

Eden Prairie School District

According to The International Dyslexia Association, dyslexia is characterized by “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”. In addition, they state that “with the right instruction, almost all individuals with dyslexia can learn to read.”

Eden Prairie School District recognizes the importance of screening every elementary student annually to identify reading difficulties. Screening measures indicate if students have or have not acquired grade level reading skills. If expected skills are not established, we engage in a decision making process that includes the collection of additional assessment data and allows teachers to match instruction to the identified need. Subsequently, student growth is monitored throughout the learning process. This Multi-Tiered System of Supports (MTSS) allows teachers to respond to learner strengths and needs to enhance the academic success of each student.

Screening Assessment Tool

Eden Prairie uses FastBridge Assessments* for fall, winter and spring screening. Although screening does not diagnose dyslexia, it will help identify students who may need the support of explicit instruction around identified needs.

FastBridge Assessments include:

Kindergarten	1 st Grade	2nd - 6th Grade
Concepts of Print	Decoding and Fluency	Fluency
Phonemic Awareness	Memory and Recall	Comprehension

Parent Notification

Parents are notified if FastBridge data coupled with additional classroom screening results indicate an instructional gap that needs to be addressed through supplemental instructional supports. This may take place at parent-teacher conferences or in other communication opportunities between teachers and parents. Parents are important team members in creating a targeted instructional plan that will meet the needs of their child.

Supplemental Programs

For many students, the classroom instruction based on state standards will provide them with the opportunity to develop the reading skills they need for academic success. When a student demonstrates an instructional gap, this instruction is adjusted to match the student’s learning need. If a student continues to demonstrate an instructional gap in grade level reading skills, supplemental resources may be utilized to support the learning need. Resources used for this purpose include, but are not limited to, the following:

- Sonday System – Orton Gillingham methods and strategies providing multisensory reading instruction to students; the focus of each lesson is reading, writing and spelling.
- Leveled Literacy Interventions – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

- Reading Plus – builds reading fluency and stamina by providing practice with tracking efficiency, vocabulary building, and comprehension.
- Lexia – Computer-based program that focuses on phonological awareness, phonics, structural analysis of words, automaticity/vocabulary and comprehension.

Progress Monitoring

Students who are receiving targeted or supplemental instructional support to acquire grade level reading skills are monitored to document growth and to assess the response to the instructional match provided. If a student is progressing, the instruction continues until the students reaches their grade level benchmark. If a student is not making the expected progress, the instruction is adjusted to refine the instructional match and impact student progress.

Referral to Special Education

We strive to meet diverse learning needs through our general education system utilizing the Multi-Tiered System of Support. This framework ensures that learning needs are being defined and addressed quickly through our general education instructional opportunities. When students demonstrate persistent, unique instructional needs over time that may reflect a disability, a special education assessment is considered. This process does not necessarily “rule out” a disability, but it does allow educators to determine if the students pattern of learning matches the state criteria for having an educational disability. This is different than a medical diagnosis. If a student is determined to have a disability, a team of professionals will work with the student’s family to develop an Individual Education Plan to define the appropriate instructional plan to allow the student to continue to progress on their identified goals and in the the general education curriculum.

Additional Information

Although Eden Prairie School District does not formally diagnose dyslexia, our screening process and ongoing progress monitoring of student performance provides us with the information we need to identify missing or under-developed reading skills associated with dyslexia and helps to design and implement the appropriate instructional match to develop those skills.

If your child has received a dyslexia diagnosis from an outside agency, please inform the classroom teacher. This information will assist the teacher in designing an appropriate plan for instructional support. The plan may include additional instructional support in the classroom, adding support through one of our supplemental reading programs, or additional assessment to better understand the learning need. Teacher-Family communication is a critical component of this process.