



West Noble School Corporation

Dyslexia Plan

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West Noble’s Approved Screeners

The following are the approved West Noble Dyslexia Screeners:

Universal Screeners

Reading Focus	Assessment Name
Phonological and phonemic awareness	IReady Diagnostic Phonological Awareness
Alphabet knowledge	IReady Diagnostic Phonics
Sound symbol recognition	IReady Diagnostic Phonics
Decoding skills	IReady Diagnostic High Frequency Words
Rapid naming skills	Arkansas Rapid Automated Naming Screener (K-2)
Encoding skills	Words Their Way Spelling Inventory

Level 1 Screeners

Reading Focus	Assessment Name
Phonological and phonemic awareness	HMH iRead Phonemic Awareness
Alphabet knowledge	HMH iRead Letter-Word Identification
Sound symbol recognition	HMH iRead Word Attack
Decoding skills	HMH iRead Word Attack
Rapid naming skills	Arkansas Rapid Automated Naming Screener (repeat) or Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS)
Encoding skills	Use unedited writing samples or dictated spelling – Authentic Evidence

Level 2 Screeners

Reading Focus	Assessment Name
Phonological and phonemic awareness	
Sound symbol recognition	
Alphabet knowledge	
Decoding skills	
Rapid naming skills	
Encoding skills	

Annual Screener Timeline

Kindergarten

Month	Event
February-March	Universal screeners provided
March-May	Intervention
May	Level 1 screeners provided

First Grade

Month	Event
September-October	Universal screeners provided
November-March	Intervention
April	Level 1 screeners provided
May	Intervention

Second Grade

Month	Event
August-September	Universal screeners provided
October-March	Intervention
April	Level 1 screeners provided
May	Intervention

ELL and SPED Considerations

ELL

Students who have been formally identified as English Learners (ELs) are those with an overall composite proficiency level of 1.0-4.9 on their most recent administration of WIDA ACCESS, WIDA Screener, or Kindergarten WIDA ACCESS Placement Test (W-APT). Since English Learners have not yet developed proficiency in English, their performance on the universal screener for dyslexia may be significantly lower than their native-English speaking grade-level peers.

Students who have an overall composite WIDA proficiency level between 1.0-1.9 may be exempted from the universal screener. Students who have an overall composite WIDA proficiency level between 2.0-4.9 will be given the universal screener, if parents have requested screening. If the team of educators determines that additional useful information will be gained by completing the Level 1 or Level 2 screening process for an English Learner, the most appropriate language of assessment for the child in compliance with federal civil rights obligations and ensure that the student's English proficiency is taken into consideration in all subsequent determinations.

Special Education

The definition of dyslexia states that deficits in the components of language are often unexpected in relation to other cognitive abilities of the student. Senate Enrolled Act 217, also known as “the dyslexia law,” is intended to address general education students who are not keeping up, or are predicted to not keep up with grade-level content.

Members of the case conference committee will use their professional integrity and judgment when determining whether administering universal screener is developmentally appropriate for the student and will deliver new data or information that would otherwise not be attained by existing data or the student’s current IEP eligibility.

This population may include students with IEP’s in the following eligibility areas; blind or low vision, deaf and hard of hearing, deaf/blind, multiple disabilities, and/or students with cognitive disabilities. Each student’s situation and IEP should be evaluated individually and the decision as to whether the universal screener shall be administered to the student will be made by members of the case conference committee.

Regardless of the case conference committee’s decision of administering the universal screener, a parent consent as to whether they would like their student screened should be obtained. If the case conference committee decision is not listed in the IEP, documentation pertaining to this decision should be added under additional documents.

Transfer Students

Records related to the Dyslexia screener will be requested as part of the transfer request paperwork. Students who were identified in the at-risk or risk category will be rescreened. Students who were not at risk will follow normal screening procedures according to the next corporation screening time. Students who were not screened at their previous school, will be screened in a timely manner.

