



**John Glenn School  
Corporation**

# Dyslexia Plan

A comprehensive plan for meeting the  
requirements of SEA 217

updated 2021-2022

# John Glenn School Corporation

## Dyslexia Screening and Intervention

A comprehensive plan for meeting requirements of SEA 217

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## Definition of Dyslexia

### Source Indiana Department of Education

In 2015, Indiana House Enrolled Act 1108 was signed. This Act gave an official definition for dyslexia.

#### **The Definition for Dyslexia is:**

(1) is neurological in origin and characterized by: (A) difficulties with accurate or fluent word recognition; and (B) poor spelling and decoding abilities;

(2) typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction;

(3) may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

## Signs of Dyslexia

(source: International Dyslexia Association)

The problems displayed by individuals with dyslexia involve difficulties in acquiring and using written language. It is a myth that individuals with dyslexia “read backwards,” although spelling can look quite jumbled at times because students have trouble remembering letter symbols for sounds and forming memories for words. Other problems experienced by people with dyslexia include the following:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Persisting with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

# Characteristics of Dyslexia

(Source: Indiana Department of Education)

## General Characteristics of Dyslexia Across the Lifespan

A person with dyslexia struggles with reading and spelling. Dyslexia is a neurological disability with certain characteristics. Every child develops language, reading, and writing at different rates due to numerous factors. The characteristics listed, while well known to indicate dyslexia, they should not be used solely to diagnose it. These dyslexia characteristics range from mild to severe. Dyslexia may be genetic in nature, meaning a person with dyslexia may have a sibling or other relative with dyslexia.

A person with dyslexia may have difficulty with:

- Quickly recalling names of familiar objects list colors, numbers, or letters.
- Remembering the sounds different letters make.
- Spelling common words
- Spelling, by adding letters that do not match with a sound in a word.
- Reading accurately and with speeds.
- Knowing how to read unfamiliar words
- Remembering what is read to them much better than reading it themselves.
- Remembering what they just read.

## Strengths of People with Dyslexia

The strengths of those with dyslexia may include:

- Strong visual and spatial abilities
- A mechanical aptitude
- Talents in music, art, and drama
- Special talents in sports
- Ability to see “the big picture” on problems
- Ability to conceptualize abstract ideas
- Highly imaginative and abstract thinking
- Ability to read and understand vocabulary in relation to areas of interest
- Interest in creative writing
- Skills to excel in work that requires logic and math. These jobs include computing, biology, business and entrepreneurship, neuroscience, or engineering and mechanical lines of work.

# JGSC Universal Screening

The John Glenn School Corporation will screen:

\*All K-2 students,

\*all K-2 transfers (unless screening info from previous school provided),

\*grade 3 or higher student who has significant difficulty, noted by teacher, in:

- a. Phonological and phonemic awareness
- b. Sound symbol recognition
- c. Alphabet knowledge
- d. Decoding skills
- e. Rapid naming skills
- f. Encoding skills

## IDOE Approved Universal Screeners used:

Screener Subtests	Screener Used
	<i>IReady Diagnostic</i>
Phonemic and Phonological Awareness	X
Alphabet Knowledge	X
Sound Symbol	X
Decoding	X
Rapid Auto Naming	X
1st / 2nd Encoding	X
	<i>Words Their Way</i>
K Encoding	X

Following Universal Screenings, parents or guardians of students “at some risk” and “at risk” will be notified.

\*Parents will receive resources/links regarding:

- characteristics of dyslexia
- classroom interventions and accommodations
- a statement that parent/guardian may elect to have education evaluation

\*Parents will be asked to sign permission for school administration of Level I screener and a Level II screener, if necessary.

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## Level I Screener

-Parental consent required

Level I screening is a process, as determined by the school corporation for gathering additional information to determine if characteristics of dyslexia are present. It includes, but is not solely, the formal screener.

Following Level 1 Screenings,

- School based team and classroom teacher will review this data
- The formal screener will be used to identify need and to plan intervention
- Classroom intervention and accommodation plan will be developed with the classroom teacher
- Parents will receive a statement informing them they may elect educational evaluation by school
- Parents will receive progress reports from child's teacher
- \*Students **may** be pulled for a Level II screener if more information is needed.

