

NORTH WHITE SCHOOL CORPORATION
305 E. Broadway Street Monon, IN 47959

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Superintendent of Schools



Dyslexia Plan and Protocols
2023-2024

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Dyslexia Background:

Indiana Code 20-35.5 (2018) was created to ensure that Indiana school corporations and charter schools produce a plan to screen and provide interventions for students who exhibit characteristics of dyslexia.

This law requires that all students in Kindergarten, First, and Second grade take a universal screener. North White Elementary School (NWES) uses the online NWEA Map Fluency Dyslexia Screener as our Universal Screener.

If a student's performance "flags" for possible risk factors for dyslexia on the universal screener, the school will administer a Level 1 screener. The Level 1 screener requires parental/guardian permission and is administered one-on-one.

The school will then use the results of Level 1 screeners to determine an intervention plan that addresses the student's area(s) of need. The purpose of an intervention is to provide high-quality, explicit, and systematic instruction based on the Science of Reading (SoR).

Interventions are designed to boost foundational skills for students to be successful readers. All universal and Level 1 screeners are to be completed within 90 calendar days from the start of school.

While the characteristics of dyslexia screening may be a part of the universal screener, it is important to understand that ***NWES does not diagnose dyslexia.*** Screeners provide further information to guide reading interventions. Schools are not qualified to formally diagnose dyslexia. A formal diagnosis of dyslexia is obtained from a medical practitioner.

Dyslexia Defined:

Dyslexia as defined by IC 20-18-2-3.5: Dyslexia is a specific learning disability that is neurological in origin and characterized by:

- Difficulties with accurate or fluent word recognition
- Poor spelling & decoding skills

It typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and effective classroom instruction. Problems may include:

- Reading comprehension and reduced reading experience
- Underdeveloped vocabulary and background knowledge; and
- May require the provision of special education services after an eligibility determination is made in accordance with Article 7

**North White Elementary School Approved Dyslexia Screener Grades K-2
Universal Screener - NWEA MAP Fluency Dyslexia Screener**

Reading Focus Subtests	Reading Skills Assessed	Average Testing Time
Phonological & Phonemic Awareness	<ul style="list-style-type: none"> ● Rhyming ● Counting Syllables ● Initial Sound Matching ● Blending Sounds ● Counting Sounds ● Changing & Adding Sounds ● Substitution Sounds 	5-7 Minutes
Sound Symbol Recognition	<ul style="list-style-type: none"> ● Letter Sound Fluency 	5-7 Minutes
Alphabet Knowledge	<ul style="list-style-type: none"> ● Letter Knowledge 	5-7 Minutes
Decoding Skills (Reading)	<ul style="list-style-type: none"> ● Reading Word Families ● Reading Initial Letters ● Reading CVC (Consonant-Vowel-Consonant Words) ● Reading Single Syllable Words ● Sentence Reading Fluency 	5-7 Minutes
Encoding Skills (Spelling)	<ul style="list-style-type: none"> ● Building Words One Letter ● Building Words CVC (Consonant-Vowel-Consonant) 	5-7 Minutes
Rapid Naming	<ul style="list-style-type: none"> ● Rapid Naming of Objects 	5 Minutes

NOTE: The NWEA Map Fluency Universal Screener is ONLY available in English.

Level 1 and Level 2 Screeners:

If a student’s performance “flags” for possible factors for dyslexia, the school will administer a Level 1 screener with parent permission. A Level 1 screener provides further information and may indicate that a student be referred for a Level 2 screener. Per the Dyslexia Law, students at Level 1 receive Multi-Tiered Systems of Support (MTSS) and small group reading Intervention through Title I.

North White Elementary School will use the following Level 1 and/or Level 2 Screeners:

- Reading Foundations for Grades K-1 [M.A. Rooney Foundation](#) and/or [Two Peas](#)
- MARF Phonics Screener (MPS) for Grades 2 & 3+ [M.A. Rooney Foundation](#)

Annual Screener Timeline:

All students in grades Kindergarten through Grade 2 are to be screened (Universal and Level 1/Level 2) within 90 calendar days following the start of each school year.

