

White Settlement ISD



Dyslexia Evaluation Plan Revised 2022-2023

White Settlement Independent School District does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities

Definition of Dyslexia

As defined in Texas Education Code §38.003

(1) “*Dyslexia*” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instructions, adequate intelligence, and sociocultural opportunity.

(2) “*Related disorders*” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific development dyslexia, developmental dysgraphia, and developmental spelling disability.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The International Dyslexia Association defines “dyslexia” in the following way:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(Adopted by the International Dyslexia Board of Directors, November 12, 2002.)

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. The difficulties in phonological awareness are **unexpected** for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment.

These reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds

- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn't enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)

- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- o Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- o Difficulty decoding single words
- o Difficulty recalling the correct sounds for letters and letter patterns in reading
- o Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- o Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- o Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- o Reliance on picture clues, story theme, or guessing at words
- o Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression) • Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics

- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical.

Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible.

Screening for Dyslexia

In accordance with TEC §28.006, White Settlement ISD administers early reading instruments (e.g. DRA) to all students in kindergarten, first, and second grades to assess their students' reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified.

In addition, an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to progress with their typically performing peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, White Settlement ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia.

Evaluation for dyslexia of students in grades K-12 may include, but is not limited to:

- Performance on state mandated test(s)
- A students' grades/performance in reading, writing and spelling
- Teacher observations of the characteristics of dyslexia

This information will be utilized when deciding whether or not to recommend a student for assessment for dyslexia.

The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below:

Data-Driven Meeting of Knowledgeable Persons

A team of persons with knowledge of the student, instructional practices, and possible service options meets to discuss data collected and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. This team may have different names in different districts and/or campuses. For example, the team may be called a student success team, student support team, student intervention team, or even something else. This team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation and qualifies for services and/or accommodations.

For students who are considered English Language Learners, information from the LPAC (Language Proficiency Assessment Committee) must be considered. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required.

The team will consider cumulative data to determine whether the student should be assessed for dyslexia.

Sources of Data

Sources and Examples of Cumulative Data	
• Vision screening • Hearing screening • Teacher reports of classroom concerns • Classroom reading assessments • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of schoolwork • Parent conference notes • Results of kindergarten-grade 1 universal screening as required in TEC §38.003 • K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)	• 7th-grade reading instrument results as required in TEC §28.006 • State student assessment program results as described in TEC §39.022 • Observations of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures • Instructional strategies provided and student's response to the instruction • Universal Screening • Parent survey
Additional Data Sources for English Learners	
• Home Language Survey • Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests—all years available) • Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing) • Instructional interventions provided to address language needs • Information regarding previous schooling inside and/or outside the United States • Type of language program model provided and language of instruction	

Environmental and Socioeconomic Factors

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. This data supports the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. Studies that have examined language development and the effects of home experiences on young children indicate that home experiences and socioeconomic status have dramatic effects on cumulative vocabulary development (Hart & Risley, 1995). Having data related to these factors may help in determining whether the student's

struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

When the Data Does Not Lead to a Suspicion of Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may decide to provide the student with additional support in the classroom or through the RTI process. However, the student is not referred for an evaluation at this time.

When the Data Lead to a Suspicion of Dyslexia or a Related Disorder

If the team suspects that the student has dyslexia or a relate disorder, the team should consider the type of instruction that would best meet the needs of the student.

Standard protocol dyslexia instruction includes the critical, evidence-based components of and delivery methods for dyslexia instruction addressed in detail in Chapter IV of this handbook. Components of this instruction include, among other things, phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Principles for effective delivery of content must be consistent with research-based practices, including a multisensory, systematic, cumulative, and explicit approach. Standard protocol dyslexia instruction is not specially designed instruction. Rather, it is programmatic instruction delivered to a group of students.

Specially designed instruction is defined under IDEA as “adapting...the content, methodology, or delivery of instruction” to a child eligible under IDEA. This instruction must address the unique needs of the child that result from the child’s disability and must ensure access to the general curriculum so that the child can meet the state’s educational standards. In some cases, the data may suggest that the unique needs of a student suspected of having dyslexia require a more individualized program than that offered through the standard protocol dyslexia instruction. When this is the case, there is reason to suspect that special education services are necessary for the student.

At any time (K-12), that a student continues to struggle with one or more components of reading, White Settlement ISD will collect additional information about the student. The information will be used to evaluate the student’s academic progress and determine what actions are needed to ensure the student’s improved academic performance.

The next step of the process is the formal assessment. This is not a screening; rather, it is an individualized evaluation used to gather data that will be included, along with other data available, to determine whether the student exhibits a pattern of evidence for dyslexia.

