

## **1003 – Dyslexia Monitoring Procedures**

The purpose of this document is to provide procedural information regarding the identification and monitoring of students with characteristics of dyslexia.

### **School Responsibilities**

Each authorized charter school shall screen students for characteristics of dyslexia and develop an Individualized Learning Plan for Characteristics of Dyslexia (“ILP-D”) for students who are eligible. Schools shall also monitor student progress and provide appropriate parent communication as outlined in the ILP-D Oversight Plan.

### **Dyslexia Coordinator**

Commission authorized charter schools shall designate a Dyslexia Coordinator (“Coordinator”). The Coordinator may be the Director of Student Supports, Special Education Supervisor, School Counselor, or other personnel with the knowledge necessary to fulfill the following Coordinator duties. The Dyslexia Coordinator should not also manage a caseload of special education students. Every year, the charter school shall notify the Commission of the school’s Coordinator by submitting the individual’s name and contact information on the master contact list contained within the reporting calendar. The Coordinator will serve as the point of contact for families and students in the school as well as the Commission, and will be responsible for school-level implementation of dyslexia procedures.

### **Obtaining Student Records**

Once a student enrolls in the charter school, the school shall immediately request the student’s records from the student’s previous school. The school shall then follow the procedures below to obtain documentation and official records for students with ILP-D plans:

- Determine if the child had an ILP-D plan in their previous district.
  - (a) Ask the parent(s)/guardian(s).
  - (b) Check the registration form/records brought by the student/family.
  - (c) Contact the student’s last known school/district.
- Contact the school from which the student is transferring to inform them a child with an ILP-D plan is enrolling in your school.
- When the records arrive, the principal must review the cumulative record and notify the Dyslexia Coordinator that a student with an ILP-D plan has enrolled.

The Coordinator shall request a transfer of the student’s ILP-D documentation in TN Pulse by emailing the Commission’s Exceptional Education Coordinator. Schools shall provide an



encrypted email or send a password-protected document containing the student's name, date of birth, prior district, and state ID number.

If documentation is missing from a student's prior school district, the Dyslexia Coordinator shall make reasonable effort to obtain the missing documentation and shall document efforts to obtain the missing documentation in the student's ILP-D folder and in TN Pulse.

Should a student transfer from the authorized charter school, the current school is responsible for sending all documentation to the receiving school.

### **Maintenance of Student Records**

Each authorized charter school shall be responsible for internally auditing student ILP-D records and monitoring for compliance. Please see the ILP-D Monitoring Checklist at the end of this document for an example form.

At the beginning of each school year, charter schools shall audit existing ILP-D files within the first month of school for all required documentation. ILP-D records, including any evaluation data, shall be kept in a separate intervention folder under the control of the Dyslexia Coordinator, as part of the student's cumulative file, or in any other location determined to be appropriate by the district or school. Documentation shall be translated, if necessary. Each school shall also upload student ILP-D records to TN Pulse.

### **State Reporting**

Each authorized charter school shall assign the DYS02 classification in the student information system (SIS) for any student screened for characteristics of dyslexia. Commission authorized charter school shall assign the DYS03 classification in the student information system (SIS) for any student receiving dyslexia-specific interventions. The classification shall be assigned for the length of the school year in which the student receives the dyslexia-specific intervention.

### **LEA Responsibilities**

The Commission's Exceptional Education Coordinator shall be responsible for ensuring implementation of the ILP-D oversight plan, assigning permissions within the TN Pulse platform, and facilitating transfer of records within TN Pulse. The Exceptional Education Coordinator shall facilitate an annual user audit of the TN Pulse platform to ensure that appropriate staff has access to data and information systems needed for the development, implementation, and monitoring of ILP-Ds.



The Commission shall monitor school compliance through an audit of randomly selected student files to ensure schools maintain proper documentation. The Commission shall utilize the ILP-D Monitoring Checklist to complete desktop monitoring.

If proper documentation is not maintained, the Commission shall notify the appropriate parties utilizing the Missing ILP-D Documentation Memo. Charter schools shall complete any corrective actions outlined in the memo.

- Desktop monitoring in TN Pulse will occur between one (1) to three (3) times a year as determined by a school's tier of risk outlined in the Commission's Risk Assessment Procedures; and
- On-site monitoring will occur annually at minimum.

