



Evaluation Procedures when Dyslexia is Suspected

1. If a member district or parent suspects a student has dyslexia or dysgraphia and needs services, the member district must refer the student for a Full Initial Individual Evaluation (FIIE). See *BCC Special Education Referral Procedures on BCC website*.

**Note: This procedure makes sure that member districts are meeting the requirements under federal law to find and evaluate students who have or are suspected of having a disability and needing special education services. This requirement is called Child Find. Evaluations through the IDEA process make sure that students who are eligible for special education services are identified and provided the all of the supports they need.*

2. The referral must be submitted to the Educational Diagnostician. The Diagnostician will then make an effort to obtain informed consent from the student's parent for the FIIE.

3. If the parent declines the FIIE the request will be sent to the Dyslexia Specialist. See *"What to do if the parent will not consent to FIIE"*

**Note: When an FIIE is conducted, requirements for both IDEA and 504 are satisfied. Conducting a 504 evaluation only satisfies requirements under 504 and there is not a legal definition of what a 504 evaluation must require. If a district is challenged on that evaluation, it will be challenged under IDEA requirements.*

4. If the parent agrees to the FIIE the Diagnostician will guide the evaluation. The Diagnostician may ask the Dyslexia Specialist to administer certain assessments; assessments will not be administered until asked by the Diagnostician in order to prevent overlapping and over testing the student. The K-BIT WILL NOT be administered to any student receiving an FIIE. {19 Texas Administrative Code § 89.1040}

5. Once all assessments have been administered the Diagnostician/LSSP will interpret all assessment scores and data, make a recommendation on eligibility, and draft the FIIE. {34 Code of Federal Regulations § 300.8}

6. If the student is found to meet the TEA requirements as a student with a Specific Learning Disability, with or without the condition of Dyslexia, the ARDC will then make the determination of eligibility for special education services by determining if Specially Designed Instruction is required, or if intervention through 504 is appropriate for the student.

7. If the FIIE reveals that the student has Dyslexia and the ARDC determines the student lacks the need for special education, the member district should not offer a 504 evaluation, but rather, make decisions about 504 accommodations based on the FIIE.



What to do if the parent will not consent to FIIE

1. A Prior Written Notice is required.
2. The district should emphasize the benefit of the FIIE and share important and significant differences between IDEA and 504.
3. If other disabilities are suspected that information should be included in the Prior Written Notice.
4. Document student-specific reasons for proposing the FIIE in the Prior Written Notice (e.g., MTSS performance, dyslexia screener data, TPRI, and other curriculum-based measures).
5. The parent must be provided a copy of the Notice of Procedural Safeguards and a signed receipt should be obtained.
6. The member district will obtain the parent's signature on the Prior Written Notice, keep the original, and provide the parent with a copy.
7. The school should then seek consent for a 504 evaluation.

**Note: While a 504 evaluation will not provide a comprehensive evaluation for decision-making as an FIIE, given the district has offered the FIIE, provided Prior Written Notice, and followed TEA guidance should be helpful in the event of a Child Find challenge.*

What to do if the Member District determines the FIIE is not Warranted

1. A Prior Written Notice is required.
2. Document student-specific reasons for denying the FIIE in the Prior Written Notice (e.g., MTSS performance, dyslexia screener data, TPRI, and other curriculum-based measures).
3. The parent must be provided a copy of the Notice of Procedural Safeguards and a signed receipt should be obtained.
4. The member district will obtain the parent's signature on the Prior Written Notice, keep the original, and provide the parent with a copy.

BRUSH COUNTRY SPECIAL EDUCATION COOPERATIVE

P.O. Box 534 106 Bulldog Lane Orange Grove, Texas 78372



Students Already Identified With Dyslexia

- * If a student is not receiving special education services but is identified with dyslexia and receiving intervention services through 504, progress should be carefully monitored.
- * If a student is making good progress and the parent agrees with the current supports and services, the student can continue with the same instruction, even if they are not receiving special education.
- * If there are concerns about progress and/or suspicion that a student may need special education services, a referral for an FIIE must be made.
- * The same is true for students who receive services through a 504 plan because the parents refused consent for an FIIE; monitor progress, if the student is not doing well, seek consent again for an FIIE.

Factors to consider:

How is the student doing with the current services?

When are we planning to do a re-evaluation?

Is the parent interested in an FIIE?