

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Dyslexia Reporting Procedures

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The purpose of this document is to provide procedural information regarding the identification and reporting of students with characteristics of dyslexia. These procedures cover the following:

- [Identification of Students with Characteristics of Dyslexia](#)
- [School Responsibilities](#)
- [State Reporting](#)
- [LEA Responsibilities](#)
- [Forms and Appendices](#)

Identification of Students with Characteristics of Dyslexia

The “Say Dyslexia” law¹ requires local education agencies (LEA) to implement dyslexia screening procedures to identify and provide intervention to students with characteristics of dyslexia.

Students in grades Kindergarten through Eight (K-8) are determined to have characteristics of Dyslexia if they:

1. Fall below the 25th percentile on the composite score of the TN universal reading screener (grades K-3) or a nationally-normed, skills-based universal reading screener approved by the State Board;
2. 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 which could include the following areas:
 - a. Phonological awareness;
 - b. Phonemic awareness;
 - c. Sound symbol recognition;
 - d. Alphabet knowledge;
 - e. Decoding skills;
 - f. Rapid naming; or
 - g. Encoding skills; and
3. As observed and agreed upon by both the student’s teacher and parent(s) or guardian(s), has demonstrated the Characteristics of Dyslexia as described in the Dyslexia Resource Guide.

Students in grades Nine through Twelve (9-12) are determined to have characteristics of Dyslexia if:

1. The charter school's Early Warning System detects that the student may be at-risk for a reading deficit;
2. 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:
 - a. Phonological awareness;
 - b. Phonemic awareness;
 - c. Sound symbol recognition;
 - d. Alphabet knowledge;
 - e. Decoding skills;

¹ T.C.A. § 49-1-229

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- f. Rapid naming; or
 - g. Encoding skills; and
3. As observed and agreed upon by both the Student's teacher and parent(s) or guardian(s), has demonstrated the 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 problem-solving team to analyze screening and progress monitoring data, and to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology.

These intervention decisions will be recorded in Individualized Learning Plans – Dyslexia (ILP-Ds) and shared with students' parent or guardians along with progress monitoring data.

School Responsibilities

Each authorized charter school shall develop an ILP-D for students who are eligible as outlined in the ILP-D Oversight Plan.

Commission authorized charter schools shall designate a Dyslexia Coordinator on the School Main Contacts List submitted through the [Reporting Calendar](#) each year. 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 manage a caseload of special education students.

The school Dyslexia Coordinator shall be responsible for development of ILP-Ds within the TN PULSE platform and oversight of ILP-D implementation with support from the Commission's Special Populations Coordinator. Each authorized charter school shall ensure it maintains sufficient staffing and resources to support the development and implementation of ILP-Ds across the public charter school.

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 shall monitor school compliance quarterly through a desktop audit of randomly selected student files utilizing the ILP-D Monitoring Checklist. 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 dyslexia coordinator as a result of the monitoring.

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Forms and Appendices

The following forms are a sample template and required resources for Commission authorized charter schools to use when serving students with characteristics of dyslexia. The forms are based on those developed by the Tennessee Department of Education and can be found along with additional dyslexia guidance in the [TDOE Dyslexia Resource Guide](#).

- [ILP-D Oversight Plan](#)
- [Example Parent Information Resources](#) – *required*
- [Example ILP-D Plan Decision Chart](#)
- [Individualized Learning Plan – Dyslexia Monitoring Checklist](#)

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ILP-D Oversight Plan

The purpose of this document is to outline district processes for the development, implementation, and monitoring of individualized learning plans for students with Characteristics of Dyslexia (ILP-Ds) in accordance with State Board of Education rule 0520-01-22 and the Tennessee Investment in Student Achievement (TISA) guide.

Sections:

- 1) [Development of ILP-Ds for all students with Characteristics of Dyslexia](#)
- 2) [Quarterly progress monitoring of ILP-Ds](#)
- 3) [Annual review and revision of ILP-Ds](#)
- 4) [Parental communication and notification](#)
- 5) [Special education referral and evaluation processes](#)
- 6) [Seamless coordination of services and supports for students with Characteristics of Dyslexia who are also English Learners and/or students with disabilities](#)
- 7) [Staffing requirements to support the development and implementation of ILP-Ds](#)
- 8) [Required training for appropriate staff regarding ILP-D requirements, development, and implementation](#)

Development of ILP-Ds for all Students with Characteristics of Dyslexia. Students are eligible for an ILP-D if:

- They have taken the assessments listed on the Minimum Matrix developed by TDOE (available [here](#) under District Literacy Informational Page); and
- They have met initial criteria under TISA through analysis of their data (figure 1); 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 (see the [Dyslexia Resource Guide](#) for more information about special education eligibility).