The Commission shall maintain documentation of ILP-D monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school's Dyslexia Coordinator as a result of the monitoring.

## Forms and Appendices

The following forms include a sample template and required resources for Commission authorized charter schools to use when serving students with characteristics of dyslexia.

- ILP-D Oversight Plan
- Parent Information Resources
- ILP-D Plan Decision Chart
- ILP-D Monitoring Checklist
- [Dyslexia Resource Guide](#)
- [Screening for Characteristics of Dyslexia](#)

## **ILP-D Oversight Plan**

The purpose of this document is to outline district processes for the development, implementation, and monitoring of ILP-Ds in accordance with State Board of Education Rule 0520-01-22 and the Tennessee Investment in Student Achievement ("TISA") Guide.

### **Identification of Students with Characteristics of Dyslexia**

The "Say Dyslexia" law<sup>1</sup> requires local education agencies ("LEA") to implement screening procedures to identify and provide intervention to students with characteristics of dyslexia. The term "characteristics of dyslexia" is defined in the [TISA Guide](#).

#### **Students in grades kindergarten through eight (K-8) are determined to have characteristics of dyslexia if they:**

- Fall below the 25th percentile on the composite score of the Tennessee universal reading screener (grades K-3) or a nationally-normed, skills-based universal reading screener approved by the State Board (grades 4-8);
- Display deficits in fifty percent (50%) or more of the grade-appropriate subtests identified by the state's Minimum Universal Reading Screening Matrix which could include the following areas:
  - Phonological awareness;
  - Phonemic awareness;
  - Sound symbol recognition;
  - Alphabet knowledge;
  - Decoding skills;
  - Rapid naming; or
  - Encoding skills; and
- As observed and agreed upon by both the student's teacher and parent(s) or guardian(s), has demonstrated characteristics of dyslexia as described in the Tennessee Department of Education ("TDOE") Dyslexia Resource Guide.

#### **Students in grades nine through twelve (9-12) are determined to have characteristics of dyslexia if:**

- The charter school's Early Warning System detects that the student may be at-risk for a reading deficit;

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<sup>1</sup> T.C.A. § 49-1-229  
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- The student displays deficits in fifty percent (50%) or more of the grade-appropriate subtests identified by the state's Minimum Universal Reading Screening Matrix for grades 9-12 which could include the following areas:
  - Phonological awareness;
  - Phonemic awareness;
  - Sound symbol recognition;
  - Alphabet knowledge;
  - Decoding skills;
  - Rapid naming; or
  - Encoding skills; and
- As observed and agreed upon by both the student's teacher and parent(s) or guardian(s), has demonstrated characteristics of dyslexia as described in the Dyslexia Resource Guide.

Additional screening may also be requested for any student by the student's parent or guardian, teacher, counselor, or school psychologist.

Following the implementation of universal screening and any additional diagnostic screening administered according to the TDOE Screening Matrix, schools shall convene a team to analyze the variety of data available to determine how to best meet student need. Schools can consult the [Screening for Characteristics of Dyslexia Guide](#) for more information on diagnostic screening. When a student's data indicates characteristics of dyslexia, these students may require dyslexia-specific interventions.

As outlined in the [Dyslexia Resource Guide](#), dyslexia-specific interventions must be explicit, systematic and cumulative, multi-sensory, language-based, and aligned to individual student need.

### **Development of ILP-D Plans**

ILP-D plans are specific student intervention plans. When an ILP-D is created, the plan serves the student for one calendar year, unless the charter school determines that the student has met sufficient exit criteria prior to the annual review. Students are eligible for an ILP-D if:

- They meet criteria for characteristics of dyslexia as outlined in the TISA guide; and
- They do not meet the criteria set by the State Board of Education related to special education eligibility for specific learning disability or direct services through an IEP.

A student with characteristics of dyslexia shall not have an ILP-D if:

- A parent or guardian declines an ILP-D;

- The student with an ILP-D is subsequently determined eligible for special education and related services to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension; or
- The student has a primary or secondary eligibility category on the student's finalized IEP to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension.

Students who meet criteria for characteristics of dyslexia and whose parents decline an ILP-D must be placed and served within the RTI<sup>2</sup> framework.

