

Lindale ISD

SECTION 504

DYSLEXIA

August 2025

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Dyslexia

What is Required

The District's Board of Trustees is responsible for ensuring that campuses are implementing procedures for identifying and providing appropriate, evidence-based instructional services to all students with dyslexia or related disorders. **Effective June 2023, evidence-based dyslexia programs are considered specially designed instruction (i.e., special education instruction) under the IDEA in Texas. Therefore, evidence-based dyslexia programs may only be provided under the IDEA—not Section 504—beginning with the 2025-2026 school year.**

While the District may not unilaterally decide to discontinue the provision of an evidence-based dyslexia program to a student who currently receives it through a Section 504 plan, Section 504 committees must begin discussing a student's continued need for an evidence-based dyslexia program currently provided through an accommodation plan under Section 504 and submitting referrals for special education evaluations where appropriate.

If the Section 504 Committee determines that the student does not need an evidence-based dyslexia program, but only needs accommodations or other Section 504 services, the student can remain under a Section 504 plan, if determined appropriate by the Section 504 Committee.

The District's procedures must be implemented according to the approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related services as described in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Services* ("The Dyslexia Handbook") and/or as otherwise required under the Texas Education Code. The District must report through PEIMS the number of students enrolled in the District who are identified as having dyslexia.

Universal Dyslexia Screening & Identification

To comply with child find requirements, the District must screen or test all students for dyslexia and related disorders at appropriate times in accordance with The Dyslexia Handbook and state law. Specifically, the law requires that all kindergarten and first grade students be screened for dyslexia and related services. In addition, the law requires the District to administer to students in kindergarten, first grade, and second grade a reading instrument to assess student reading development and comprehension. This law also requires the District to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading STAAR.

Campus Personnel are responsible for ensuring that all students in kindergarten and first grade are screened for dyslexia in an appropriate and timely manner. Before screening may take place, District or Campus Administration will select a screening instrument from the Commissioner's List of Reading Instruments list for Campus Personnel to use that address the following skills:

- Kindergarten – letter sound knowledge or letter naming fluency and phonological awareness.
- First Grade – word reading accuracy or fluency and phonological awareness.

Screenings for all kindergarten students should take place at the end of the school year. Considerations for scheduling the kindergarten screener may include the following factors:

- Has adequate time for instruction been provided during the school year?
- Has adequate time been provided to compile data prior to the end of the school year?
- How will the timing of the screener fit in with the timing of other required assessments?
- Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties?
- Has adequate time been provided for educators to offer appropriate interventions to the student? and
- Has sufficient time been provided for decision making regarding next steps in the screening process?

Screenings for all first-grade students should take place as close to the middle of the school year as possible and must conclude by January 31st of each year.

Only District or Campus Personnel who are trained in valid, evidence-based assessments and can appropriately evaluate students for dyslexia and related disorders should conduct the screenings. This includes an individual who is certified/licensed in dyslexia or a classroom teacher who holds a valid certification and who is trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods, as well as a variety of writing and spelling components. In addition, the individuals who administer the screening instrument must also document student behaviors observed during the administration of the instrument, including lack of automaticity, difficulty sounding out

words left to right, guessing, self-correcting, inability to focus on reading, and avoidance behavior.

Campus Administration will verify that all Campus Personnel conducting screenings have undergone the required trainings and are properly certified to fill this role. Specifically, an individual who administers and interprets the screening instrument must, at a minimum, be an individual who is certified/licensed in dyslexia or a classroom teacher who holds a valid certification for kindergarten and Grade 1. Where possible, the student's current classroom teacher will administer the screening instrument for dyslexia and reading difficulties. Then, the teacher (or other Campus Personnel) conducting screenings will report the results of dyslexia and related disorder screenings required for each student in kindergarten and first grade through PEIMS. The results must also be provided to the parent of the student with an explanation of the scores.

Based on the universal screener for reading and dyslexia, if a student is at low risk for reading difficulties, the campus will continue evidence-based core reading instruction and continue to monitor the student for reading difficulties in the future.

