The General Assembly passed SEA 217 which addresses ‘Dyslexia’, and adds a number of new requirements for both the IDOE and schools. Schools must be ready to implement by July 1, 2019, and complete their first report to the State and have on the school website by July 15, 2019. Unfortunately, this law is not funded; however, is required.

Schools are required to:

★ Using an IDOE approved screening tool, screen for characteristics of dyslexia for grades K-2 and new students who have not already been tested for dyslexia.
★ Create a criteria for Level 1 and Level 2 (purchase IDOE approved screeners for each level).
★ Report and make public how many students administered the screeners and qualified as at-risk.
★ Reading specialist trained in dyslexia and who will train staff.
★ Receive parent consents before screening for Level 1 and 2
★ Provide interventions for students who indicate a need

Dyslexia Program 2019-2020
Tipton Community School Corporation will begin assessing students at the end of August and continue through the end of September. A letter will be sent to parents if their child needs to be assessed to determine further assessments and interventions for their child. Those students who qualify will begin interventions the last week of September. Assessments and interventions will continue until students have met the required benchmarks.

Universal Screener: mClass, Arkansas Rapid Naming Screener, and Words their Way: Primary Spelling Inventory

Level 1 Criteria:
Screener: Dibels DeeP: Phonics Awareness (K-5)
Students with red on mclass
Bottom 20% on rapid naming and encoding
Teacher recommendation, if needed

Level 2 Criteria:
Little to no progress in Level 1
Students with red on mClass
Bottom 20% on rapid naming and encoding
Teacher recommendation, if needed

Level 1 Interventions:
General education teachers will provide interventions to students (as in MTSS)
Interventions will depend on student need.

Level 2 Interventions:
Title 1 Team and/or general education teacher will provide services (as in MTSS)
Interventions will depend on student need.

The number of students during the previous school year who received dyslexia intervention during the 2018-2019 school year: none

The total number of students identified with dyslexia during the 2018-2019 school year: none