Procedures for Evaluation

Step 1: Data Gathering

The team reviews cumulative data that is already available as addressed in prior sections of the handbook.

Does the data suggest environmental and/or socioeconomic factors adversely affected the child's early literacy experiences and learning? If the answer is yes, the student likely is experiencing a lack of opportunity and is not a student with a disability.

Language Proficiency- A student's language proficiency greatly impacts their learning. It is critical that the LPAC be involved in the evaluation process for any English Learner. Documentation from the last LPAC must be part the evaluation.

Step 2: Assessment Pathways

Section 504

The initial evaluation may follow two pathways:

- Evaluate through Section 504
- Evaluate for Special Education under IDEA

If the district or school suspects that the student may need interventions and accommodations specific to their suspected dyslexia or related disorder rather than special education services, then the student can be evaluated under Section 504.

- Notify parents/guardians of proposal to assess student for dyslexia (§504).
- Inform parents/guardians of their rights under §504.
- Obtain parent/guardian permission to assess the student for dyslexia.
- Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC § 74.28).

IDEA

If the team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA. It is important to note that a student with dyslexia who is served through special education should also receive dyslexia instruction that is individualized to meet the student's unique needs. The parent/guardian must be given a copy of the Notice of Procedural Safeguards and sign consent before the student is evaluated under IDEA. For students who are currently served through Special Education under IDEA, an ARD(Admission, Review,

Dismissal) will make the recommendation for evaluation and follow IDEA requirements for requesting additional evaluation.

A student's reading difficulties alone may warrant evaluation under IDEA. At times, students may display additional potential learning challenges, such as oral language deficits, written expression difficulties (dysgraphia), or math difficulties (dyscalculia), which may further impact student learning. These challenges may also warrant an evaluation under IDEA.

3. Formal Evaluation

Prior to conducting a formal evaluation for dyslexia, the parent must be notified in writing of the proposal, provided Procedural Safeguards, and if evaluation through IDEA, provided a copy of the Guide to the ARD process. The parent must then provide written consent in order to begin the process.

In compliance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g. anecdotal records, district universal screenings, progress monitoring data, criterion-referenced assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment of measures are valid or reliable
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Additional Considerations for English Learners

A professional involved in the evaluation, interpretation of evaluation results, and identification of ELs with dyslexia must have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language: transparent (e.g., Spanish, Italian, German), syllabic (e.g., Japanese-kana), Semitic (e.g., Arabic, Hebrew), and morphosyllabic (e.g., Chinese-Kanji)
- Knowledge of the student's literacy skills in native and second languages
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret TELPAS (Texas English Language Proficiency Assessment System) results
- Knowledge of how to interpret the results of the student's oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors

Although data from previous formal testing of the student's oral language proficiency may be available, as required by TEC §29.056, additional assessment of oral language proficiency should be completed for a dyslexia evaluation due to the importance of the information for—

- consideration in relation to academic challenges,
- planning the evaluation, and
- interpreting evaluation results.

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words and listening comprehension in the native language may be used.

Domains To Assess

Areas for Evaluation		
<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
• letter knowledge (name & associated sound) • reading words in isolation • decoding unfamiliar words accurately • reading fluency (both rate and accuracy are assessed) • reading comprehension and spelling	• Phonological/phonemic awareness • Rapid naming of symbols or objects	• Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Academic Skills

WSISD administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate and accuracy) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole word (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas

into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134-135).

Based on the student's academic difficulties and characteristics and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed. Areas for assessment are provided below:

Procedures for Identification/§504 or ARD committee

The identification of dyslexia is made by a 504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. The committee must include members who are knowledgeable about the

- Student being assessed,
- Assessments used, and
- Meaning of the collected data.

For ELs, a member of the LPAC must be part of either the Section 504 or ARD committee. Additionally, committee members should have knowledge regarding—

- the reading process
- dyslexia and related disorders
- dyslexia instruction,
- district or charter school, state, and federal guidelines for evaluation.

Step 4- Review and Interpret

To appropriately understand evaluation data, the committee (504 or ARD) must interpret test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors and any other pertinent factors that affect learning.

The committee (504 or ARD) must first determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with **unexpectedly** low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (both rate &/or accuracy)
- Spelling (An isolated difficulty in spelling would **not** be sufficient to identify dyslexia.)

The evaluation data collected also may include information on reading comprehension, mathematics, and written expression. Dyslexia often coexists with learning difficulties in these related areas.

Another factor to consider when interpreting test results is the child’s linguistic background. The nature of the writing system of a language impacts the reading process. Thus, the identification guideposts of dyslexia in languages other than English may differ. For example, decoding in a language with a transparent written language (e.g., Spanish, German) may not be as decisive an indicator of dyslexia as reading rate. A transparent written language has a close letter/sound correspondence (Joshi & Aaron, 2006). Students with dyslexia who have or who are being taught to read and write a transparent language may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN).

