

## ACT 1039

In April of 2015, Governor Asa Hutchinson signed into law [ACT 1268](#). The **Dyslexia Law**, as it is commonly known, was a direct response to concerns that ACT 1294 (2013) was not being properly implemented by Arkansas public school systems.

ACT 1268 was designed to ensure that the needs of *all* Arkansas children with dyslexia are effectively being met. It defines dyslexia, describes required screening and intervention, and lists specific required actions 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](#) (SB 708) to amend and clarify code provisions regarding Dyslexia screening and intervention, and to add specific enforcement provisions tied to school accreditation. ACT 1039 also added new public posting requirements.

**The information on this page meets or exceeds all posting requirements.**

## Dyslexia

Dyslexia is neurological in origin and is a specific learning disability. We believe in a multi-sensory approach to meet the needs of all learners in core instruction. We know that there are specific strategies, interventions, and accommodations to meet each and every need for students that we have identified as having multiple dyslexia indicators. Our protocol for Dyslexia is based off of the model implemented in Hot Springs, Arkansas. The protocol can be found on the OMSD webpage, [OMSD Dyslexia Protocol and Forms](#).

## STUDENT DATA

During 2018-2019, the Ozark Mountain School District identified a total of 29 students\* showing characteristics of Dyslexia. All of these students were placed in an approved intervention program. Specific numbers by campus were:

St. Joe - 2 students identified; 4 students served

Western Grove - 5 students identified; 10 students served

Bruno-Pyatt - 5 students identified; 15 students served

*Note: These are composite totals for the year. If students leave the district, these numbers may not exactly match final numbers on state reports.*

## **INITIAL SCREENING**

ACT 1039 requires **initial screening** in Kindergarten through 2nd grade for indicators of Dyslexia, as well as selective screening in grades 3rd-12th.

The Ozark Mountain School District currently uses a combination of **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills), **DSA** (Developmental Spelling Analysis), and **AR-RAN** (Arkansas Rapid Automatized Naming Screener) for such screenings.

*It's important to note that initial screening is also part of the Ozark Mountain School District's comprehensive (RTI) program.*

These initial assessments are done three times a year; beginning, middle, and end.

1. STAR Reading and Star Math
2. DIBELS k-4

### **What is RTI?**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.

RTI is generally defined as a three-tier model of school supports that uses research-based academic and/or behavioral interventions.

OMSD has based their RTI model off the model in Simplifying Response to Intervention, Copyright 2012, by Mike Mattos, Austin Buffman, and Chris Weber.

### **[OMSD RTI Flowchart](#)**

#### **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.

#### **Tier 2: Targeted Interventions**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

#### **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Parent Involvements is an essential part of the RTI Team and plan that is placed. We invite and welcome all parent support.. The team uses a collaborative approach to implementation, and monitoring of the intervention process. This is a continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals. [A Parent's Guide to RTI](#)

## **DYSLEXIA PROGRAM**

ACT 1039 requires all Arkansas schools to have a **Dyslexia Program** in place to further evaluate students identified as having characteristics of dyslexia, and then to deliver supplemental or intensive support to those students who require intervention. The Ozark Mountain School District primarily uses the [Barton Reading and Spelling System](#), developed by internationally-recognized expert, Susan Barton. For students not yet ready for the Barton program, we use Lexia.

## **DYSLEXIA INTERVENTIONISTS**

ACT 1039 requires that school districts utilize trained **Dyslexia Interventionists**. Dyslexia Interventionists for the OMSD School District are:

Wendy Nelson, Sandy Younger,

In addition, Pattie Wheeler at the Ozarks Unlimited Resource (OUR) Educational Cooperative serves as the regional reading specialist for our District.

## **DYSLEXIA RESOURCE GUIDE**

In January of 2016, the Arkansas Department of Education created a [Dyslexia Resource Guide](#) to provide guidance for districts, schools, and teachers seeking to effectively meet Arkansas requirements for 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 Ozark Mountain School District maintains full compliance with all provisions of this Guide.