If the student is at risk for reading difficulties, Campus Personnel will gather both quantitative and qualitative information about the student. Quantitative information may include current dyslexia screening instruments, previous dyslexia screening instruments, formal and informal classroom reading assessments and/or other skill assessments, vision and hearing screening, state assessment reports, curriculum-based assessments, and attendance records. Qualitative information may include observations of student during screening, other observations of student progress, teacher observations and reports, parent/guardian input (e.g., family history, early language skills), current student work samples, academic progress reports, work samples from earlier grades, and/or accommodations and intervention history and data.

Both quantitative and qualitative information will be reviewed by a Student Support Team which should include individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the results, and recognize characteristics of dyslexia. The Student Support Team may consist of the student's classroom teacher, the counselor, the campus or district dyslexia specialist, the individual who administered the screener, a representative of LPAC, assessment personnel, the parent, and/or an administrator. The Student Support Team shall analyze the data and decide as to whether the student's reading difficulties are or are not consistent with characteristics of dyslexia and related disorders.

If the Student Support 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 Student Support Team may decide to provide the student with additional supports in the classroom or through the Response to Intervention process or other Campus-based intervention system. However, the student is not referred for an evaluation at this time.

Campus Personnel will continue to monitor students for common risk factors for dyslexia in second grade and beyond. The District is required to consider prior screenings and testing before rescreening or retesting a student determined to have dyslexia during a prior screening or testing.

If the Student Support Team suspects that the student has dyslexia or a related disorder and is in need of special education and related services, the Student Support Team should refer the student for an FIIE under the IDEA, as there is a reason to suspect that special education services are necessary for the student.

It is important to remember that at any point in the process, a referral for a dyslexia evaluation may be made under IDEA if a disability and a corresponding need for special education services, including dyslexia instruction, are suspected. Progression through the intervention process is not required to begin the identification of dyslexia and should not delay the evaluation process if a suspicion of a disability exists. For example, Campus Personnel should refer a student for a dyslexia evaluation if regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension or when a student is not reaching grade-level benchmarks due to reading difficulty. In addition, parents or guardians have a right to request a referral for a dyslexia evaluation under the IDEA at any time. While the use of tiered intervention may be part of the identification and data collection process for dyslexia, Campus Personnel must ensure that evaluations of students suspected of having a disability are not delayed or denied because of implementation of tiered interventions, especially when parent or teacher observations reveal the common characteristics of dyslexia. District and/or Campus Special Education Personnel shall emphasize this requirement to all relevant Campus Personnel at least once per school year.

Parent Notification

The District must provide to all parents of students enrolled in the District on the following topics:

- Characteristics of dyslexia and related disorders;
- Evaluation and identification of dyslexia and related disorders;
- Effective instructional strategies for teaching students with dyslexia and related disorders;
- Qualifications of those delivering services to students with dyslexia and related disorders at each campus or school;
- Instructional accommodations and modifications, including those for statewide assessments;
- The steps in the special education process, as described in the Overview of Special Education for Parents form; and
- How to request a copy and access the electronic version of the Dyslexia

Handbook.

In addition, if the District suspects or has a reason to suspect that a student may have dyslexia, including after a dyslexia screener or other reading assessment under the Texas Education Code, and that the student may require specially designed instruction (including an evidence-based dyslexia program), the District shall provide the parent or guardian a copy of the Overview of Special Education for Parents form developed by the Texas Education Agency, which explains the rights available to the parent and student under the IDEA that may be in addition to the rights available under Section 504. This form should be distributed when a referral for an FIIE has been made based on a suspicion of dyslexia (or any disability eligible under IDEA) and should be distributed along with the Notice of Procedural Safeguards and Parent's Guide to the ARD Process.

Referral for IDEA Evaluation

The District must ensure that every student residing within its boundaries who needs special education and related services due to dyslexia or a related disorder is located, identified, and evaluated. See [CHILD FIND DUTY]. When a student is suspected of having dyslexia or a related disorder and a need for specialized instruction, the District shall seek to conduct an FIIE under the IDEA.