A student with characteristics of dyslexia may meet criteria for an ILP-D, but the team may determine an ILP-D is not necessary if:

- (1) Additional sources of data indicate that the student does not have gaps in foundational skills indicative of characteristics of dyslexia and does not require dyslexia-specific intervention. The student may still require intervention within RTI<sup>2</sup>.
- (2) The student has identified skill deficits, but Tier 1, standards-based intervention or high-dosage low-ratio tutoring has been determined to meet the student's needs at this time.
- (3) The student is an English learner whose deficits are primarily a result of limited language proficiency, and the team has decided that English language ("EL") services are meeting the student's needs.

While protections against over-identification have been built into the universal reading screener decision-making crosswalks, a larger number of students may flag as meeting characteristics of dyslexia in the fall of kindergarten due to factors including, but not limited to lack of exposure and school experience, unfamiliarity with assessment, and limited explicit instruction in foundational literacy skills. Schools shall only implement ILP-D plans for kindergarten students beginning in the winter assessment window. Kindergarten students who meet criteria for characteristics of dyslexia based on data from the fall assessment window should receive dyslexia-specific interventions through the RTI<sup>2</sup> framework.

Schools can refer to the ILP-D Decision Chart in the Forms and Appendices section to determine whether an ILP-D may be appropriate for an individual student.

### **Quarterly Progress Monitoring of ILP-Ds**

Charter school Dyslexia Coordinators shall be responsible for oversight of ILP-D progress monitoring. Schools shall monitor student progress on ILP-D interventions quarterly.

Observations of student progress shall be documented by a member of the ILP-D team using

the Quarterly Monitoring Information tile within the TN PULSE platform within two (2) weeks of the end of each quarter and shall be communicated to families.

A school may request to use its own quarterly progress monitoring form if the option becomes available to upload a unique monitoring form in TN Pulse. Requests must be approved by the Commission Exceptional Education Coordinator by September 30 of each year. If a school opts to use its own form for quarterly progress monitoring of ILP-Ds, the school must upload the completed monitoring forms to TN Pulse within two (2) weeks of the end of the quarter. Failure to adhere to this timeline may result in a denial of subsequent requests to use a unique progress monitoring form.

### **Annual Review, Revision, and Exit Considerations**

ILP-Ds shall be reviewed and revised at least annually. The ILP-D team may meet either virtually or in person for the annual review of ILP-Ds.

When an ILP-D is due for annual review, in order to revise and create a new annual ILP-D, the student must still meet criteria for characteristics of dyslexia. The student's most recent universal reading screening benchmark data point must be utilized in determining eligibility for renewal. If the student does not meet eligibility criteria upon annual review, the ILP-D must be exited, regardless of if the student will continue to be served in a dyslexia-specific intervention.

Authorized charter schools are not required to gain parental consent for the renewal of an ILP-D, but schools shall notify families regarding the renewal of these service plans.

Charter schools can exit a student's ILP-D at any point based on exit criteria defined by the school. The Commission recommends the exit standard of two consecutive universal reading screening windows in which the student does not meet assessment criteria for characteristics of dyslexia. Please reference [Annual Review, Revision, and Exit Considerations for ILP-Ds](#) for additional guidance.

ILP-Ds are for students with characteristics of dyslexia who must be served in a dyslexia-specific intervention. If the school team determines the student no longer requires a dyslexia-specific intervention, the team should exit the student and continue to serve the student through the RTI<sup>2</sup> framework according to individual need.

### **Parental Communication and Notification**

Schools shall notify in writing the parent or guardian of a student with characteristics of dyslexia:

- Before implementing the student's ILP-D;
- Of the parent's right to decline an ILP-D and that declining an ILP-D does not constitute



a waiver of RTI<sup>2</sup> services;

- Of quarterly progress monitoring data; and
- Regarding the special education referral process.

Schools shall use the ILP-D: Parent Notification, Information and Consent form in TN PULSE to document parent consent for an ILP-D.

The Commission's Exceptional Education Coordinator shall monitor parental notification compliance through the desktop monitoring process outlined in the LEA Dyslexia Monitoring Procedures.

### **Special Education Referral and Evaluation Processes**

Some students with characteristics of dyslexia may have a specific learning disability in basic reading and/or reading fluency. These students may qualify for an Individualized Education Plan ("IEP") under IDEA or for a Section 504 plan. If a student is not successful with interventions provided through general education, the student *may* be referred for evaluation to consider eligibility for special education for a specific learning disability.