Figure 3.5. Dyslexia in Transparent and Opaque Orthographies	
Opaque	Transparent
Early and marked difficulty with word-level reading	Less difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered	More difficulty with fluency and comprehension

Figure 3.6. Characteristics of Dyslexia in English and Spanish	
English	Spanish
Phonological awareness	Phonological awareness—may be less pronounced
Rapid naming	Rapid naming
Regular/irregular decoding	Decoding—fewer “irregular words” in Spanish
Fluency	Fluency—often a key indicator
Spelling	Spelling—may show fewer errors than in English, but still more than students that do not have dyslexia
Reading comprehension may be a weakness in both English and Spanish.	

Based on the above information and guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student’s data to determine whether these difficulties are **unexpected** in relation to the student’s other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. **It is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.**

Step 5- Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the Section 504 or ARD committee must then determine if the student has dyslexia. For ELs, an LPAC representative should be included in the Section 504 or ARD committee. **The list of questions in graph below must be considered when making a determination regarding dyslexia.**

Questions to Determine the Identification of Dyslexia
• Do the data show the following characteristics of dyslexia? • Difficulty with accurate and/or fluent word reading • Poor spelling skills • Poor decoding ability • Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.) • Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?

Review of Evaluation by Section 504 Committee

A student has a disability under Section 504 if the physical or mental impairment (dyslexia) substantially limits one or more major life activities, such as the specific activity of reading.

Based on the student's pattern of performance over time, test evaluation results. And other relevant data, the committee will determine whether the student meets Section 504 eligibility criteria.

The committee will develop a 504 plan for eligible students. The plan will include appropriate reading instruction to meet the student's needs. Appropriate reading instruction includes the components and delivery of standard protocol dyslexia instruction. The plan will also include any needed accommodations required based on the data presented.

Review of Evaluation by ARD Committee

Within 30 calendar days of completion of the written report, the ARD committee will meet and consider whether a student meets the eligibility criteria as a student with a specific learning disability:

Does the student have a disability as defined by the Texas Education Agency and IDEA?

Does the disability create a need for special education services?

The ARD committee will develop an individual education plan (IEP) for any student determined to be eligible for special education services. This plan will include goals to target identified areas of weakness as well as accommodations and modifications that are required for the student to make meaningful progress in the general curriculum. The IEP will document how and where appropriate reading instruction will be provided with consideration to the least restrictive environment.

English Language Learners (This refers to students served in Bilingual and ESL programs.)

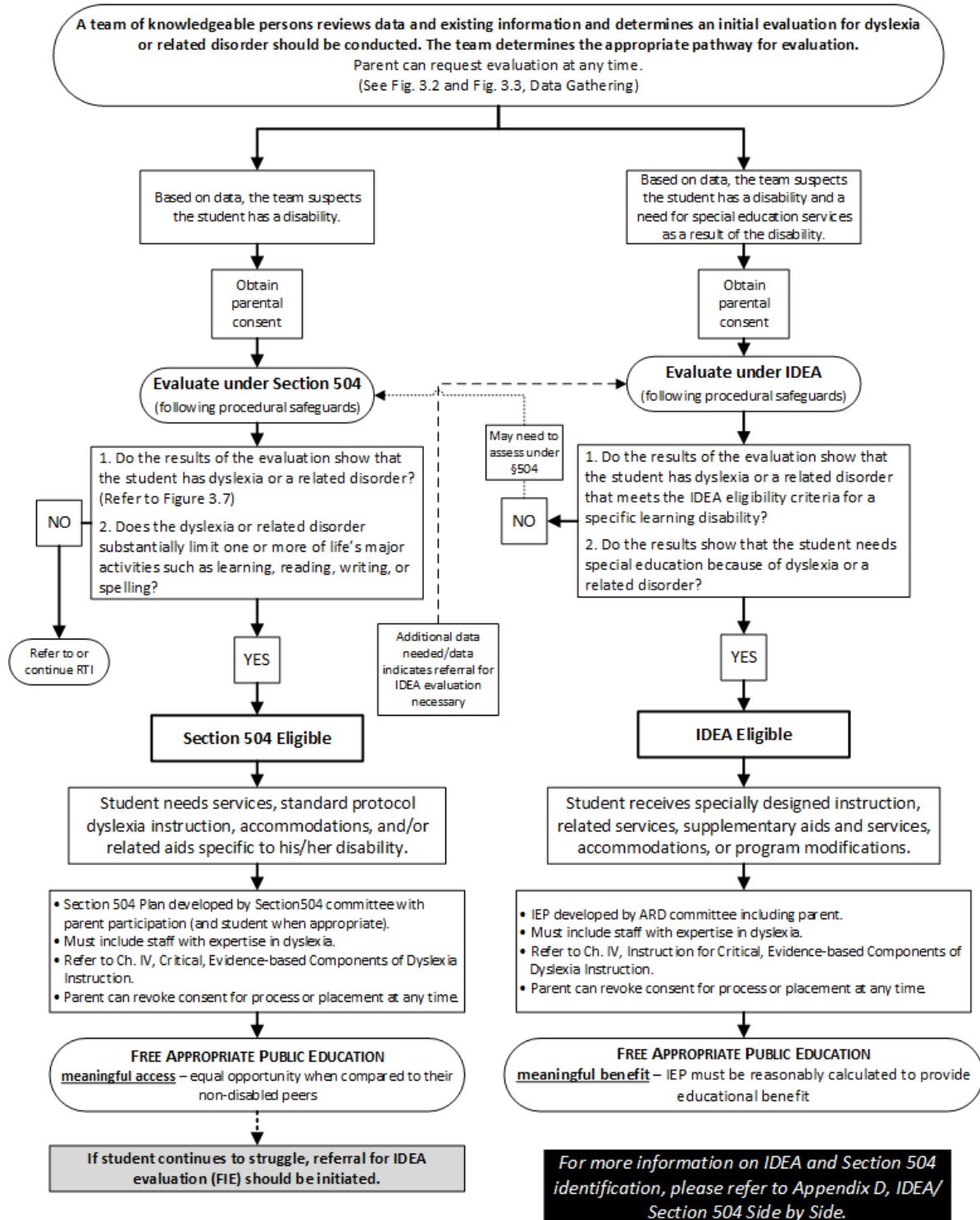
Much diversity exists among English Language Learners (ELLs) and so the identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. In White Settlement ISD, the Language Proficiency Assessment Committee (LPAC) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners include:

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests – all years available)
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words or listening comprehension in the native language may be used.

Pathways for the Identification and Provision of Instruction for Students with Dyslexia





WSISD Special Programs Dyslexia Decision and Process Framework

WSISD has a process for students whom teachers and teams are concerned about. There is a flow and data requirements to make decisions. This is no way is intended to delay the process of child find, and parents are informed of their right to request an evaluation when identified for needing intervention. The final step is for consultation between the campus team and a member of Special Programs. The following process for dyslexia evaluation typically occurs after the above process or regular review of an IEP/504 Plan.

Scenario 1 – General Education Student requiring 504 Evaluation

1. Campus Counselor (504 Coordinator) notifies parent and offers/obtains 504 Notice and Consent.
2. Campus Counselor informs the Dyslexia Diagnostician once consent is obtained.
3. Special Programs Coordinator adds the student to the Dyslexia spreadsheet.
4. Dyslexia Diagnostician evaluates the students, writes the report, and prepares recommendation.
5. Following 504 procedures, a 504 meeting is held; and recommendations and plan (if qualify) created.

Scenario 2 – Student in 504 requiring 504 Evaluation

1. Following 504 procedures, a 504 meeting is called to request additional information/evaluation.
2. Campus Counselor (504 Coordinator) offers/obtains 504 Notice and Consent.
3. Campus Counselor informs the Dyslexia Diagnostician once consent is obtained.
4. Special Programs Coordinator adds the student to the Dyslexia spreadsheet.
5. Dyslexia Diagnostician evaluates the students, writes the report, and prepares recommendation.
6. Following 504 procedures, a 504 meeting is held; and recommendations and plan (if qualify) created.

Scenario 3 – General Education Student needing IDEA FIE (Full and Individual Evaluation)

1. Coordinator of Special Programs receives data documentation packet and 1-page consultation form.

2. Coordinator of Special Programs documents evaluation on Federal Initial Spreadsheet.
3. Campus Diagnostician obtains notice and consent.
4. Campus Diagnostician completes FIE.
5. Following ARD procedures, campus diagnostician holds ARD to review evaluation and programmatic recommendations.

Scenario 4 – Student in 504 needing IDEA FIE (Full Individual Evaluation)

1. Following 504 procedures, a 504 meeting is called to request additional information/evaluation.
2. Coordinator of Special Programs receives packet and 1-page consultation form.
3. Coordinator of Special Programs documents evaluation on Federal Initial Spreadsheet.
4. Campus Diagnostician obtains notice and consent.
5. Campus Diagnostician completes FIE.
6. Following ARD procedures, campus diagnostician holds ARD to review evaluation and programmatic recommendations.

Scenario 5 – Student with an IEP needing dyslexia evaluation.

1. Regular Special Programs re-evaluation procedures.