

Buna Independent School District
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Texas Dyslexia Program Evaluation Supplement

Student:	Student ID #:
Campus:	Date of Evaluation:

§504 Committee Membership: The Blue Book requires a properly constituted §504 Committee in addition to members with knowledge of various aspects of dyslexia assessment and services. Use this chart to document proper attendance for Blue Book purposes. *Each type of knowledge must be present for the Committee to be properly constituted under Texas law for Dyslexia purposes.* In addition, document the proper federal membership using the chart on Form 10.

Name of Committee Member	Position/Title	Knowledge of
		The reading process
		Dyslexia and related disorders
		Dyslexia instruction
		District or charter school, state & federal guidelines for assessment
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Evaluation Data. The evaluation data reviewed by the §504 Committee to make the Dyslexia Program eligibility decision included data from the following areas (mark with a check to document that each area of required data was reviewed.)

	Observations of the teacher, district or charter school staff, and/or parent
	Data gathered from the classroom (including student work and results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student).
	The results of administered assessments (including both formal and informal measures), appropriate for the student's level of reading development, including: reading real words in isolation; decoding nonsense words; phonological awareness; letter knowledge (name and associated sound); rapid naming; fluency/rate and accuracy; reading comprehension; and written spelling.
	Data-based documentation of student progress during instruction and intervention
	LPAC documentation (where applicable)
	All other accumulated data regarding the development of the student's learning and the student's educational needs.

Dyslexia Program Eligibility. In making the determination of dyslexia program eligibility, and in addition to the factors to be considered to determine §504 eligibility (Form 10), the Committee considered the factors required by the Dyslexia Blue Book and as fully described therein. Check each area of consideration with

“Agree” or “Disagree” as determined by the §504 Committee.		
Agree	Disagree	Dyslexia Program Eligibility Factors
		The student has received conventional (appropriate) reading instruction;
		The student has experienced an unexpected lack of appropriate progress in the areas of reading and written spelling;
		The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas);
		The student exhibits characteristics associated with dyslexia; AND
		The student’s lack of progress was not due to sociocultural factors such as language differences, irregular attendance and lack of experiential background.

Results of Dyslexia Evaluation. If the Committee marked “Agree” in response to each of the preceding five statements, the student is eligible for the Texas Dyslexia program. If the Committee answered any of the previous five statements with “Disagree,” the student is not eligible for the dyslexia program based on Blue Book criteria, and can only be placed there by a Section 504 Committee or ARD Committee as required to provide the student with a free appropriate public education (FAPE).

Based on the evaluation data reviewed, and the answers to the required statements, the Committee has determined that (check one):

<input type="checkbox"/>	The student is eligible for the Texas Dyslexia Program.	<input type="checkbox"/>	The student is NOT eligible for the Texas Dyslexia Program.
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Eligibility for the Texas Dyslexia Program does not necessarily create eligibility under Section 504. Eligibility under Section 504 is determined based on federal eligibility requirements and analysis addressed in Form 10. That analysis will likely focus, at least in part, on the impact of the student’s dyslexia on the major life activity of “reading” (as opposed to the broader major life activity of “learning”).

Special Instructions for implementing the decision:

- For students eligible for both the Dyslexia Program and Section 504: The Committee should develop appropriate accommodations using Form 11. The Dyslexia Bundle may be provided to this student if the student meets the requirements provided in the current TAKS Coordinator’s Manual. Use of the Bundle should be documented on the §504 Accommodation Plan in the space provided.
- For students determined eligible for Section 504, but not for the Dyslexia Program: The Committee should consider appropriate accommodations utilizing Form 11.
- For students eligible for the Dyslexia Program but not eligible for Section 504: The Committee should consider appropriate accommodations including placement in the dyslexia program. These accommodations and services should be documented on the appropriate local form. *Do not use Form 11 for a student who is not §504-eligible.* The Dyslexia Bundle may be provided to this student if the student meets the requirements provided in the current TAKS Coordinator’s Manual. Use of the Bundle should be documented on the appropriate local form, pursuant to the District’s policies and procedures.