

**Do all students that score “at risk” on the literacy screener that is required in the first 30 days of school need to have the additional screening outlined in the policy?**

Use the student data to help determine next steps. It would be best practices to screen a student further in their area of deficit to learn where additional targeted instruction and interventions need to be applied. Look deeply at the data from the initial screener to see where the student’s skills broke down to help determine which area to screen next or more deeply. Every student does not need the full gamut of recommended additional screening areas. For example, if a student did well on letter naming fluency, it would not make sense to screen them further for rapid naming skills. However, if a student scored low in decoding, look for patterns in their errors and scale back to phonological awareness skills. The intention of the new screening guidelines is to encourage teachers and leaders to really look beyond the composite score or surface level data and dig deep to target areas that need strengthening.

**If students in K-3 should be screened at least once for the existence of impediments, will students that have already been screened in previous grades need to be screened again at the start of this school year?**

If a student has previously been screened additionally for a certain other impediment, it would not be required again, but of course if there are concerns about a student’s abilities, behavior, or social/emotional health, those additional areas can be screened again.

**In Section 109(C) of Bulletin 1903 for screening requirements in the spring semester, screening for students in grades 1-3 includes nonsense words. Do all grade 2-3 students need to be assessed on nonsense words?**

Screening for second and third grade students can begin with real words and scaffold back to nonsense words if deficits are evident and if further screening would be helpful in making a determination of necessary support.

**What kind of accommodations can students identified as having characteristics of dyslexia receive?**

If the student has an IAP, the SBLC would make this decision. If a student qualifies under Bulletin 1508 for special education services, the IEP team would make this decision. Decisions are based upon individual student data and needs and the criteria set forth by the Department for accommodations. Please visit the [Academics Library](#) for additional resources.

**Are there requirements for specialized training, hours, or credentials in order to provide support to students with characteristics of dyslexia?**

No, the training hour requirements were removed. With the passage of Act 108, the Department requires literacy foundations training for all K-3 teachers and leaders which will provide in-depth knowledge that will support their assessment and instruction with students that struggle with reading. As far as specialized training and credentials, that would be a district-level decision and they would be able to use qualifying funding options if additional training or specialization were desired.

**Should schools continue to use a previously-created dyslexia profile checklist to track screening information?**

If a school system develops and plans to continue using a checklist based off of the criteria outlined in Bulletin 1903, that checklist should be updated to reflect the new guidelines.

**Do schools need parent/guardian permission to conduct additional screening?**

While parent/guardian permission is not necessary for the required screenings because all students are screened, if it is determined that a student needs additional screening beyond the required screenings, that should begin the SBLC process to discuss universal screening results, concerns, and next steps, which could include additional screenings. Since the parent/guardian is part of the SBLC process, their permission can be obtained at that time.

**When looking at students third grade and above, are the additional foundational resources in the Guidebooks sufficient to meet the needs for students with characteristics of dyslexia?**

The ELA Guidebooks' Foundations Supports are a curriculum aligned resource for students to practice skills on the provided phonics continuum. These resources include a systematic approach to teaching phonics skills while keeping students engaged in texts from each ELA Guidebook unit. As teachers identify the needs of students who struggle to read fluently, these resources can be used to provide targeted individualized support during small-group reading instruction.

For students who continue to struggle to meet grade-level standards after they have received the full gamut of possible supports during whole-class and small-group instruction, intensive interventions should be used in addition to, not as a substitute for whole-class and small-group instruction.

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FAQ for Families:

**What should I do if I think my child has dyslexia or another learning disability?**

Parents should inform their child's teacher or School Building Level Committee (SBLC) Chairperson of concerns that the child may have dyslexia or another learning disability. Teachers and other school staff may make a dyslexia referral; however, it is recommended that parents request, preferably in writing, a dyslexia assessment as soon as they suspect a disability.

**Is my child entitled to dyslexia services if I believe they have dyslexia?**

Bulletin 1903 outlines specific referral and assessment procedures to assist teams in determining if students should receive special services. Parental input and involvement are highly encouraged in this team-based decision making process.

**Is my child required to have a dyslexia evaluation from an outside agency to get educational services?**

No. Parents are not required to obtain a dyslexia evaluation from an outside agency. School districts are equipped to conduct assessments that determine whether a child exhibits characteristics of dyslexia. Bulletin 1903 describes a school-level process in which multiple sources of information, including outside reports provided by a parent, should be considered when making eligibility decisions about services. However, outside reports are not the sole determinant of services. A student may receive services if a school team determines that the student meets eligibility criteria described in the bulletin.

**Will my child with dyslexia be placed in a special education program?**

Students with dyslexia may or may not be eligible to receive special education services. The team--based referral and screening process, which involves the parents, determines whether a child is evaluated for possible special education programming. Not all students with dyslexia qualify for special education. Some students are referred for dyslexic specific and/or Section 504 services. These supports are primarily provided in the general education setting.

**What services could my child receive if the school determines they have characteristics of dyslexia?**

Teachers and interventionists can provide support to any students who have skill deficits. If a student qualifies for a 504 plan, a teacher who is trained in the multisensory structured language and literacy program could provide the required supplemental instruction to the student. If a student qualifies for special education services under the classification of Specific Learning Disability in Reading due to dyslexia, the special education teacher and possibly speech language pathologist (if the student qualifies for speech) will provide services to the student as per the IEP.

On a case-by-case basis, a committee of knowledgeable persons determines which of the following services is most appropriate.

- Support is provided to students who meet Bulletin 1903 criteria as a child with characteristics of dyslexia. Intervention instruction in a multisensory structured language and literacy program should be provided to these students. Skills and length of the program should be based on a student's individual needs.
- Students identified with characteristics of dyslexia are often eligible for Section 504 accommodations, auxiliary aids, and supports in addition to instruction in a multisensory structured language and literacy program. Services for these students are documented on an Individual Accommodation Plan (IAP).
- Students with characteristics of dyslexia who qualify for special education services are typically identified as a student with a specific learning disability. These students receive special instructional programming and related services which may or may not include explicit instruction in a multisensory structured language and literacy program. Services for these students are outlined in an Individualized Education Program (IEP).

*Note: In collaboration with other divisions in the Department, additional FAQs regarding higher grade levels and reevaluations will be forthcoming.*

Additional information can be found in [A Guide to Dyslexia in Louisiana](#). Please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov) with any questions.