

## Dyslexia Decision Making Chart

Purpose	Steps/Procedure	Documents Needed	Performed By
<b>Dyslexia Referral</b>	<ol style="list-style-type: none"> <li>1. RtI Team meets to address and document reading concerns and strategies in Tier I for students who have not adequately responded to appropriate classroom reading instruction as well as intensive intervention.</li> <li>2. If student exhibits characteristics of dyslexia and continues to struggle with reading despite Tier II intervention, a dyslexia referral can be initiated.</li> <li>3. Dyslexia Referral and Section 504 Referral are completed.</li> <li>4. Notice of Parent Rights are explained to parent</li> <li>5. Notice and Consent for Initial Dyslexia/Section 504 Evaluation/ Receipt of Rights is explained and signed by parent.</li> </ol>	<ol style="list-style-type: none"> <li>1. RtI Plan forms, pp. 1-12 as appropriate <b>(original)</b></li> <li>2. RtI supporting documentation (iData Portal Profile, Benchmarks, Progress Monitoring, HLS, TAKS, TPRI/Tejas LEE results, samples of work, etc.)</li> <li>3. Dyslexia 2 Page Referral-Spanish for Bilingual referrals/both for transitioned students <b>(original)</b></li> <li>4. Section 504 4 Page Referral <b>(original)</b></li> <li>5. Notice and Consent for Initial Dyslexia/Section 504 Evaluation/Receipt of Rights <b>(original)</b></li> <li>6. Notice of Parent Rights Under 504</li> </ol>	Dyslexia Coordinator
<b>Dyslexia Evaluation / Placement</b>	<p><b>Prior to Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Once dyslexia referral is approved by the Dyslexia Department, testing is scheduled. Campuses with approved dyslexia evaluators will await referral approval before assessing.</li> <li>2. Assessment data will be scored and report compiled.</li> <li>3. Once evaluation is approved by the Dyslexia Department, results will be ponied to the Dyslexia Coordinator.</li> <li>4. Send notice of Dyslexia Committee Meeting to parent.</li> <li>5. Determine committee members.</li> </ol> <p><b>At the Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Review results of the Dyslexia Evaluation Summary and results of Decoding Skills Test Profile. Use to guide committee decision.</li> <li>2. Complete Dyslexia Program Evaluation Supplement.</li> <li>3. Complete Section 504 Evaluation</li> <li>4. If student qualifies for <b>dyslexia only</b>, develop Dyslexia Accommodation Plan and determine appropriate intervention period/time/course and assign for immediate support.</li> <li>5. Document committee decisions on Dyslexia Placement and Annual Review form.</li> <li>6. If student qualifies for <b>both dyslexia and 504</b>, develop 504 Accommodation Plan, determine appropriate intervention and assign for immediate support.</li> <li>7. Complete the Dyslexia/Section 504 Data Entry and have data clerk input into data base.</li> </ol>	<ol style="list-style-type: none"> <li>1. Notice of Dyslexia/Section 504 Meeting</li> </ol> <ol style="list-style-type: none"> <li>1. Dyslexia Evaluation Summary and Decoding Skills Test Profile</li> <li>2. Dyslexia Program Evaluation Supplement</li> <li>3. Section 504 Evaluation</li> <li>4. Dyslexia Accommodation Plan <b>(If dyslexia eligible)</b></li> <li>5. Dyslexia Placement and Annual Review</li> <li>6. 504 Accommodation Plan <b>(If dyslexia and 504 eligible)</b></li> <li>7. Individual Education Plan <b>(if dyslexia and special education eligible)</b></li> <li>8. Dyslexia/Section 504 Data Entry</li> </ol>	Dyslexia Coordinator  Committee of Knowledgeable Persons (CKP)

Purpose	Steps/Procedure	Documents Needed	Performed By
<b>Dyslexia Evaluation / Placement continued</b>	<p><b>After the Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Report recommendations of Dyslexia Committee Meeting to parent <b>if not present.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Notice of Dyslexia/Section 504 Evaluation Results (<b>If parent not present</b>)</li> </ol>	<p>Dyslexia Coordinator</p>
<b>Dyslexia Annual Review</b>	<p><b>Prior to Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Notice of Dyslexia Committee Meeting to parents</li> <li>2. Determine committee members</li> <li>3. Collect data to be reviewed/evaluated</li> </ol>	<ol style="list-style-type: none"> <li>1. Notice of Dyslexia/Section 504 Meeting</li> </ol>	<p>Dyslexia Coordinator</p>
	<p><b>At the Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Review Dyslexia Program Annual Evaluation Profile and all other available data.</li> <li>2. Complete/sign the Dyslexia Placement and Annual Review.</li> <li>3. If continued placement is recommended, determine the appropriate intervention/period/time/course.</li> <li>4. Update Dyslexia Accommodation Plan</li> <li>5. Evaluate for continued Section 504 eligibility (<b>If appropriate</b>)</li> <li>6. Complete the Dyslexia/Section 504 Data Entry and have data clerk input into data base.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dyslexia Eligibility Folder</li> <li>2. Dyslexia Program Annual Evaluation Profile</li> <li>3. Data (DST, TPRI/Tejas LEE, Voyager, TAKS, other)</li> <li>4. Dyslexia Placement and Annual Review</li> <li>5. Dyslexia Accommodation Plan (<b>if dyslexia eligible</b>)</li> <li>6. Section 504 Evaluation</li> <li>7. 504 Accommodation Plan (<b>if dyslexia and 504 eligible</b>)</li> <li>8. Individual Education Plan (<b>if dyslexia and special education eligible</b>)</li> <li>9. Dyslexia/Section 504 Data Entry</li> </ol>	<p>Committee of Knowledgeable Persons (CKP)</p>
	<p><b>After the Meeting:</b></p> <ol style="list-style-type: none"> <li>1. Report recommendations of Dyslexia Annual Review Meeting to parent(s) <b>if not present.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Notice of Dyslexia/Section 504 Evaluation Results</li> </ol>	<p>Dyslexia Coordinator</p>

Purpose	Steps/Procedure	Documents Needed	Performed By
<b>Dyslexia Exit/ Monitoring Meeting</b>	<b>Prior to Meeting:</b> 1. Notice of Dyslexia Committee Meeting to Parents 2. Collect data to be reviewed /evaluated 3. Determine committee members	1. Notice of Dyslexia/Section 504 Meeting	Dyslexia Coordinator
	<b>At the Meeting:</b> 1. Review and consider all data. 2. If the student meets <b>two or more</b> of the following criteria, recommendation for exit may be considered: -The student is reading and comprehending <b>grade level</b> text; -The student can read and comprehend <b>content level</b> text-book; -The student has passed the state assessment: (TPRI/Tejas LEE/TAKS); -The student is successful in all content areas without accommodations; -The student’s annual evaluation records recommend exiting from the designated dyslexia intervention. 3. Complete/sign Dyslexia Placement and Annual Review (Document exit/monitoring recommendation).	1. Dyslexia Eligibility Folder 2. District and State Assessment Data 3. Dyslexia Intervention Benchmark Data 4. Dyslexia Placement and Annual Review	Committee of Knowledgeable Persons (CKP)
	<b>After the Meeting:</b> 1. Report recommendations of Dyslexia Committee Meeting to parent(s) <b>if not present</b> . 2. <b>If exited</b> , complete Data Entry. 3. <b>If exited</b> , file dyslexia eligibility folder in inactive file	1. Notice of Dyslexia/Section 504 Evaluation Results 2. Dyslexia/Section 504 Data Entry	Dyslexia Coordinator