



“Say Dyslexia” Law Overview for School Districts



During the 2016 Tennessee Legislative Session, the General Assembly passed the “Say Dyslexia” law, which requires school districts to screen all students for characteristics of dyslexia through their existing Response to Instruction and Intervention (RTI²) screening process. The school team will use all available data to determine the need for a student to receive a dyslexia-specific intervention. The law can be found here: bit.ly/2Cy2cpG

The *Dyslexia Resource Guide* assists districts in their implementation of the requirements established by the legislation. The guide and more information can be found here: bit.ly/2CwFdLy

Requirements of the “Say Dyslexia” Law

Local Education Agencies (School Districts)

- Implement a universal screening process for characteristics of dyslexia through the existing RTI² framework.
- Determine which students are demonstrating characteristics and need dyslexia-specific interventions.
- Notify the parent if the screening for characteristics of dyslexia indicates that a student needs dyslexia-specific intervention. Provide parents with information and resources.
- 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.
- Reporting requirements:
 - School level: 1) Report students receiving dyslexia-specific interventions to attendance personnel.
2) Attendance personnel select appropriate code in SIS/EIS.
3) Code remains throughout the school year.
 - District level: Enter school-reported title/description of dyslexia-specific interventions into ePlan.

Tennessee Department of Education

- Develop procedures for identifying characteristics of dyslexia.
- Provide appropriate resources for educators.
- Gather required reporting data.

Dyslexia Advisory Council

- Advise the department on matters relating to dyslexia.
- Meet at least quarterly.
- Submit an annual report to the education committees of the Tennessee House and Senate.

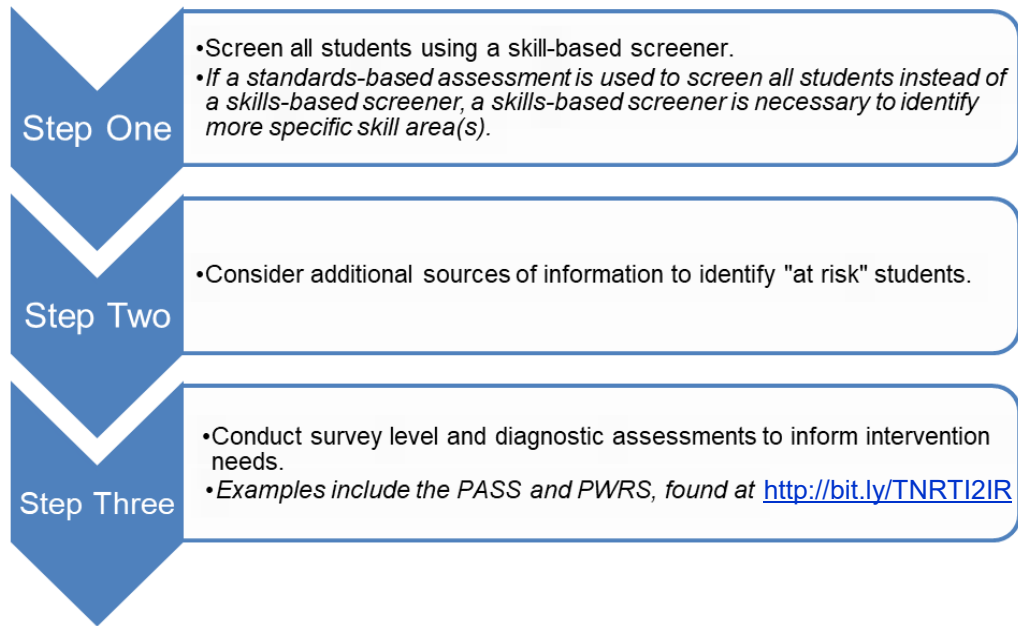
Characteristics of dyslexia occur within the areas of...

Phonological awareness
Phonemic awareness
Sound symbol recognition
Alphabet knowledge
Decoding skills
Rapid naming
Encoding (spelling) skills

Dyslexia-specific intervention is...

Explicit
Systematic and cumulative
Multisensory
Language-based
Aligned to individual student need

Universal Screening Process Summary



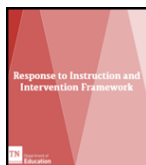
Continuum of Programming

<u>General Education</u>	<u>Section 504</u>	<u>Special Education</u>
Universal screening process for instructional planning as part of RTI ²	Evaluate for disability and substantial impact on life activity	Evaluation for disability and its adverse impact on education
Team determines interventions	Team (parent involvement encouraged) determines eligibility for 504	Team, including parents, determines eligibility for special education services
Team considers accessibility features allowable for all students	If eligible, student specific 504 plan (e.g., accommodations) is created	If eligible, team writes an Individualized Education Program (IEP)

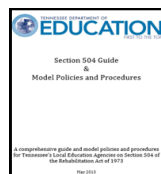
Resources

- Decoding Dyslexia Tennessee bit.ly/2sFR6PU
- International Dyslexia Association (IDA) dyslexiaida.org
- International Dyslexia Association - Tennessee tnida.org
- MTSU Center on Dyslexia www.mtsu.edu/dyslexia/
- ASHA www.asha.org/Practice-Portal/Clinical-Topics/Written-Language-Disorders/Disorders-of-Reading-and-Writing/
- Vanderbilt University Research Study: Not all reading disabilities are dyslexia. bit.ly/2CDBPDN

RTI² Manual
bit.ly/TNDOErti



504 Guide
bit.ly/2sYWpKb



Tennessee Dyslexia Resource Guide
bit.ly/2Cy2cpG

