# Dyslexia Decision Making Chart

## Purpose

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<tr>
<th>Dyslexia Referral</th>
<th>Steps/Procedure</th>
<th>Documents Needed</th>
<th>Performed By</th>
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|                     | 1. RtI Team meets to address and document reading concerns in Tier I for students who have not adequately responded to differentiated instruction and core instructional strategies. If student exhibits characteristics of dyslexia and continues to struggle with reading despite Tier II intervention, a dyslexia referral can be initiated and documented on Tier II of the RtI Plan. | 1. RtI Plan forms, and RtI supporting documentation, as appropriate  
2. Dyslexia Referral (Spanish for Bilingual referrals/both for transitioned students) and Section 504 Referral, Form 4 (originals)  
3. Notice and Consent for Initial Section 504 Evaluation, Form 5 (original)  
4. Section 504 Notice of Parent Rights, Form 6  
5. Teacher Input for Section 504 Evaluation, Form 7  
6. Parent Input for Section 504 Evaluation, Form 8 | Dyslexia-Section 504 Coordinator |
|                     | 2. Dyslexia Referral and Section 504 Referral are completed.  
3. Notice and Consent for Initial Section 504 Evaluation is explained and signed by parent.  
4. Section 504 Notice of Parent Rights is explained to parent  
5. One or more teachers complete Teacher Input for Section 504 Evaluation.  
6. Coordinator completes Parent Input for Section 504 Evaluation with parent. | | |
|                     | - Dyslexia coordinator, in conjunction with RtI coordinator, gathers all documentation (refer to RtI Required Items Checklist). Dyslexia coordinator schedules dyslexia referral review meeting with Dyslexia Department. Once referral is approved, testing is conducted. Dyslexia Evaluation Report is written, approved, and ponied in secure envelope to campus Dyslexia Coordinator who can in turn schedule initial meeting | | |

## Texas Dyslexia Law and Section 504 Initial Evaluation and Re-Evaluation

**Prior to Meeting:**

1. Send Notice of Section 504 Meeting to parent
   - Gather all Dyslexia referral data (refer to documents needed) and review for completeness.
   - Determine committee members.