While dyslexia screenings are important tools for identifying suspicions of dyslexia or related disorders and may provide valuable data during the evaluation process, they do not constitute formal evaluations under the IDEA. Rather, the evaluation must be conducted by a multidisciplinary team using a variety of tools to assess the student for a specific learning disability, as well as any other areas in which the District suspects the student may have a disability.

Further, while the use of tiered interventions may be part of the identification and data collection process for dyslexia, Campus Personnel may not use early intervention strategies, such as Response to Intervention systems or other multi-tiered systems of support, to delay or deny the special education evaluation of a student suspected to have a specific learning disability, including dyslexia or a related disorder. **Progression through the intervention process is not required in order to begin the identification of dyslexia.**

If the Student Support Team or other Campus Personnel suspects that a student has dyslexia or a related disorder and may need dyslexia intervention services, the Student Support Team or other Campus Personnel must refer the student for an FIIE under the IDEA. According to the Dyslexia Handbook, evaluation for dyslexia and dysgraphia in Texas has moved to a single pathway for identification under the IDEA and should no longer be conducted through a Section 504 evaluation. The Student Support Team will make decisions regarding referrals on a case-by-case basis, carefully considering all data

obtained from screenings and other sources. In addition, parents or guardians may also request a referral for an initial evaluation under the IDEA.

Before conducting an FIIE to determine whether a student who is suspected of having dyslexia or a related disorder has a disability under the IDEA and needs specialized instruction, the Campus Special Education Personnel must comply with the special education procedures related to Prior Written Notice and Referral for Possible Special Education Services and provide the parent with all information indicated above. Campus Special Education Personnel shall also provide the parent with a copy of the Notice of Procedural Safeguards and give the parent an opportunity to give written consent for an FIIE.

If, following a request for an evaluation by the Parent, the District does not suspect the student has dyslexia or a related disorder and need for specialized instruction, Campus Special Education Personnel shall provide the Parent Prior Written Notice that includes a detailed description as to why an evaluation is not being conducted and a copy of the Notice of Procedural Safeguards.

If the student does not qualify for special education services under the IDEA following the completion of the FIIE, the student may be eligible to receive accommodations through Section 504. A student who is found not eligible under the IDEA but who is identified with dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504, as necessary.

Dyslexia Services under the IDEA

The District must provide direct dyslexia instruction under the IDEA to a student who is identified with a specific learning disability due to dyslexia or a related disorder and who demonstrates a need for dyslexia instruction. The District shall provide an evidence-based dyslexia program in accordance with all dyslexia program requirements set forth in The Dyslexia Handbook. The ARD Committee may only modify the evidence-based dyslexia program when data collection and the student's IEP demonstrate that it is not adequate to meet a student's needs, with or without some additional supports, unless the modified plan can offer and monitor all required components of dyslexia instruction.

Dyslexia Services under Section 504

Evidence-based dyslexia programs are specially designed instruction that must only be provided under the IDEA beginning with the 2025-2026 school year. While the District may not unilaterally decide to discontinue the provision of an evidence-based dyslexia program to a student who currently receives it through a Section 504 plan, Section 504 committees must begin discussing a student's continued need for an evidence-based

dyslexia program currently provided through an accommodation plan under Section 504 and submitting referrals for special education evaluations where appropriate.

For each student in the District currently receiving an evidence-based dyslexia program through a Section 504 plan, the Section 504 Committee will meet as soon as possible but no later than by the end of the 2024-2025 school year to determine whether the student continues to require an evidence-based dyslexia program and should therefore be referred for a special education evaluation. The District will continue to provide an evidence-based dyslexia program to a student who currently receives it through a Section 504 plan during this process.

If the Section 504 Committee determines that the student does not need an evidence-based dyslexia program, but only needs accommodations or other Section 504 services, the student can remain under a Section 504 plan, if determined appropriate by the Section 504 Committee.

