## Dyslexia Decision Making Chart

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<tr>
<th>Purpose</th>
<th>Steps/Procedure</th>
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<th>Performed By</th>
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| **Dyslexia Referral** | 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*.  
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 documents needed**) **and review for completeness**. **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 **Dyslexia Committee meeting**. | 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** |
| **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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| Texas Dyslexia Law and Section 504 Initial Evaluation and Re-Evaluation | **At the Meeting:**  
1. Complete *Texas Dyslexia Law and Section 504 Initial Evaluation and Periodic Re-Evaluation* to include committee membership and procedural checklist section.  
2. Review items under Texas Dyslexia Evaluation Data to include *Dyslexia Evaluation Report* and *Decoding Skills Test Qualifying Profile*. Use to guide committee decision.  
**Address dyslexia eligibility factors**  
- Student has received appropriate reading instruction?  
- Student has experienced an **unexpected** lack of appropriate progress in the areas of reading and written spelling?  
- Student has adequate intelligence?  
- Student exhibits characteristics of dyslexia?  
- Student’s lack of progress is not due to sociocultural factors, irregular attendance or lack of experiential background?  
**Is the student dyslexia eligible?** If yes,  
**Address Section 504 eligibility** (3 questions)  
- Physical or mental impairment?  
- Major life activities and bodily functions affected?  
- 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? Do not consider the ameliorative effects (helpful or positive) of mitigating measures (except for ordinary eyeglasses or contact lenses). Ensure episodic or in remission impairments do not exclude eligibility when active.  
- Does student need 504 services in order for educational needs to be met as adequately as those of non-disabled peers? *(Consult with special education contact if student's needs are too extreme for 504.)* 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. | 1. *Texas Dyslexia Law and Section 504 Initial Evaluation and Periodic Re-Evaluation, Form 15*  
2. *Dyslexia Evaluation Report* and *Decoding Skills Test Qualifying Profile* | Dyslexia-Section 504 Coordinator and Committee |
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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. Secure parent consent for Section 504 services.  
4. 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)  
5. 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).  
6. 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).  
7. If determining GEH services, complete Form 16 and GEH Packet. | 3. Parental Consent for Section 504 Services, Form 11  
4. Section 504 Student Services Plan, Form 12  
5. Dyslexia District Brochure and Section 504 Brochure | 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 (Enclosures: Forms 15, 11, 12)  
2. Acknowledgement of Section 504 Records  
3. Data Entry | |
| Transfer In Dyslexia Student from | 1. Use Notice for Release/Consent to Request Confidential Information to access copies of Dyslexia Evaluation Report and Section 504 documentation from prior district.  
   - Coordinate completion of the following district forms: | 1. Dyslexia Evaluation Report from prior district and district forms to include Dyslexia Referral, Notice and Consent for Initial Section 504 Evaluation, | Dyslexia-Section 504 Coordinator |
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| Out of District      | *Dyslexia Referral (language appropriate), Notice and Consent for Initial Section 504 Evaluation, Current Vision and Hearing, and 2-3 Work Samples*  
  - Enroll student in reading intervention.  
  - Schedule appointment with Dyslexia Department for records review.  
  - Once Decoding Skills Test (DST) results are received, hold Dyslexia-504 meeting as per district procedure.                                                                 | *Current Vision and Hearing, and 2-3 Work Samples  
  **Transfer Out of District Request:** Submit Request for Records and current Forms 15 and 12 to Dyslexia Department.                                                                                                        | Dyslexia-Section 504 Coordinator                      |
| **Section 504 Annual Review** (Short form for both Annual and “as needed” Re-valuations) | **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                      |
|                      | **At the Meeting:**  
  1. Complete *Section 504 Annual Review* and review the *Dyslexia Program Annual Evaluation Profile*.  
  2. Secure Parental Consent for Section 504 Services.  
  3. 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.)*  
  4. If Dyslexia and Special Education eligible, attend ARD meeting to ensure that appropriate dyslexia instructional and assessment accommodations are documented on IEP and complete the *Dyslexia-Special Education Annual Review* form. File in student folder along with IEP. *(Exit from 504.)* | *1. Section 504 Annual Review, Form 13 And Dyslexia Program Annual Evaluation Profile  
  2. Parental Consent for Section 504 Services, Form 11  
  3. Section 504 Student Services Plan, Form 12 (If changes necessary)*                                                                                     | 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, page 5 *(Enclosures: Forms 13, 11, 12)*  
  2. Acknowledgement of Section 504 Records  
  3. Data Entry*                                                                                                                                             | Dyslexia-Section 504 Coordinator                      |
## Purpose