1. Notice of Section 504 Meeting, Form 9

Dyslexia-Section 504 Coordinator
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<td>Texas Dyslexia Law and Section 504 Initial Evaluation and Re-Evaluation</td>
<td>1. Complete <em>Texas Dyslexia Law and Section 504 Initial Evaluation and Periodic Re-Evaluation</em> to include committee membership and procedural checklist section&lt;br&gt;2. Review items under Texas Dyslexia Evaluation Data to include <em>Dyslexia Evaluation Report</em> and <em>Decoding Skills Test Profile</em>. Use to guide committee decision.&lt;br&gt;&lt;br&gt;<strong>Address dyslexia eligibility factors</strong>&lt;br&gt;• Student has received appropriate reading instruction?&lt;br&gt;• Student has experienced an <em>unexpected</em> lack of appropriate progress in the areas of reading and written spelling?&lt;br&gt;• Student has adequate intelligence?&lt;br&gt;• Student exhibits characteristics of dyslexia?&lt;br&gt;• Student’s lack of progress was not due to sociocultural factors?&lt;br&gt;&lt;br&gt;<strong>Is the student dyslexia eligible?</strong> If yes, <em>Address Section 504 eligibility</em> (3 questions)&lt;br&gt;• Physical or mental impairment?&lt;br&gt;• Major life activities and bodily functions affected?&lt;br&gt;• Substantial limitation on major life activity as compared to the “average student” of same grade or age or as compared to “most students” of the same grade or age?&lt;br&gt;Do not consider the ameliorative effects (helpful or positive) of mitigating measures (except for ordinary eyeglasses or contact lenses).&lt;br&gt;Ensure episodic or in remission impairments do not exclude eligibility when active.&lt;br&gt;• Does student need 504 services in order for educational needs to be met as adequately as those of non-disabled peers? <em>(Consult with special education contact if student's needs are too extreme for 504.)</em> If in remission impairment or student needs are currently met by mitigating measures, the student is not in need of a 504 Plan and is not eligible for FAPE.</td>
<td>1. <em>Texas Dyslexia Law and Section 504 Initial Evaluation and Periodic Re-Evaluation</em>, <strong>Form 14</strong>&lt;br&gt;2. <em>Dyslexia Evaluation Report</em> and <em>Decoding Skills Test Profile</em></td>
<td>Dyslexia-Section 504 Coordinator and Committee</td>
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| Texas Dyslexia Law and Section 504 Initial Evaluation and Re-Evaluation | Section 504 Plan and Placement Committee Decisions (Check applicable eligibility criteria)  
3. Complete *Section 504 Student Services Plan* for students determined eligible for both dyslexia and Section 504.  
   - Type of meeting being held?  
   - Who gets copies of the plan?  
   - **What service matches need?**  
   - Instructional and Assessment accommodations?  
   - Behavior Intervention Plan/Related Services needed?  
   - For Dyslexia eligible students, specify hours per week, determine appropriate reading intervention and schedule for immediate support.  
   - Additional Notes and Information? *(Provide detail)*  
4. Provide copies of Dyslexia Evaluation Report, *Dyslexia and Section 504 district brochures*, completed Texas Dyslexia Law and Section 504 Initial Evaluation and Re-Evaluation to parent, and Section 504 Student Services Plan to parent, teachers and administrators responsible for implementation *(If student eligible).*  
5. If the dyslexia student is special education eligible, the student is exited from the 504 program. Student services will be documented on the *Individual Education Plan* (IEP). | 3. *Section 504 Student Services Plan*, *Form 11*  
4. *Dyslexia District Brochure* and *Section 504 Brochure*  
5. *Individual Education Plan* *(If dyslexia and special education eligible)* | Dyslexia-Section 504 Coordinator and Committee |
| After the Meeting: | 1. Complete *Notice of Section 504 Evaluation Results* and send to parent with noted enclosures *(If not present)*  
2. Provide copy of completed Section 504 Student Services Plan to teachers not present at the meeting. Document receipt of *Acknowledgment of Section 504 Records*.  
3. Complete *Data Entry* and have data clerk input into data base | 1. *Notice of Section 504 Evaluation Results*, *Form 10*, pg. 5  
2. *Acknowledgement of Section 504 Records*  
3. *Data Entry* | |
| Transfer Dyslexia Student from Out of District | 1. Request copies of *Dyslexia Evaluation Report* and Section 504 documentation from prior district.  
   - Coordinate completion of the following district forms: *Dyslexia Referral* (language appropriate), *Notice and Consent for Initial Section 504 Evaluation*, *Current Vision and Hearing*, and 2-3 *Work Samples* | 1. *Dyslexia Evaluation Report* from prior district and district forms to include *Dyslexia Referral, Notice and Consent for Initial Section 504 Evaluation, Current Vision and Hearing*, and 2-3 *Work Samples* | Dyslexia-Section 504 Coordinator |
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| **Enroll student in reading intervention**  
- Schedule appointment with Dyslexia Department for records review.  
- Once Decoding Skills Test (DST) results are received, hold Section 504 meeting as per district procedure. | **Prior to Meeting:**  
1. Send Notice of *Section 504 Meeting* to parents  
   - Gather data to be reviewed/evaluated and review for completeness  
   - Determine committee members | 1. *Notice of Section 504 Meeting*  
*Form 9* | Dyslexia-Section 504 Coordinator |
| **Section 504 Annual Review**  
(Short form for both Annual and “as needed” Re-valuations) | **At the Meeting:**  
1. Complete *Section 504 Annual Review*  
2. Complete *Section 504 Student Services Plan*. If continued placement is recommended, determine the appropriate intervention/period/time/course  
   Provide copies of completed Section 504 Annual Review to parent and Section 504 Student Services Plan to parent, teachers, and administrators responsible for implementation *(If changes to Plan are necessary.)*  
3. If dyslexia and special education eligible, attend special education annual review meeting and ensure that appropriate dyslexia instructional and assessment accommodations are documented. Secure copy of IEP and file in student folder *(Exit from 504 if special education eligible).* | 1. *Section 504 Annual Review, Form 12*  
2. *Section 504 Student Services Plan, Form 11 (If changes necessary)*  
3. *Individual Education Plan (If dyslexia and special education eligible)* | Dyslexia-Section 504 Coordinator and Committee |
| **After the Meeting:**  
1. Complete *Notice of Section 504 Evaluation Results* and send to parent with noted enclosures *(If not present).*  
2. Provide copy of completed Section 504 Student Services Plan to teachers not present at meeting. Document receipt through *Acknowledgement of Section 504 Records.*  
3. Complete *Data Entry* and have data clerk input into data base. | 1. *Notice of Section 504 Evaluation Results, Form 10, pg. 5*  
2. *Acknowledgement of Section 504 Records*  
3. *Data Entry* | Dyslexia-Section 504 Coordinator |
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| **Prior to Meeting:** | 1. Send *Notice of Section 504 Meeting* to parent.  
   - Gather data to be reviewed/evaluated and **review for completeness**  
   - Determine committee members | 1. *Notice of Section 504 Meeting*, **Form 9** | **Dyslexia-Section 504 Coordinator** |
| **At the Meeting:** | 1. Review and consider all available data to include dyslexia intervention progress monitoring data and district and state assessment data.  
   - If the student meets **two or more** of the following criteria, recommendation for **exit** may be considered:  
     - The student is reading and comprehending **grade level** text;  
     - The student can read and comprehend **content level** text book;  
     - The student has met standard on district and state assessment;  
     - The student is successful in all content areas without accommodations;  
     - The student’s dyslexia intervention and annual evaluation records recommend exiting from the designated dyslexia intervention.  
   2. Complete *Section 504 Annual Review* and  
   3. *Section 504 Student Services Plan* and document criteria for monitoring on Additional Notes and Information Page (**If monitoring**)  
   - Complete Section 504 Annual Review and document criteria for exiting on notes section provided (**If exiting**) | 1. *Dyslexia Intervention Progress Monitoring Data, District and State Assessment Data*  
2. *Section 504 Annual Review*, **Form 12**  
3. *Section 504 Student Services Plan, Form 11** | **Dyslexia-Section 504 Coordinator and Committee** |
| **After the Meeting:** | 1. Send *Notice of Section 504 Evaluation Results* to report meeting recommendations to parent with noted enclosures (**If not present**).  
   2. **If exiting**, complete *Data Entry* and have data clerk input into data base. **File dyslexia eligibility folder in inactive file.** | 1. *Notice of Section 504 Evaluation Results, Form 10, pg. 5*  
2. *Data Entry* | **Dyslexia-Section 504 Coordinator** |