If the parent of a student receiving dyslexia instruction under Section 504 refuses to consent to an evaluation under the IDEA, the District may use due process and/or mediation procedures to seek consent to evaluate the student. If the parent refuses to consent to a special education evaluation or to the provision of special education and related services following the evaluation, the student will no longer be eligible to receive instruction in an evidence-based dyslexia program through a Section 504 plan. A parent's refusal to consent to an evidence-based dyslexia program through IDEA means that the parent is refusing the child's special education and related services. If this happens, District Assessment Personnel will inform the parent of the following:

- The provision of an evidence-based dyslexia program is considered specially designed instruction, as that term is defined under IDEA. This means that an evidence-based dyslexia program is only available to students who have been identified with dyslexia and who are served under IDEA, which prescribes the legal requirements for special education and related services.
- Evidence-based dyslexia programs are not considered to be general education aids and services. General education aids and services are things like accommodations provided to a student to assist in classroom instruction and access to instruction, such as giving extra time for assignments and allowing speech-to-text capabilities when given a written assignment. While a Section 504 plan could be appropriate for those needs, the need for an evidence-based dyslexia program crosses over into a special education need.

The student may, however, continue to receive tutorials, interventions, and other academic or behavioral support services available to **all** students, including a multi-tiered system of supports.

Definitions

“Dyslexia” is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. Dyslexia meets the definition of a specific learning disability.

“Evidence-based dyslexia programs and instruction” is one or more evidence-based reading programs or curriculums purchased or developed by the District that is/are aligned with all instructional methods and components for dyslexia instruction as described in The Dyslexia Handbook. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy for students with dyslexia. **Evidence-based dyslexia programs are considered specially designed instruction (i.e., a special education service) under the IDEA, and provisions of these services must follow IDEA requirements.** This is also referred to as “Direct dyslexia instruction.” “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

“Specially designed instruction” includes adapting, as appropriate to the needs of an eligible child with a disability, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum. In addition to the identification of a disability, the need for specially designed instruction is an area that an ARD committee considers when determining initial and continued eligibility for special education and related services under the IDEA.

“Universal screening” is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Lindale ISD utilizes the Scottish Rite Take Flight program.

Evidence of Implementation

- Cumulative Student Data
- Instructional Strategies Provided and Student Response
- Notice and Consent for FIIE
- Prior Written Notice
- Section 504 Evaluation
- Full and Individual Initial Evaluation
- Evidence of Trainings for Campus Personnel Administering Screenings
- Certifications of Campus Personnel Administering Screenings
- Certifications or Licenses of Special Education Evaluators
- Evidence of Trainings for Special Education Evaluators
- Documentation Evidencing Participation of Special Education Evaluator
- Evidence of Training for Dyslexia Service Providers
- Certifications of Dyslexia Service Providers
- ARD/IEP
- Section 504 Plan
- Overview of Special Education for Parents form
- Receipt from Parent of The Dyslexia Handbook
- Approved Dyslexia Program
- Documentation of Dyslexia Services Provided to Student
- Documentation of Student Support Team Meetings
- Special Education Progress Reports
- Dyslexia Progress Reports

Resources

[Title 34, Section 104 of the Code of Federal Regulations \(“Section 504 Regulations”\) - Electronic Code of Federal Regulations](#)

[Technical Assistance: 504 - Texas Education Agency](#)

[Section 504 Fact Sheet for Parents - Texas Education Agency](#)

[The Texas Legal Framework for the Child-Centered Special Education Process: Dyslexia Services - Region 18](#)

[Dyslexia and Related Disorders - Texas Education Agency](#)

[HB 3928 FAQs: Dyslexia Evaluation, Identification and Instruction \(Nov 2023\)](#)

[Overview of Special Education for Parents August 2023 – Texas Education Agency](#)

[The Dyslexia Handbook 2024](#)

[Provision of Services for Students with Dyslexia and Related Disorders - Texas Education Agency](#)

[Dyslexia PEIMS Coding Overview](#)

[Dear Colleague Letter: Guidance on Dyslexia \(October 23, 2015\) - U.S. Department of Education](#)

[The Texas Dyslexia Handbook: Frequently Asked Questions – Texas Education Agency](#)

CITATIONS

Board Policy FB and Board Policy EHB; 29 USC 794; Tex. Educ. Code 29.0031, 29.0032, 38.003; 19 TAC 74.28; *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, Texas Education Agency (last updated August 2024)