



Dyslexia Plan

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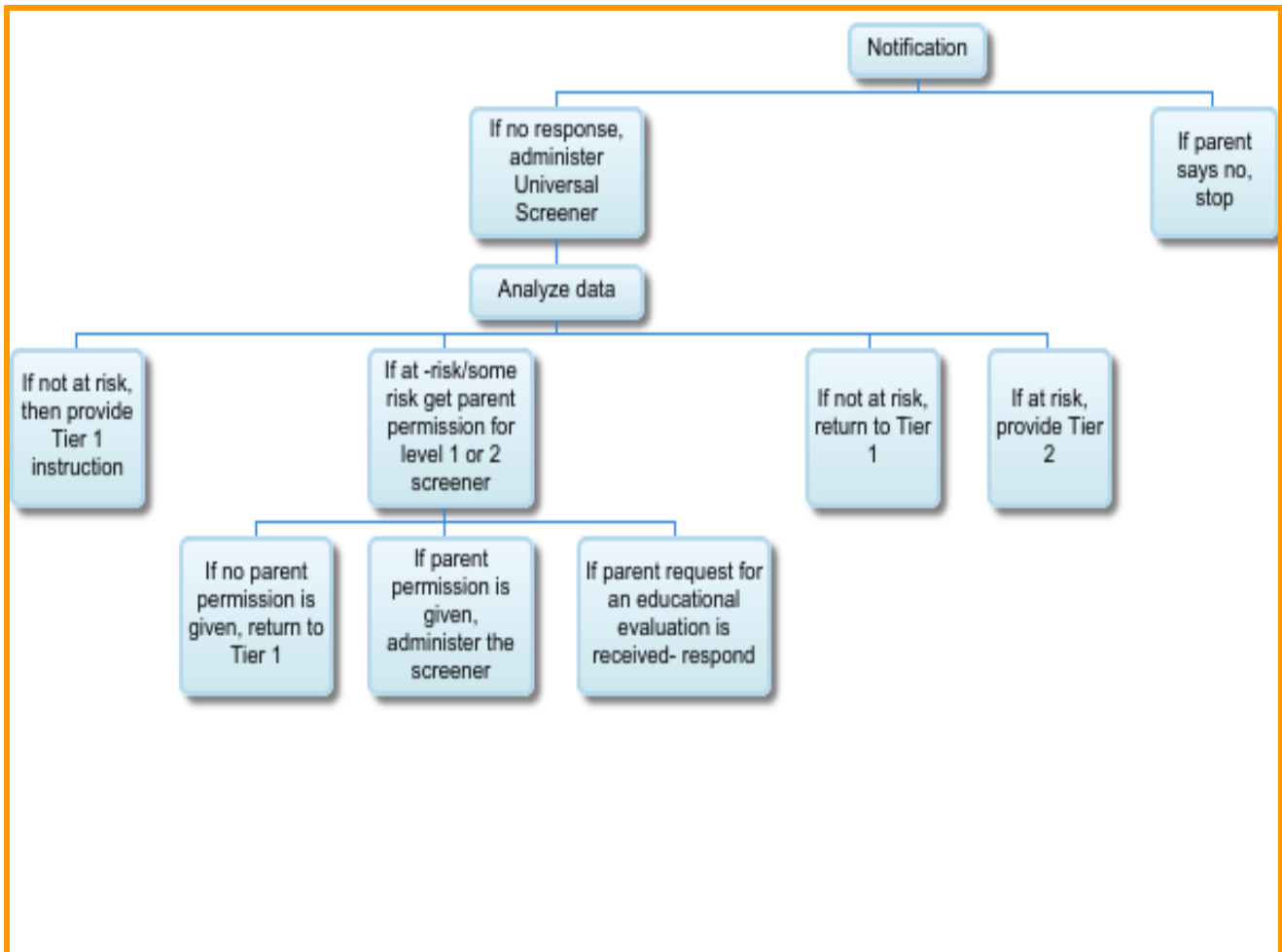
Protocols

