to have dyslexia or a related disorder and must be implemented in accordance with [The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders](#). Teachers (or assessors) who screen (evaluate) and treat students with dyslexia and related disorders must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods, and a variety of writing and spelling components described in [The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders](#). *(To enable the links above, right-click then click on "open hyperlink.")*

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity TEC 38.003(d)(1). Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders, 19 TAC 74.28(g), TEC 38.003(b) and TEC 38.003(c). The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder are implemented in the district 19 TAC 74.28(a) and TEC 38.003(c). A school district's strategies for screening dyslexia and related disorders must be implemented in accordance with the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders. A school district's techniques for treating dyslexia and related disorders must be implemented in accordance with the Dyslexia Handbook Procedures Concerning Dyslexia and Related Disorders. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders 19 TAC 74.28(b).

Dyslexia is characterized by difficulty:

- Reading words in isolation,
- Accurately decoding unfamiliar words,
- Oral reading difficulties (slow, inaccurate, or labored), spelling difficulties.

Operating Procedure

Students experiencing reading difficulties may be referred to Response to Intervention (RTI) or if dyslexia is suspected, assessment requests may be made directly through Section 504 or Special Education.

Per state guidelines, students in Kindergarten, First, and Seventh grade are screened for dyslexia and other reading-related difficulties. Students scoring in the at-risk range may be referred to RTI or referred for formal assessment through Section 504 or Special Education.

Students identified as dyslexic through Section 504 or Special Education, may receive targeted dyslexia intervention using a research-based curriculum, administered by trained staff.

For additional information please refer to the Dyslexia webpage, found under the Academics/Special Programs tab on the Lackland ISD Campus Websites. The link is provided below.

To enable this link, right-click then click on “open hyperlink.”

[Lackland ISD Dyslexia Services Webpage](#)