Notification and Services

Screening for dyslexia is not considered an evaluation for special education.

West Noble will use the RTI process for general education students that are considered “at risk” or “at some risk” for characteristics of dyslexia. If during the RTI process schools do not see a student making adequate academic gains with intense tier 2/3 interventions, progress monitoring data shows no growth, and a clear pattern of strengths and weaknesses are present for characteristics of dyslexia, then schools should make a referral and request parental consent to conduct an educational evaluation.

If the student’s performance on any of the screeners indicates a need for dyslexia intervention services, the school corporation or charter school shall: (1) Notify the parent/guardian of the results of the screening(s) (2) Provide the student’s parents/guardians with information and resource material that includes:

- Characteristics of dyslexia
- Appropriate classroom interventions and accommodations for students with dyslexia
- A statement that the parent/guardian may elect to have an educational evaluation by the school (after Level 2 screening)

Instructional Approaches

If screeners indicate the need for intervention services, the intervention may include:

- Explicit direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- Meaning based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition;
- Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice; and
- Other instructional approaches as determined appropriate by the school corporation

West Noble Tier 2/3 Instruction may be:

- Title I/Charger Time services
- Small group LLI instruction
- Small group Foundations phonics instruction
- Small group Barton instruction

Reporting

In accordance with the reading plan, a school must report the number of students who were:

- Administered the universal screener
- Determined to be at risk for dyslexia

Before July 15th of each school year, each school shall report on their website the following information:

- The dyslexia interventions that were used during the previous year
- The number of students who received dyslexia interventions
- The total number of students identified as being at risk for dyslexia during the previous school year
- This information shall not be provided if fewer than 10 students are identified

Reading Specialist

Senate Enrolled Act 217, Chapter 6, Section 3 states that no later than the 2019-2020 school year, each school corporation and charter school shall employ at least one (1) individual to serve as an authorized reading specialist trained in dyslexia. For a person to serve in this role, they must successfully complete, or currently be enrolled in, an Indiana Department of Education (IDOE) approved dyslexia training program. This individual does NOT need to have a reading specialist license or any other licensure or endorsement to fill this role. Each school corporation or charter school, regardless of size, is required to have one employee who meets these requirements and serves in this role.

Each school corporation and charter school has the local control to decide the authorized reading specialist trained in dyslexia's role. IDOE, as a general rule, sees the role of this position as providing guidance and leadership to educators and students in all grade levels. More narrowly, this person will lead dyslexia work in their school corporation or charter school. This person may also work with teachers as a resource to provide information on dyslexia and guidance and training on interventions, identification, and screening of students. This person should also be fluent in the response to intervention (RTI) model. Ultimately, it is up to the discretion of the school corporation or charter school on how this person will serve. It is also at the discretion of the school corporation and charter school to determine if there are different roles and responsibilities this employee will handle in addition to the authorized reading specialist trained in dyslexia

The West Noble authorized reading specialist(s) will be responsible for:

- Provide or facilitate the administration of the universal screeners
- Prepare RTI teams to analyze the data of the universal screeners to determine the student in the at-risk or risk categories
- Prepare RTI teams to communicate the need for Tier 2/3 instruction after the universal screener with the building administrator and classroom teacher
- Ensure parents are informed of the results through the RTI process
- Provide or facilitate the administration of the Level 1 screeners
- Prepare RTI teams to analyze the data of the Level 1 screeners to determine the student in the at-risk or risk categories
- Prepare RTI teams to communicate the need for Tier 2/3 instruction after the Level 1 screener with the building administrator and classroom teacher
- Ensure parents are informed of the results of the Level 1 screener
- Prepare RTI teams to administer the Level 2 screeners
- Prepare RTI teams to Communicate the need for Tier 2/3 instruction after the Level 2 screener with the building administrator and classroom teacher
- Ensure parents are informed of the results of the Level 2 screener
- Provide building administration the data needed for reporting purposes