2023-2024

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Flowchart



2023-2024 Dyslexia Universal Screeners and Benchmarks

Reading Focus	Assessment Name	K Benchmark	Grade 1 Benchmark	Grade 2 Benchmark	Secondary Grades Requesting
Phonological awareness	K- 2 mClass				Map Growth 30 or below Students will be tested with Mind Play
Alphabet knowledge	K-2 mClass				Map Growth 30 or below Students will be tested with Mind Play
Sound symbol recognition	K-2 mClass				Map Growth 30 or below Students will be tested with Mind Play
Decoding skills	K-2 mClass				Map Growth 30 or below Students will be tested with Mind Play
Rapid naming skills	K-2 mClass				0-9
Encoding skills	K-2 mClass				Map Growth 30 or below Students will be tested with Mind Play

Level 1 and 2 Screeners

Level 1 and 2 screeners will be selected on an individual basis based on patterns identified. The selection process and procedures will be determined during the RTI process, and this list is subject to change:

Level 1 Screeners

Reading Focus	Assessment Name	Average Testing Time	Grouping	Test Administrator
Phonological and phonemic awareness	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist
Alphabet knowledge	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist
Sound symbol recognition	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist
Decoding skills	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist
Rapid naming skills	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist
Encoding skills	Grades K-2 mClass -Dyslexia Screener	45 min for entire screener	individual	Reading Specialist

Annual Screener Protocol for Hanover

Grades Kindergarten- 2

Dates	Event
September 10-22	Universal screeners administered to grades 1 and 2
November 1-14	Universal screeners administered to kindergarten
October 25-28	Analyze Data
November 3-4	Request parent permission to give level 1/level 2 screener (initially at P/T conferences, follow up letter to those not in attendance)
November 7-11	Level 1 screener- mClass Dyslexia reassessment
November - May	Interventions if necessary

Screening Protocol for students in grades 3-12

- Teachers or parents may request data evaluation for possible dyslexia interventions.

Level 1 Screener:

- mClass will be used for all Level 1 screenings. Data will be periodically evaluated for progress.

Special Screening 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).

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.** Students with 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 a 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 IEPs 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’s 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 at some risk category will be placed in the same category with HCSC unless additional screener information does not support a continuation in the category. Parents/guardians will complete the permission page as part of the registration process.

If the move-in has not been screened	THEN, the student will be screened as designated by a reading specialist.
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	THEN the student will continue with Tier 2 or 3 interventions

some risk,	
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Notification and Services

If the 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:
 - o Characteristics of dyslexia
 - o Appropriate classroom interventions and accommodations for students with dyslexia
 - o 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.

HCSC 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 3 intervention, 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.

Instructional Approaches

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

Explicit, Direct Instruction

- Nothing is assumed, everything is directly taught
- Skill or strategy is made clear
- Instruction may be individualized to meet the 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
- The program begins with the easiest lessons and progresses to more difficult lessons
- The new concept is based on the previously learned concept
- A systematic 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 the whole group

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/quadrigraphs, 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, suffixes, 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)

HCSC Tiered Instruction may include:

- Title I/ RTI services in applicable buildings
- Small group instruction
- Small group Orton Gillingham instruction
- Small Group 95% Phonic instruction
- Teacher facilitated Mind Play intervention.

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/at some risk for dyslexia

Before July 15th of each school 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

During the 2023-2024 school year all parents will receive a student report with a cover letter from the district. Schools will also have a student report to add to the student records.