Schools are required to obtain data through the RTI<sup>2</sup> framework demonstrating that the student was provided empirically research-based instruction that is rigorous and systematic throughout all tiers of instruction/intervention.

The use of RTI<sup>2</sup> strategies may not be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability. If a student is suspected of having an educational disability at any time, the student may be referred by the student's teacher, parent, or outside sources for an initial special education evaluation based on referral concerns. Schools should refer to the LEA Special Education Monitoring Procedures for more information about the special education referral and evaluation processes under IDEA.

Students may still be eligible for special education or related services under Section 504 if they do not meet the eligibility standards for specific learning disability under IDEA. Schools should refer to the LEA 504 Plan Monitoring Procedures for more information about the Section 504 referral and evaluation processes.

### **Seamless Coordination of Service and Supports for Students with Characteristics of Dyslexia who are also English Learners and/or Students with Disabilities**

Charter schools shall follow all applicable LEA policies and procedures for identification and provision of wrap-around supports, including academic or behavior intervention, English learner services, or special education.



It is recommended that the ILP-D team include all relevant staff members for students receiving services according to an ILP, IEP, 504 plan, or academic or behavior intervention, including but not limited to special education teachers, RTI<sup>2</sup> teachers, and EL teachers. Relevant staff shall be included in the ILP-D team during the initial development of an ILP and during annual review and revision of an ILP-D. School staff shall coordinate to ensure that each student's goals and supports should appropriately address the specific needs and skill deficits being targeted by each type of service.

Schools shall not overlap dyslexia-specific interventions and EL services, special education services, and/or RTI<sup>2</sup> interventions. Schools shall annually document specific service times for each type of service through the Student Service Schedule Template submitted through the Commission's Reporting Calendar to demonstrate that dyslexia-specific interventions do not conflict with other interventions and supports.

The school shall ensure that EL students with characteristics of dyslexia are screened and served in accordance with T.C.A. § 49-1-229 and the State Board Rule Chapter 0520-01-19. The school shall provide to an EL student with characteristics of dyslexia both an Individualized Learning Plan ("ILP") and an ILP-D. The EL student's ILP and ILP-D shall be coordinated to ensure the seamless provision of coherent and complete services and support.

### **Staffing Requirements to Support the Development and Implementation of ILP-Ds**

Each authorized charter school shall ensure it maintains sufficient staffing and resources to support the development and implementation of ILP-Ds. Schools may appoint additional staff to be part of ILP-D development teams, such as RTI<sup>2</sup> team members, special education staff, ESL teachers, and other staff as appropriate.

### **Required Training for Appropriate Staff regarding ILP-D Requirements, Development, and Implementation**

Charter schools must provide annual training on ILP-D requirements, development, and implementation to all teachers, interventionists, and other staff members responsible for the development and/or implementation of ILP-Ds within thirty (30) calendar days of the start of the school year or within thirty (30) calendar days of hiring for a teacher hired mid-year. Training may be provided by the school's Dyslexia Coordinator or a school leader.

Schools shall submit evidence of training, including presentation materials and participation log, through the reporting calendar within thirty (30) calendar days of the start of the school year annually.