# JGSC Level 1 Screeners

-Parental consent required

Subcategory	Screener	Timeline
Phonological and Phonemic Awareness	CORE Literacy Library: Multiple Measures: Assessing Reading: Phonological Segmentation, Phoneme Segmentation, AND Phoneme Deletion Tests (K-12) MA Rooney Quick Phonics Screener (QPS)	Spring Semester, following receipt of parent signature
Sound Symbol recognition	CORE Literacy Library: Multiple Measures Assessing Reading: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12) MA Rooney Quick Phonics Screener (QPS)	Spring Semester, following receipt of parent signature
Alphabet Knowledge	may use universal results or CORE Literacy Library: Multiple Measures Assessing Reading: MA Rooney Quick Phonics Screener (QPS)	Spring Semester, following receipt of parent signature
Decoding Skills	CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12) MA Rooney Quick Phonics Screener (QPS)	Spring Semester, following receipt of parent signature
*Rapid Naming	AR RAN or RAS or MClass RAN	Spring Semester, following receipt of parent signature
*Encoding Skills	MA Rooney Quick Phonics Screener (QPS): Word List (K-12)	Spring Semester, following receipt of parent signature



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## Level II Screeners

-Parental consent required

If team needs additional information, a Level II Screener will be administered.

### JGSC Level II Screeners

<b>Subcategory</b>	<b>Screener</b>	<b>Timeline</b>
Phonological and Phonemic Awareness	KTEA3, CTOPP2, or TILLS	Spring Semester, following Level I if deemed necessary
Sound Symbol recognition/Word Recognition	WRMT-III, WJ-IV, WIST, KTEA3	Spring Semester, following Level I if deemed necessary
Alphabet Knowledge	WRMT-III, WJ-IV, TILLS, KTEA3, WIST	Spring Semester, following Level I if deemed necessary
Decoding Skills	WRMT-III, WJ-IV, TILLS, KTEA3	Spring Semester, following Level I if deemed necessary
*Rapid Naming	KTEA3, WRMT-III or WJ-IV, RAN, RAS, WISC-V	Spring Semester, following Level I if deemed necessary
*Encoding Skills	WJ-IV, WIST, KTEA3	Spring Semester, following Level I if deemed necessary
*Fluency	KTEA3, WRMT-III, WJ-IV, TILLS, WIAT-III	Spring Semester, following Level I if deemed necessary
*Written Expression	KTEA3, WJ-IV Ach	Spring Semester, following Level I if deemed necessary

## English Learners and Special Education Considerations

### English Learners

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). **Because 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. The exemption should be noted in the student's ILP.** Students who have an overall composite WIDA proficiency level between 2.0-4.9 will be given the universal screener. If the team of educators determines the additional useful information will be gained by completing the Level 1 and Level 2 screening process for an English Learner, the most appropriate language of assessment for the child in compliance with federal civil rights obligations will be used to 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 IEP eligibility.

This population may include students with IEP’s in the following eligibility area; blind or low vision, deaf or 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.

## Transfer Students

Records related to the dyslexia screener will be requested as part of the transfer request paperwork. Transfer students who were identified in either the “at-risk” or “at some risk” category will be placed in the same category at the JGSC, unless additional screener information does not support a continuation in the category.

IF the move-in has not been screened.	THEN the student will be screened according to the next corporation screening time.
IF the move-in has been screened with no concerns.	THEN the student will be screened according to the next corporation screening time.
IF the move-in has been screened and identified as at-risk/at some risk.	THEN the student will continue with interventions.

## Notification and Services

If a student's performance on any of the screeners indicates a need for dyslexia intervention services, the school corporation shall:

- Notify the parent/guardian of the results of the screening(s)
- 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

Screening for dyslexia is **not** considered an evaluation for special education. Screening is **not** considered a diagnosis for dyslexia.

JGSC will use the RTI process for general education students who 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 intervention, progress monitoring data shows no growth, and a clear pattern of strengths and weaknesses are present for characteristics of dyslexia, then teacher/STAT Team should make a referral and request parental consent to conduct an educational evaluation.

