

Response to Instruction and Intervention “Say Dyslexia” Legislation

Under the [“Say Dyslexia” Law](#), districts across Tennessee are expected to engage in several actions to ensure that students who display characteristics of dyslexia are provided support to help them grow their reading proficiency:

- Implement procedures for identifying students exhibiting characteristics of dyslexia through the universal screening process required by the existing RTI² framework.
- Convene a school-based problem-solving team to analyze screening and progress monitoring data.
- Notify parents of students receiving dyslexia-specific interventions and provide them with information and resources regarding dyslexia.
- Provide appropriate, tiered, dyslexia-specific intervention through the existing RTI² framework.
- Monitor students’ progress using a tool designed to measure the effectiveness of the intervention.
- Report the dyslexia-specific interventions provided and indicate students who are receiving dyslexia-specific interventions through the district’s Student Information System (SIS).

Resources

- [“Say Dyslexia” Law](#)
- [Dyslexia Resource Guide](#)
- [“Say Dyslexia” Guidance Webinar](#)
- [Dyslexia Reporting Flowchart](#)
- “Say Dyslexia” [Parent](#) and [District](#) Overview Sheets

Beginning-of-Year Tasks

Below is an outline of tasks districts and schools should undertake to ensure they are in compliance with the law and, most importantly, meeting the needs of their students in grades K–12. In addition to fulfilling the requirements below, districts should ensure that all school staff are [aware of the “Say Dyslexia” Law](#) and understand their role in supporting students who display characteristics of dyslexia.

Universal Screening Process

- Ensure the universal screening process, used in grades K–12, includes skills-based screeners and diagnostic assessments that address the characteristics of dyslexia as needed. The universal screening process should be differentiated by grade band and student needs.
- Train school RTI² teams and special education teams in identifying students with characteristics of dyslexia, identifying appropriate assessments to determine student needs, and selecting aligned dyslexia-specific interventions.

Dyslexia-Specific Interventions

- Identify Tier II, Tier III, and special education interventions that will be used with students with characteristics of dyslexia and ensure they meet the criteria for dyslexia-specific interventions as
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designed and delivered.

Parent Communication

- Develop and communicate a consistent process of communicating with parents/guardians of students with characteristics of dyslexia who are in need of intervention. Integrate this into the existing communication for Tier II, III, and special education intervention to minimize confusion.

Reporting

- Communicate [the process](#) your district has outlined for reporting students receiving dyslexia-specific interventions in Tier II, Tier III, and special education with district and school personnel.
- Communicate with your SIS vendor to determine 2018-19 procedures for students coded during 2017-18 as receiving dyslexia-specific interventions. Most SIS vendors require districts to clear out students coded from last school year and re-enter students receiving dyslexia-specific interventions for the 2018-19 school year.

Please contact Karen.Jensen@tn.gov with any questions.