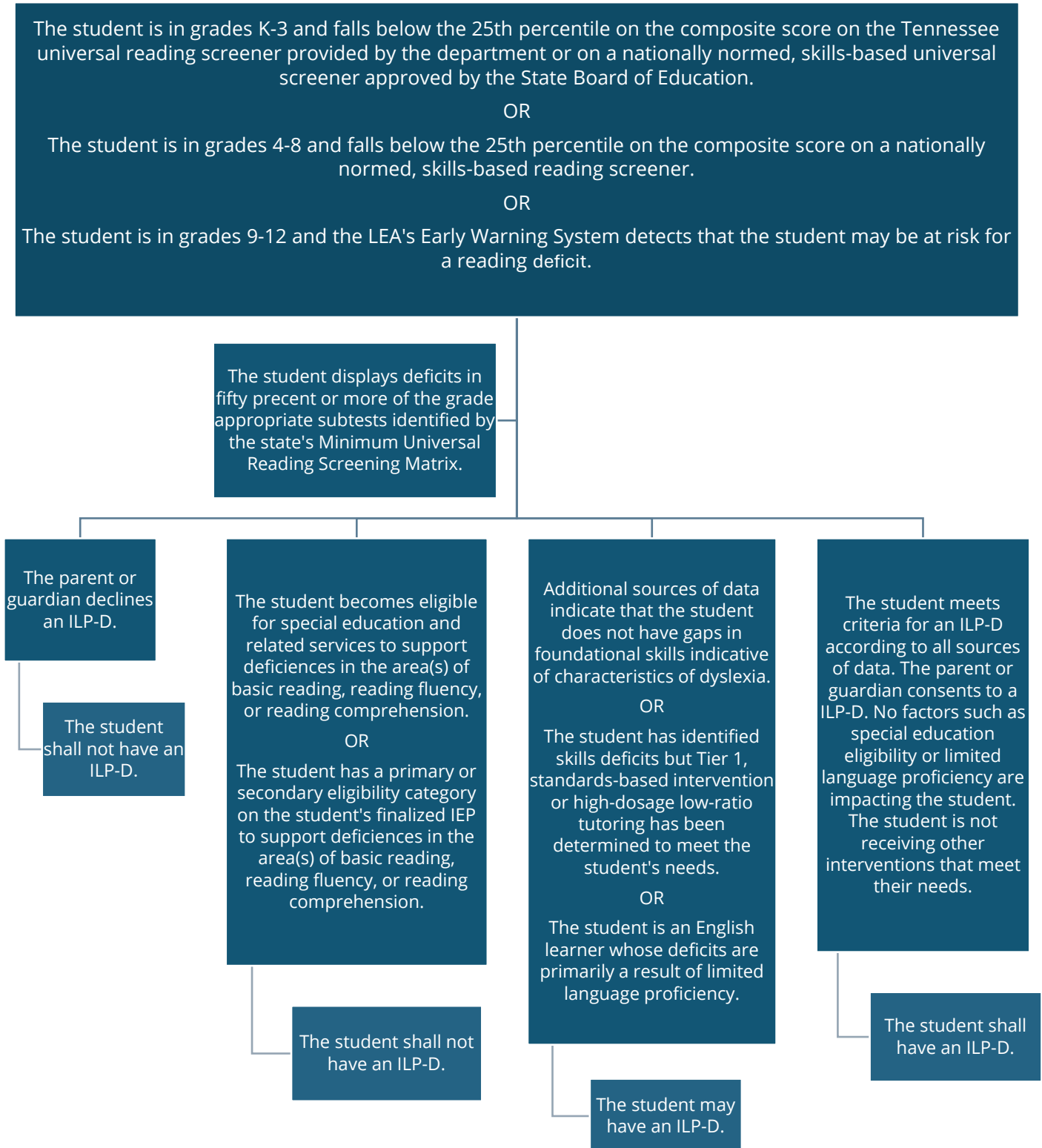
## Parent Information Resources

Commission authorized charter schools are required to provide parents with dyslexia-specific resources. The following are examples of parent friendly resource documents:

- Required TDOE Resource: [Individualized Learning Plans for Characteristics of Dyslexia: Family Information](#)
- [Dyslexia Basics \(IDA\)](#)
- [Dyslexia Basics \(IDA- Spanish\)](#)
- [Kids Health Factsheet](#)
- [Understanding Dyslexia \(NCLD\)](#)



## ILP-D Plan Decision Chart



## ILP-D Monitoring Checklist

### Demographic Information

Student:

Date of Review:

Monitor:

### Current ILP-D Plan

Required Documentation	Yes/No
Signed Parent Notification and Consent for Initial ILP-D Implementation	
ILP-D Reviewed Annually	
Universal Reading Screener Composite Score (Percentile)	
Identified Deficits in Grade-Appropriate Subtests of Skills	
Early Warning System Risk Indicator (Grades 9-12)	
Primary Skills Targeted Through Intervention	
Selected Intervention(s)	
Progress Monitoring Frequency (Minimum of Biweekly)	
Assistive Technology in the Classroom	
Classroom Access Considerations and Scaffolds	
Quarterly Progress Monitoring Reports	
Coordination of EL Services (If Applicable)	
Coordination of Special Education Services (If Applicable)	