

## **BACKGROUND**

In 2013, the Arkansas Legislature passed ACT 1294 to ensure that children with the characteristics of dyslexia would have their needs met by the state's public school system.

In 2015, ACT 1268 expanded this initiative by modifying the requirements concerning dyslexia screenings, and clarifying actions required by the state, educational cooperatives, and school districts.

In October of 2016, the Arkansas Department of Education (ADE) updated the rules governing the implementation of ACT 1268. These updated rules provided further clarification, guidance, and instruction on how to meet the needs of students showing characteristics of dyslexia.

In April of 2017, the Arkansas Legislature passed ACT 1039 to further amend and clarify code provisions regarding dyslexia screenings and intervention, and to add specific enforcement provisions tied to school accreditation.

ACT 1039 also added new public posting requirement which includes the number of students in each school identified as having the characteristics of dyslexia, and the number of students placed in the approved intervention program.

## **INTERVENTION PROGRAM**

The Deer/Mt. Judea School District has an approved Intervention Program in place to assist any students identified as having characteristics of dyslexia. We primarily use the Barton Reading and Spelling System, developed by internationally-recognized expert, Susan Barton. For students not yet ready for the Barton program, we use the LiPS® phoneme sequencing program from Lindamood-Bell.

## **DYSLEXIA INTERVENTIONISTS**

The Deer/Mt. Judea School District has trained Dyslexia Interventionists on every campus. Dyslexia Interventionists for the Deer/Mt. Judea School District are:

Deer Campus - Miranda Gilmore

Mt. Judea Campus - Jamie Williams

In addition, Pattie Wheeler (from the OUR Educational Cooperative) serves as our regional dyslexia specialist, with assistance from Susan Grant.

## **SCREENINGS**

The Deer/Mt. Judea School District conducts initial screeners in Kindergarten through 2nd grade for

indicators of Dyslexia. In addition, the district also uses initial screeners for any student in the 3rd - 12th grade who appears to be experiencing difficulty (as noted by a classroom teacher).

The initial screening of students shall be performed with fidelity and include without limitation (Ark. Code Ann. § 6-41-603): 1. Phonological and phonemic awareness; 2. Sound symbol recognition; 3. Alphabet knowledge; 4. Decoding skills; 5. Rapid naming; and 6. Encoding skills. The district currently uses: DIBELS, CORE Phonics, AR-RAN, DSA, and Istation ISIP.

Those students showing at risk or some risk on the initial screener will be screened with a level 1 screener which includes but not limited to the following: 1. Phonological and phonemic awareness; 2. Sound symbol recognition; 3. Alphabet knowledge; 4. Decoding skills; 5. Rapid naming; and 6. Encoding skills. The district currently uses PAST, Rapid Naming error analysis and unedited writing samples and unmemorized dictated spelling.

The students needing a more detailed analysis of their patterns of strengths and weaknesses documenting the characteristics of dyslexia the district will use norm referenced, diagnostic assessments designed to measure the underlying cause, characteristics and outcomes. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension. The district uses the Woodcock Reading Mastery Test III as the level 2 screener. Results will be analyzed by a team of educators and if the student shows needs based on the level 2 screener they will be placed in dyslexia interventions.

#### **Number of Students Who Received Dyslexia Intervention**

Total Number of Students Identified as Exhibiting the Characteristics of Dyslexia During the 2018-2019 school year, 28 students attending Deer/Mt. Judea School District were identified as exhibiting the characteristics of dyslexia and of those 24 students received dyslexia interventions.

#### **RESOURCE GUIDE**

The Arkansas Department of Education has created a Dyslexia Resource Guide to provide guidance for districts, schools, and teachers as they seek to effectively meet Arkansas code provisions regarding Dyslexia screening and intervention. In addition to Dyslexia specifics, it also outlines the relationship of Dyslexia Intervention to RTI, and how this combination meets IDEA (the federal Individuals with Disabilities Education Act).

The Deer/Mt. Judea School District is in full compliance with all provisions of this Guide.