



Understanding Testing, Evaluations, and Accommodations

As part of our Multi-Tiered System of Supports (MTSS) at Roswell High School, we provide academic and behavioral interventions to help students succeed in the general education setting. Occasionally, parents request evaluations for dyslexia or other learning challenges, often in hopes of securing accommodations such as extended time on standardized tests (e.g., SAT or ACT). It's important to understand how evaluations and accommodations actually work in public schools.

1. Dyslexia and School-Based Testing

Public high schools do not conduct specific “dyslexia tests.” Instead, we evaluate for learning disabilities under the federal Individuals with Disabilities Education Act (IDEA). Dyslexia may be identified as part of a broader Specific Learning Disability (SLD), but the goal of school-based testing is to determine eligibility for special education services—not to provide a medical or diagnostic label.

2. The Special Education Evaluation Process

Before any special education evaluation can occur, federal law requires schools to collect 12–16 weeks of documented intervention data showing how the student responds to targeted supports. This process ensures that difficulties are not due to lack of instruction or attendance. The evaluation team can meet at six weeks into the data collection to determine if consent for evaluation is warranted. If after the data collection period has concluded and the evaluation team determines eligibility, the student may receive an Individualized Education Program (IEP) and be placed in the least restrictive environment that meets their educational needs.

3. Section 504 Plans

Students who do not qualify for special education may be considered for a 504 Plan under Section 504 of the Rehabilitation Act. To qualify, the student must have a documented physical or mental impairment that substantially limits one or more major life activities, such as learning, reading, or concentrating. Eligibility requires documentation from a qualified professional and evidence that the impairment impacts access to education. 504 Plans outline accommodations—not specialized instruction—to provide equal access to learning.

4. SAT and ACT Accommodations

The College Board (SAT) and ACT organizations make independent decisions about testing accommodations. While school-based IEP or 504 accommodations can support requests, approval is not automatic. Parents must initiate the process of requesting standardized testing accommodations through the 504 chair or IST. They must complete and sign the College Board consent form and return to the school designee. Then the testing agency will review educational and/or medical documentation to make a determination on approving accommodations.

5. Next Steps for Parents

- Contact your child's counselor to review current interventions and progress data.
- Share any private evaluations or medical documentation you may have.
- Understand that the school's goal is to determine educational impact and access—not to provide medical diagnoses.



Our team is committed to ensuring every student receives the support they need to succeed academically and personally.

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