**Initial Screener (All Students First Step)**

* Teachers will enter initial screening data in FileMaker
* Begin or continue intervention addressing identified deficit area(s)
* Students not showing progress with interventions will then move to

 Level 1 Dyslexia Screening

**Level 1 Screening (Collecting Data)**

* RTI Process and Progress Monitoring
* Students not showing progress with interventions will then move to

 Level 2 Dyslexia Screening

* Complete [Level 1 Summary Sheet](https://drive.google.com/file/d/1_ci9CCXD4-d2CVCJ3OFM4U7CHeYZQM03/view?usp=sharing)

**Level 2 Screening**

* Principal/designee will submit Level 2 Dyslexia Screening Request form and signed parent consent form to Special Services
* Screening will be administered by Dyslexia Assessment Team
* Level 2 Dyslexia Screening results will be returned to the principal/designee
* Notify Federal Programs Director if the student is recommended for a Dyslexia Intervention following the Level 2

 Dyslexia Screening

 **Dyslexia Intervention**

* Dyslexia Intervention service plan will be determined at building level by committee that includes at a minimum building administrator and Reading Interventionist
* Federal Programs office will keep records of students receiving Dyslexia Intervention
* Federal Programs will communicate with SPED so that information can be added to eschool and FileMaker regarding Level 2

**Students with Independent Dyslexia Evaluation or Level 2 from another school district**

* Forward the Independent Dyslexia Evaluation or Level 2 from another school district to Special Services--Lisa Rice
* Special Services will review and complete the [Dyslexia Evaluation Review Form](https://drive.google.com/file/d/14b_EXH2cLmJY3c0o6CF8L_iL-iSpX44c/view?usp=sharing) and return to principal/designee
* If the Independent Dyslexia Evaluation does not prove to be sufficient, the Dyslexia Assessment team will recommend additional assessment or placement in RTI process
* If the Independent Dyslexia Evaluation proves to be sufficient the Dyslexia Evaluation Team will notify the principal/designee
* Notify Federal Programs Director if the student is recommended for a Dyslexia Intervention following the Level 2 Dyslexia Screening

 **Dyslexia Intervention**

* Dyslexia Intervention service plan will be determined at building level by committee that includes at a minimum building administrator and Reading Interventionist
* Federal Programs office will keep records of students receiving Dyslexia Intervention
* Federal Programs Director will communicate with Special Services so that information can be added to eschool and FileMaker regarding Level 2 screening

**Initial Screener**

* Teachers will enter Initial screening data in FileMaker
* Begin or continue Intervention addressing identified deficit area(s)
* Students not showing progress with interventions will then move to

 Level 1 Dyslexia Screening

**Level 1 Screening**

* RTI Process and Progress Monitoring
* Students not showing progress with interventions will then move to

 Level 2 Dyslexia Screening

**Level 2 Screening**

* The IEP committee will convene to consider a re-evaluation or Level 2 Screening. The IEP committee must include a School Psychology Specialist, building Principal/designee and other required team members. Documentation and parent consent will be obtained using appropriate special education due process paperwork.
* Screening/evaluation will be administered by Dyslexia Assessment Team, including SPS and/or SLP.
* Level 2 Dyslexia Screening results will be shared in an IEP team meeting with all required team members present.
* Notify Kelly Pearce if the student is recommended for a Dyslexia Intervention following the Level 2 Dyslexia Screening. This can be done via the Due Process Cover sheets.

 **Dyslexia Intervention**

* Dyslexia Intervention will be documented in the IEP as determined by the IEP team.
* Kelley Pearce and SPED staff will ensure that information from the due process cover sheets are added to eSchool and FileMaker regarding Level 2

**Students with Independent Dyslexia Evaluation or Comprehensive Evaluation from another school district**

* Forward the Independent Evaluation for Dyslexia along with the Independent Comprehensive Evaluation Review form to Special Services--Lisa Rice
* Special Services will complete the Independent Comprehensive Review and Characteristic Profile
* The IEP team must convene to review this evaluation data and determine how to proceed. Be sure to include the SPS in this meeting.
* If the Independent Dyslexia Evaluation or Comprehensive Evaluation does not prove to be sufficient the Dyslexia Assessment team will recommend additional assessment or interventions, through the IEP team process.
* If the Independent Comprehensive Evaluation proves to be sufficient, the IEP team will determine services.

 **Dyslexia Intervention**

* The IEP team, including all required members, will convene to determine programming and will document using appropriate special education due process paperwork.
* Special Services office will keep records of students receiving Dyslexia Intervention
* Special Services staff will ensure information is added to eSchool and FileMaker regarding Level 2 screening