The classroom/referring teacher should contact the parent to discuss concerns and conduct the parent interview. Give referral form and completed interview to your dyslexia contact. Use the RTI Model to address needs and keep progress monitoring data.

Does the child already have a diagnosis of dyslexia?

- Yes
  - Conduct a Level 1 screener with all required components. Anyone who has been trained can administer the screener.

- No
  - Refer the student to the SBIT team to determine how best to meet the child’s needs. Complete the dyslexia Screening/intervention form in CIS

The student may need a Level 2 screener: Obtain informed consent at a 504 or special education meeting and a licensed school psychologist will administer testing for a Level 2 screener

A school-based decision-making (usually SBIT) team should meet to review test results, student records, and progress, inform parents of concerns, and obtain parental consent if additional assessments are needed to determine if characteristics of dyslexia exist.

Did the team determine that the student is exhibiting characteristics of dyslexia? Use the questions on the Dyslexia Profile*

- Yes
  - Discuss the results with the parent. Use the Parent Packet at www.lrsd.org/dyslexia to provide the parent with information and resource materials on characteristics of Dyslexia, inform them of their right to an independent evaluation, and obtain permission for placement with the Dyslexia Intervention Form (make a copy for the parent).

- No
  - The 504/ or special education team should meet to review test results, student records, and progress, inform parents of concerns, and obtain parental consent if additional assessments are needed to determine if characteristics of dyslexia exist.

**In rare instances, a parent may refuse dyslexia services. In these instances, please try to determine a solution. If a solution can not be reached, Have the parent complete and sign the Parent Letter for Dyslexia intervention. A member of the team will need to complete the dyslexia screening/intervention google form and note that parent refused services.

** Dyslexia intervention should begin as soon as possible to address the student’s needs. If the team determines the student is exhibiting the characteristics of dyslexia, then the student shall be provided dyslexia intervention services (Ark. Code Ann. § 6-41-603 (c)(2)(A)).

Disclaimer: completion of this flow chart does not ensure regulatory compliance. This is chart is to provide information to guide the dyslexia screening process. All decisions should be based on individual student need and follow the requirements of the law. For more information see http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/dyslexia.