



Dyslexia Services Program Operating Procedures

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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) 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 Valere Public Schools 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.

"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.

Common Risk Factors Associated with Dyslexia

Preschool-Third Grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sound
- Difficulty reading single words in isolation
- Choppy and labored reading
- Difficulty spelling phonetically

Fourth Grade-High School:

- History of reading and spelling difficulties
- Difficulty reading aloud
- Avoids reading for pleasure
- Difficulty learning a foreign language

Post-Secondary:

- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements

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.

Procedures for Identification

1. The RTI team will document a student has failed to make adequate progress or a parent requests that a student be assessed for dyslexia.
2. A meeting will be scheduled to determine the pathway for screening and Identification
[Dyslexia Screening and ID Flowcharts.docx](#)
3. Consent to evaluate and parent rights are given to the parent/guardian.

Dyslexia Screening

Per state guidelines, Texas Education Code (TEC), §38.003, Valere Public Schools are required, to screen students in Kindergarten, First, and Seventh grade 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 Special Education.

Students identified as dyslexic by a Full Individual Initial Evaluation (FIIE) under IDEA, may receive targeted dyslexia intervention using a research-based curriculum, administered by trained staff.

Important Updates

The updates to the Dyslexia Handbook include a reduction in the number of skills that must be included on the instrument used by LEAs to screen for dyslexia. The updated criteria for English and Spanish screening instruments are as follows:

Kindergarten	First Grade
Letter Sound Knowledge or Letter Naming Fluency	Word Reading Accuracy or Fluency
Phonological Awareness	Phonological Awareness

For additional information please refer to the District Webpage

[Texas Dyslexia Handbook-2021](#)

[Handbook Spanish de dislexia de Texas](#)

[Dyslexia Handbook important changes for families](#)

[Manual de Dislexia cambios importantes para las familias Español](#)

Dyslexia Program Awareness for Parents Brochure

[Valere Dyslexia Program Awareness for Parents Brochure](#)