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 HCSC dyslexia specialist responsibilities include:

- Provide direction and leadership regarding the implementation of dyslexia at the local level
- Facilitate/help create the process for the administration of the universal screeners
- Provide guidance regarding how to analyze the data of the universal screeners to determine the students in the at-risk or at some risk categories
- Provide guidance regarding the process for parent notification about the results of screenings that indicate a student is at-risk or at-some risk (universal, Level 1, Level 2)
- Provide guidance for obtaining parental consent for Level 1 and 2 screeners
- Provide guidance regarding the administration of the Level 1 and 2 screeners
- Provide guidance for how to analyze the data of the Level 1 and 2 screeners to determine the appropriate interventions
- Oversee and collect data on the implementation of reading interventions
- Provide training and support for staff that administer reading interventions
- Provide data needed for state reporting

Building level staff (with corporation guidance) will:

- Administer universal screening
- Analyze universal screening data
- Provide and keep track of parent notification and consents
- Administer Level 1 and/or Level 2 screeners
- 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

- **Who gets screened with the Universal Screener?**

- Universal Screeners are available for every kindergarten, first, and second-grade student.
 - **For clarification, this does mean a kid starting in kindergarten will get re-screened in the first and second grades.**
 - This plan includes ELL students, move-ins, and special education students.
 - Students beyond grade 3 who show difficulty (as defined by the classroom teacher) in one of the six areas of the screening process.

Exclusions can occur if a parent opts out; it is in an IEP not to screen, or the student already receives dyslexia interventions.

- **When will we screen students with the Universal Screeners?**

- The timeline for when to screen in the school year is a local decision, and Hanover has a chart to show grade level schedules.

- **Who will give screener(s) at Hanover?**

- Elementary: Classroom teachers Universal Screening
- Secondary: Reading Specialists

- **After the screening, will parent notifications be sent?**

- Results will be sent to all students.
- The 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
- **Level 1 and 2 Parent Consent and Notification required**

- **Will Hanover Community Schools have a dyslexia Reading Specialist?**

- Both Lincoln and Jane Ball will have a trained dyslexia Reading Specialist
- One reading specialist will service each of the secondary schools.

- **Who will receive Level 1 and Level 2 Screeners?**

- This is a student-by-student local decision.
- 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 unless a parent refuses to consent

- **Will there be staff training at HCSC for dyslexia?**

- All teachers need information about dyslexia.
- ALL teachers need to receive required professional awareness information about dyslexia (ic 20-35,5-7-1)

- **Will Hanover be required to report data related to dyslexia?**

- Reports to IDOE and district website by July the following data RE: the previous school year

Notification Form for Dyslexia Screening

The elementary schools in the Hanover Community School Corporation screens students for dyslexia in kindergarten, grade 1, and grade 2. This new screening comes as a result of the Senate Enrolled Act (SEA) 217. The goal of the process is to identify students who may show characteristics of dyslexia by looking at their phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, encoding, and decoding skills.

If a student's performance on any of the screeners indicates a need for dyslexia intervention services, the school will notify the parent/guardian of the results of the screening and provide information and resources.

Student Name: _____

This form serves as the:

_____ First and only Notice

Date of Notice: _____

Please return this notification form to the main office of your child's elementary school by _____. Please note that if the form is not returned, your child will participate in the screening process.

Please check all of the following that applies to your child:

_____ As a parent, I object to the dyslexia screening and do not want my child to participate.

_____ My child has been diagnosed and is receiving dyslexia intervention services outside of the school setting.

_____ My child is color blind.

Parent Signature

Date

**Hanover Community School Corporation
Consent Form for Dyslexia Level 1 Screening**

The elementary schools in the Hanover Community School Corporation screens students for dyslexia in kindergarten, grade 1, and grade 2. This new screening comes as a result of the Senate Enrolled Act (SEA) 217. The goal of the process is to identify students who may show characteristics of dyslexia by looking at their phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, encoding, and decoding skills.

Your child's performance on the Universal screeners indicates a need for additional dyslexia screening. Indicate below whether you give consent to additional dyslexia screening or decline. If you have additional questions, please contact your building principal.

Student Name: _____

This form serves as the:

_____ First Notice Date of Notice: _____
_____ Second Notice Date of Notice: _____

Please return consent form to your child's school by _____

Please Check One:

_____ Consents to Level 1 and/or Level II Screening _____ Declines Level 1 and Level II Screening

Parent Signature

Date