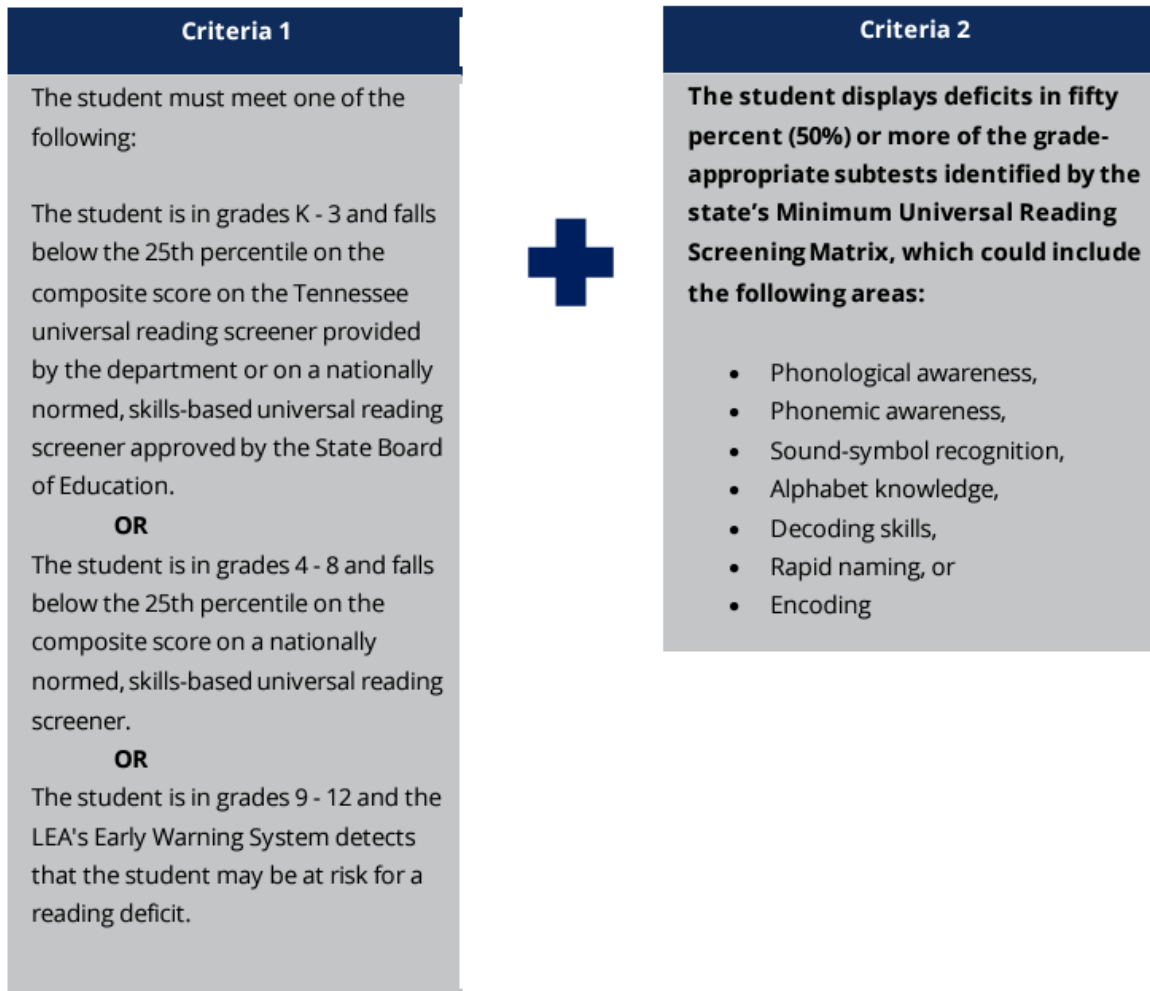
Schools must obtain written acceptance of the ILP-D from the parent or guardian and the parent must agree with the educator team that the student exhibits characteristics of dyslexia. This requirement is discussed in more detail in the Parent Communication section below. Students who meet the above criteria and whose parents decline an ILP-D must be placed and served within the RTI² framework.