**Steps/Procedure**

**Documents Needed**

**Performed By**

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<tr>
<th>Section 504 Manifestation Determination Evaluation (If applicable)</th>
<th>Prior to Meeting:</th>
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<tbody>
<tr>
<td>1. Gather 504 qualification data, and all available information about the offense (Disciplinary referral forms appropriate to meeting, staff statements, student statements, verbal information from administrators and other staff, etc.) and send Notice of Section 504 Meeting to parents (Meeting must be held within 10 school days).</td>
<td>1. Notice of Section 504 Meeting, Form 9 (For purpose of placement change/expulsion).</td>
<td>Dyslexia-Section 504 Coordinator</td>
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<th>At the Meeting:</th>
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| 1. Verify that parents have received Section 504 Notice of Parent Rights.  
2. Verify that parents have received Section 504 Due Process Hearing Procedures, to include the right to request a due process hearing.  
3. Complete Section 504 Manifestation Determination Evaluation  
   - Document verification items on procedural checklist section, list committee membership, and review evaluation data.  
   - List each of the student’s physical or mental impairments and determine behavior subject to disciplinary action.  
   **Answer the following questions:**  
   - Was the conduct in question caused by, or directly and substantially related to the student’s disabilities?  
   - Was the conduct in question the direct result of the school’s failure to implement the student’s Section 504 Student Services Plan? (If either of the questions above is answered “yes,” the behavior must be considered to be a manifestation of the student’s disability. In that event, the student cannot be expelled or placed in the school’s disciplinary alternative education setting (DAEP) for more than 10 school days. Summarize the **basic underlying rationale** by which the committee has reached its determination.)  
4. Complete the Section 504 Student Services Plan to include Behavior Intervention Plan (If Plan was changed). | 1. Section 504 Notice of Parent Rights, Form 6  
2. Section 504 Due Process Hearing Procedures, Form 2  
3. Section 504 Manifestation Determination Evaluation, Form 14 | Dyslexia-Section 504 Coordinator and Committee |
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<td><strong>After the Meeting:</strong></td>
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<tr>
<td>1. Complete <em>Notice of Section 504 Manifestation Determination Evaluation Results</em> and send to parent with noted enclosures <em>(If not present)</em></td>
<td>1. <em>Notice of Section 504 Manifestation Determination Evaluation Results</em>, <em>Form 14</em>, pg. 3 <em>(Enclosures: Forms 14 and 12 if Changes)</em></td>
<td>Dyslexia-Section 504 Coordinator</td>
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<td>2. Provide copy of <em>Section 504 Student Services Plan</em> to parents <em>(If change made)</em>. If student removed to an AEP, ensure the <em>Section 504 Student Services Plan</em> is transmitted. Scan and email copy of completed <em>Section 504 Manifestation Determination Evaluation to District 504 office</em>.</td>
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<td><strong>Prior to Meeting:</strong></td>
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<td>1. Send <em>Notice of Section 504 Meeting</em> to parent.</td>
<td>1. <em>Notice of Section 504 Meeting</em>, <em>Form 9</em></td>
<td>Dyslexia-Section 504 Coordinator</td>
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<td>- Gather data to be reviewed/evaluated and review for completeness</td>
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<td>- Determine committee members</td>
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<td><strong>At the Meeting:</strong></td>
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<td>1. Review and consider all available data to include dyslexia intervention progress monitoring data and district and state assessment data.</td>
<td>1. <em>Dyslexia Intervention Progress Monitoring Data, District and State Assessment Data</em></td>
<td>Dyslexia-Section 504 Coordinator and Committee</td>
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<td>- If the student meets two or more of the following criteria, recommendation for exit may be considered:</td>
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<td>- The student is reading and comprehending grade level or content level text;</td>
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<td>- The student has met standard on district and state assessment;</td>
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<td>- The student is successful in all content areas without accommodations;</td>
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<td>- The student’s dyslexia intervention and annual records recommend exiting from the dyslexia intervention.</td>
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<tr>
<td>2. Complete <em>Section 504 Annual Review</em> and</td>
<td>2. <em>Section 504 Annual Review</em>, <em>Form 13</em></td>
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<td>3. <em>Section 504 Student Services Plan</em> and document criteria for monitoring on Additional Notes and Information Page <em>(If monitoring)</em>.</td>
<td>3. <em>Section 504 Student Services Plan</em>, <em>Form 12</em></td>
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<td>- Complete <em>Section 504 Annual Review</em> and document criteria for exiting on notes section provided <em>(If exiting)</em>.</td>
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<td><strong>After the Meeting:</strong></td>
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<tr>
<td>1. Send <em>Notice of Section 504 Evaluation Results</em> to report meeting recommendations to parent with noted enclosures <em>(If not present)</em>.</td>
<td>1. <em>Notice of Section 504 Evaluation Results</em>, <em>Form 10</em>, pg. 5</td>
<td>Dyslexia-Section 504 Coordinator</td>
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<td>2. If exiting, complete <em>Data Entry</em> and have data clerk input into data base. <em>File dyslexia eligibility folder in inactive file</em>.</td>
<td>2. <em>Data Entry</em></td>
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San Antonio ISD Dyslexia, Section 504, RtI Department  
Page 6 of 6  
2013-2014 School Year