

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Dyslexia Reporting Procedures

1003

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](#)
- [Individualized Learning Plan – 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;

¹ T.C.A. § 49-1-229

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

- 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.
- 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.

Beginning in SY 2023-24, these intervention decisions will be recorded in Individualized Learning Plans (ILP-Ds) and shared with students' parent or guardians along with progress monitoring data.

Individualized Learning Plan – Dyslexia

Each school shall develop an Individualized Learning Plan – Dyslexia (ILP-D) for students identified with characteristics of Dyslexia:

1. For students in grades Kindergarten through three (K-3), schools shall develop a language-focused ILP-D that provides appropriate tiered dyslexia-specific interventions designed to provide access to instruction aligned to grade-level academic standards.
2. For students in grades four through twelve (4-12), schools shall develop an ILP-D that provides appropriate tiered dyslexia-specific intervention designed to provide access to instruction aligned to grade-level academic standards and access to assistive technology supports.

Schools shall review and revise each student's ILP-D at least annually.

Schools shall notify in writing the parent(s) or guardian(s) of a student with characteristics of Dyslexia:

1. Before implementing the student's ILP-D;
2. Of quarterly progress monitoring data;
3. Regarding the special education referral process; and
4. Of the parent's or legal guardian's right to decline an ILP-D and that declining an ILP-D does not constitute a waiver of RTI² services.

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

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, of 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.

The school shall ensure that English Learner 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.

School Responsibilities

Each authorized charter school shall annually identify a school-based staff member who is responsible for developing and implementing ILP-Ds. The designated staff member shall participate in any training provided by the district regarding ILP-D requirements, development, and implementation, and shall ensure other relevant school staff receive appropriate training to implement ILP-Ds in accordance with State Board Rule Chapter 0520-01-22.

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.

1) **State Reporting**

Each authorized charter school shall assign the DYS01 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 annually 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.

The Commission shall provide a training for relevant school staff regarding ILP-D requirements, development, and implementation, and shall maintain documentation of the training including the presentation and a log of participants.

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

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](#).

- [Sample Parent Letter](#) – *template*
- [Example Parent Information Resources](#) – *required*
- [Individualized Learning Plan – Dyslexia Monitoring Checklist](#)

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Dyslexia Reporting Procedures

1003

Sample Parent Letter

(Template)

[Date]

Dear Parent/Guardian of _____,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading, math, and writing screenings throughout the school year.

These screenings are part of RTI2, Response to Instruction and Intervention, which is a tiered instruction program used for all students. This multi-tier approach allows us to efficiently address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI2 Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI2 Tier II or Tier III. Generally, this means small group instruction focused on the area in which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Based on performance within [school name]'s universal screening process, your child has been identified with difficulties in reading in the following areas:

- Phonological awareness: a broad category comprising a range of understandings related to the sounds of words and word parts
- Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words
- Alphabet knowledge: understanding that letters represent sounds which form words
- Sound/Symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”)
- Encoding skills: translating speech into writing (spelling)
- Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

When students struggle with any of these reading areas, dyslexia-specific interventions may be effective to address the skill deficit. Students requiring intervention in these areas do not necessarily have dyslexia but could benefit from this type of instructional support. Recommendations for accommodations, interventions, and specific programs will be developed, monitored, and communicated with you through our school’s problem-solving teams.

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

Reports on your child’s progress will be sent to you at least every four and a half weeks.

We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Dyslexia Resource Guide at [\[insert link\]](#) or request a printed copy. To request a copy or if you have questions, please contact [\[name\]](#) at [\[phone and email\]](#).

To learn more about RTI2, please contact STEP’s Parent Training and Information Center for workshops and/or training materials at www.tnstep.org or call 800-280-7837.

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

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
Dyslexia Reporting Procedures	1003

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:

- 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>

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Dyslexia Reporting Procedures

1003

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.		
Universal Reading Screener data		
Intervention information		
Classroom access considerations, including assistive technology for grades 4-12		
Signatures		
Exit criteria		
Parent Notification		Check if fulfilled
Prior written notice of ILP-D implementation		
Progress monitoring data		
Quarter 1		
Quarter 2		
Quarter 3		
Quarter 4		
Special education referral process information		
Right to decline ILP-D		
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.		
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.		