## **Instructional Approaches**

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

### **Explicit, Direct Instruction**

- Nothing assumed, everything is directly taught
- Skill or strategy is made clear
- Instruction may be individualized to meet specific needs of a student
- Instruction is given without presuming prior skills or knowledge of the student
- Modeling, guided practice, corrective feedback, independent practice

### **Systemic, Sequential, Cumulative**

- Lessons follow a logical order of the language
- Program begins with easiest lessons and progresses to more difficult lessons
- New concept is based on previously learned concept
- Systemic review of previously taught skills to strengthen memory

### **Multisensory**

- Teaching incorporates the simultaneous use of two or more sensory pathways during teacher presentation and student practice

### **Research-Based**

- Instructional techniques are grounded in research

### **Instruction Size**

- Intervention can be 1:1, small group, or whole class

## **Look for lessons that explicitly teach:**

- Phonological and Phonemic Awareness (detect, create, identify, segment, blend, manipulate sounds)
- Alphabetic Knowledge (identify all lower and upper case letters, produce letter sounds)
- Graphophonemic Knowledge (specific sequence of letter-sound introductions, consonants, vowels, consonant digraphs/trigraphs, vowel digraphs/trigraphs/quadgraphs, diphthongs, combinations)
- Structure of the English language (syllable types, closed, open, vowel-consonant-e, vowel teams, vowel 4, final stable syllables)
- Syllable Division Patterns (VCCV, VCV, VCCCV, VV)
- Morphology (base words, prefixes, suffices, latin roots, Greek combining forms)
- Linguistic Instruction (phonology (sounds), morphology (meaning), syntax (grammar))
- Language Content (Semantics/vocabulary)
- Language Use (Pragmatics/conversational rules)
- Strategies (decoding, word recognition, comprehension, encoding/spelling, fluency, rapid naming)

## **John Glenn School Corporation Tiered Instruction may include:**

- Classroom Foundations Program
- Title 1 RTI services
- Mindplay VRC
- Small group Wilson instruction
- Small group Foundations instruction
- Small group LLI instruction
- Small group phonics instruction
- Small group Sonday instruction
- Small group Orton Gillingham instruction
- iReady individualized lessons

## Reporting

In accordance with the IDOE required reading plan, JGSC will report the number of students who were:

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

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

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



## **Reading Specialist Trained in Dyslexia**

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. Ultimately, it is up to 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 John Glenn School Corporation dyslexia specialist responsibilities include:**

- Provide direction and leadership regarding the implementation of dyslexia screenings and instruction at the local level
- Facilitate/help create the process for the administration of the universal screeners
- Analyze universal screening data
- Determine the students in the at-risk or at some risk categories

- Parent notification about the results of screenings that indicate a student is at-risk or at some risk (universal, Level 1, Level 2)
- Obtaining parental consent for Level 1 and 2 screeners
- Provide guidance regarding the administration of the Level 1 and 2 screeners
- Facilitate team to analyze the data of the Level 1 and 2 screeners to determine the appropriate interventions
- Oversee and collect teacher data on the implementation of reading interventions
- Provide training and support for staff that administer reading interventions
- Provide data needed for state reporting
- Administer 1:1 Level 1 and Level 2 screeners
- Report to IDOE
- Obtain resource materials for teachers and parents

**Building level staff (with corporation guidance) will include:**

- Administer universal screening
- Review universal and identification data with team
- Analyze screener data and determine appropriate interventions
- Provide interventions with fidelity
- Gather progress monitoring data appropriate with interventions
- Maintain accurate student data records, including the response to intervention
- Keep building level data regarding dyslexia

## FAQs of Dyslexia SEA-217

1. *Who gets screened with the Universal Screener?* Universal Screeners are available for every kindergarten, first and second grade student.
  - a. For clarification, this does mean a child starting in kindergarten will get re-screened in first and second grades.
  - b. This plan includes ELL students, move-ins, special education students, students beyond grade 3 who show difficulty (as defined by the classroom teacher) in six areas of the screening process.
  - c. Exclusions can occur if a parent opts out; it is in an IEP not to screen; or the student already receives dyslexia interventions.
  