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Figure 1 – TISA Criteria for Characteristics of Dyslexia, from the Dyslexia Resource Guide developed by the Tennessee Department of Education



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

1. A parent or guardian declines an ILP-D;
2. 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
3. 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.

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 RTI2.

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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 services are meeting the student's needs.

The school shall ensure that English Learner (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. Schools shall not overlap EL services and dyslexia-specific interventions, and schools shall keep documentation of specific service times for each to demonstrate that EL services and dyslexia specific interventions do not conflict.

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.

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 Special Populations 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 and Revision of ILP-Ds. For returning students, ILP-Ds shall be reviewed and revised annually to determine continued eligibility. The ILP-D team may meet either virtually or in person for the annual review and revision of ILP-Ds.

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 RTI² services;
- Of quarterly progress monitoring data; and
- Regarding the special education referral process.

Documentation of this outreach must be included in students' TN Pulse profile. Schools must use the Parent Notification form template provided within TN PULSE.

The Commission Special Populations Coordinator shall monitor school compliance with these parental communication and notification requirements through the quarterly desktop monitoring process outlined in the [LEA Dyslexia Reporting Procedures](#).

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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.

The [Standards of the State Board of Education for Evaluation and Eligibility for Specific Learning Disability](#) require schools to obtain data through the RTI² 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 RTI² 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 Services 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, RTI² teachers, ESL teachers, etc. 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 English learner services, special education, and/or RTI² interventions, and schools shall keep documentation of specific service times for each to demonstrate that Dyslexia specific interventions do not conflict with other interventions and supports.

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

The Commission Special Populations Coordinator shall be responsible to ensure implementation of the ILP-D oversight plan, assigning permissions within the TN Pulse platform, and facilitating transfer of records within TN Pulse. The Special Populations 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

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the development, implementation, and monitoring of ILP-Ds.

The charter school Dyslexia Coordinator shall communicate with the Commission Special Populations Coordinator to request student ILP-D transfers within the TN Pulse platform.

Schools may appoint additional staff to be part of ILP-D development teams, such as RTI² 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, to the Commission Special Populations Coordinator within thirty (30) calendar days of the start of the school year annually. The Special Populations Coordinator shall document each school’s completion of the training requirement through the [Reporting Calendar](#).

Adapted from materials from the [TDOE Dyslexia Resource Guide](#)

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Example Parent Information Resources

(Required)