2. *When will we screen students with the Universal Screeners?* The timeline for when to screen in the school year is a local decision. John Glenn School Corporation utilizes second semester for these screenings.
  
3. *Who will give screener(s) at John Glenn School Corporation?*
  - a. Personnel trained in the specific tools  
Classroom teachers and trained staff
  
  - b. “Because the data will be used to help guide instruction, it is recommended that classroom teachers and those that work directly with students during literacy instruction participate in screening, scoring and progress monitoring.” - IDOE
  
4. *After screening, will parent notification be sent?*

Results will be sent only if a need is determined.

  - a. Notification includes: results of screening, information and resource materials including: characteristics of dyslexia, RTI and available accommodations; a statement that parents can have a special education evaluation if requested.
  - b. Level 1 and Level 2 Parent Consent and Notification required

5. *Who will serve as John Glenn School Corporation Dyslexia Reading Specialist?*
- a. Amy Weiss, Title 1 Director, will serve as the Reading Specialist trained in dyslexia for the corporation. Mrs. Weiss has completed Orton-Gillingham training, Foundations training, Heggerty Phonemic Awareness training, and is a nationally Certified Academic Language Practitioner, CALP
6. *Will John Glenn School Corporation have interventions/RTI as a result of dyslexia screening?*
- a. Yes, students showing deficiencies in the screening areas will receive interventions either within the classroom or in a small group setting.
7. *Who will receive Level 1 and Level 2 screeners?*
- This is a student by student local decision.
- a. Who gets screened: Only students who are determined to be at-risk OR at some risk (a local decision to define the difference between at-risk and at some risk) with the Universal Screener
  - b. Purpose: To inform intervention process
8. *Will there be staff training at John Glenn School Corporation for dyslexia? All teachers need information about dyslexia.*
- a. ALL teachers need to receive required professional awareness information about dyslexia (ic 20-35, 5-7-1)
  - b. Administrators will arrange trainings and share information about dyslexia at all JGSC.
9. *Will JGSC be required to report data related to dyslexia?*
- a. Reports to IDOE and district website by July of each year the following data (re: the previous school year)
    - i. Number of students given dyslexia screening
    - ii. Dyslexia RTI instructional approaches used
    - iii. Number of students who received dyslexia RTI

- iv. Number of students identified as at-risk OR at some risk for dyslexia
- v. Total number of students identified with dyslexia

Dear Parent/Guardian:

During our first semester, every K-2 child participated in a dyslexia universal screening process per Indiana state legislation requirements. The areas screened included phonological and phonemic awareness (ability to separate and change sounds into words), Alphabet knowledge (naming different letters), phonics (sound-symbol relationship), decoding (reading), rapid naming (quickly naming common objects), and encoding (spelling). The first four areas were screened with our IReady Computer Based assessment. The 5th area by 1:1 IReady Rapid Naming Screener and the 6th 1:1 by the Words their Way Primary Spelling Inventory.

Your child was determined 'at-risk' and in need of intervention in the indicated areas below:

<b>Student Name:</b> <b>Grade:</b> _____ <b>School:</b> _____	'At Risk'	
<b><i>IReady</i></b> Computer Based assessment: phonological and phonemic awareness, alphabet knowledge, phonics, decoding.	Yes	No
<b><i>Rapid Naming</i></b> IReady Rapid Naming Screener administered 1:1	Yes	No
<b><i>Encoding</i></b> Words Their Way Primary Spelling Inventory administered 1:1	Yes	No
<b>OVERALL RESULTS</b> (Mark yes if 'At Risk' in 5+ subsets)	Yes	No

**Next Steps:** If you choose, your child may participate in a Level I Dyslexia Screener to provide us further information on the identified 'at risk' areas. We will use the information obtained from the screener(s) to inform our instruction to address your child's areas of weakness in reading. At any time, you may request a special education evaluation.

\_\_\_\_\_ I would like my child to participate in the Level 1 screener.

\_\_\_\_\_ I would NOT like my child to participate in the Level I screener.

**Parent Signature:** \_\_\_\_\_