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

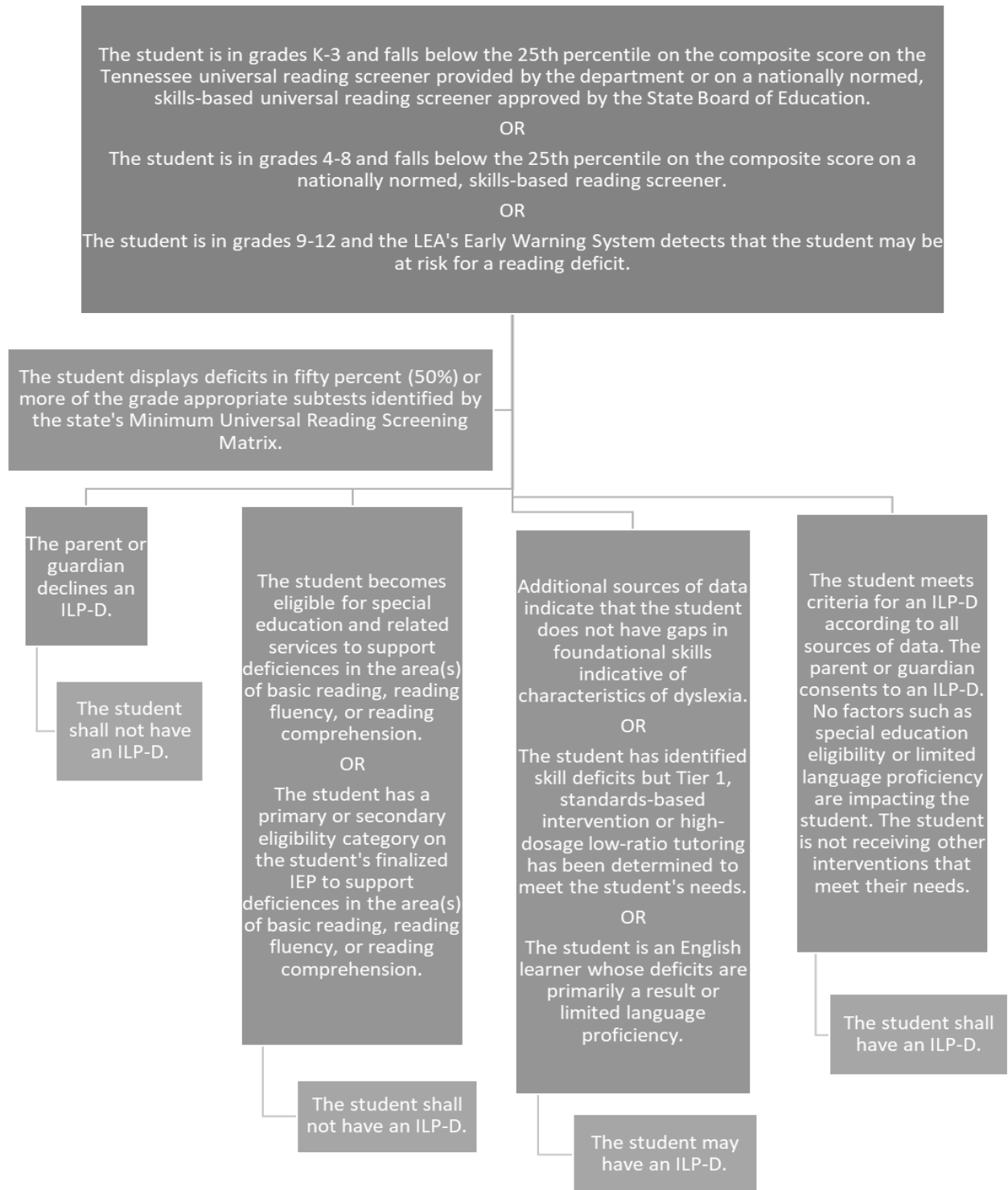
- [Individualized Learning Plans for Characteristics of Dyslexia: Family Information](#) (TDOE)
- IDA Dyslexia Basics:
 - <https://dyslexiaida.org/dyslexia-basics/>
 - <https://app.box.com/s/zflmi0e4a6xit7tey3i9pw8nrmezftaw> (in Spanish)
- Kids Health Factsheet:
 - <http://kidshealth.org/en/parents/dyslexia-factsheet.html>
- Understanding Dyslexia: (NCLD)
 - <https://www.understood.org/en/learning-attention-issues/child-learningdisabilities/dyslexia/understanding-dyslexia#item0>

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Example ILP-D Plan Decision Chart



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Individual Learning Plan – Dyslexia Monitoring Checklist

Student	Date	Monitor Initials		
Individualized Learning Plan - Dyslexia		Check if fulfilled		
The ILP-D has been reviewed and revised within the past calendar year.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Universal Reading Screener data (grades 4-8) or Risk Area (grades 9-12)				
<ul style="list-style-type: none"> • Composite Score (percentile) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<ul style="list-style-type: none"> • Identified Deficits 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Early Warning System Risk Indicator(s) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Intervention information				
<ul style="list-style-type: none"> • Primary Skills Targeted 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Selected Intervention(s) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • Progress Monitoring Frequency (<i>must be minimum of biweekly</i>) 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Classroom Access: Supports and Accommodations				
<ul style="list-style-type: none"> • Assistive Technology 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<ul style="list-style-type: none"> • Access Considerations and Scaffolds 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Signatures		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Exit criteria		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Parent Notification		Check if fulfilled		
Parental Notification and Consent for ILP-D implementation		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Progress monitoring data				
<ul style="list-style-type: none"> • Quarter 1 		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

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• Quarter 2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
• Quarter 3	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
• Quarter 4	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Coordination of Services		Check if fulfilled	
If student is an English Learner, the school provided service schedules demonstrating that the student receives all required EL services and dyslexia interventions according to their ILP and ILP-D.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
If student is eligible for special education, the school provided service schedules demonstrating that the student receives all required special education and related services and dyslexia interventions according to their ILP and IEP.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A