The 90 calendar timeline applies to students in third grade or higher **only** if a student moves in from another state. If the move-in is outside the 90-day window *and* the classroom teacher notices reading difficulties, the school must screen as soon as possible.

Transfer Students:

Records related to the dyslexia screener will be requested as part of a student’s transfer request paperwork. Students whose performance was “flagged” for possible risk factors for dyslexia will be placed in Title I Intervention/MTSS unless additional screener information does not support a continuation in the category.

<i>IF the move-in has not been screened...</i>	THEN the student will be screened according to the next corporation screening time.
<i>IF the move-in has been screened with no concerns...</i>	THEN the student will be screened according to the next corporation screening time.
<i>IF the move-in has been screened and performance was identified for possible risk factors for dyslexia...</i>	THEN the student will continue with Title I Interventions/MTSS process.

Multilingual and Special Education Considerations:

Multilingual Learners:

Students who have been formally identified as Multilingual learners have an overall composite proficiency level of 1.0-4.9 on their most recent administration of WIDA (World-Class Instructional Design and Assessment) ACCESS, WIDA Screener, or Kindergarten WIDA ACCESS Placement Test (W-APT). All students identified as English learners are required to be screened for dyslexia and follow the level 1/level 2 protocol as their English-speaking peers.

NOTE: *Because multilingual 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.*

Special Education:

Students identified with an Individualized Learning Plan (IEP) and receiving Special Education services are NOT exempted from dyslexia screening; however, members of the student's case conference committee will use their professional judgment when determining whether administering a universal screener level is developmentally appropriate for the student.

Regardless of the case conference committee's decision to administer the universal screener, a parent's consent as to whether they would like their student screened must be obtained.

Special considerations include students with IEPs in the following eligibility areas; blind or low vision, deaf and hard of hearing, and 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.

If a student identified with an academic IEP "flags" for possible risk factors for dyslexia, a reading intervention will be designed, implemented, and progress monitored by the Special Education department.

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 parents/guardians of the results of the screener(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, and
 - a statement electing parents/guardians may pursue an educational evaluation for their student by the school.

NOTE: Screening for dyslexia is not an automatic consideration for Special Education services.

NWES uses the MTSS process for a student's performance "flagged" for possible risk factors for dyslexia. If during the MTSS process, a student is *NOT* displaying adequate gains with intense Tier 2 and Tier 3 interventions, progress monitoring data shows little to no academic improvement, and a clear pattern of strengths and weaknesses is present, then NWES will make a referral to conduct an educational evaluation for potential Special Education services. Parental consent is required.

Dyslexia Intervention Instructional Approaches:

If screeners indicate the need for Title I intervention services, the intervention must include:

Explicit and Direct Instruction:

- Nothing is assumed, everything is directly taught
- Skill or strategy is clearly stated and defined
- Instruction is given without presuming prior skills or knowledge of the student
- Modeling, guided practice, corrective feedback, and independent practice is given

Systemic, Sequential, Cumulative:

- Lessons follow a logical order of sequence from simple to complex
- A new concept is based on the previously learned concept
- A systematic review of previously taught skills to strengthen muscle memory

Multisensory:

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

Research-Based:

- Instructional techniques must be grounded in the Science of Reading (SoR) research.

Group Size:

- Interventions can be 1:1, small group, or in a whole group setting.

Instructional Focus:

- Phonological and Phonemic Awareness (isolate, blend, segment and manipulate sounds)
- Alphabetic Knowledge (identify all lower & upper case letters and produce letter sounds)
- Graphophonemic Knowledge (a specific sequence of letter-sound introductions, consonants, vowels, consonant digraphs/trigraphs, vowel digraphs/trigraphs/quadgraphs, diphthongs and combinations)
- Structure of the English Language (6 syllable types [open & closed], vowel-consonant-e [silent e], consonant le, and vowel -r)
- Syllable Division Patterns (VCCV, VCV, VCCCV, VV) [V=Vowel and C=Consonant]
- Morphology (base words, prefixes, suffixes, Latin roots, and Greek combining forms)
- Linguistic Instruction (phonology [sounds], morphology [meaning], and syntax [grammar])
- Language Content (semantics/vocabulary)
- Language Use (pragmatics/conversational rules)
- Strategies (decoding, word recognition, comprehension, encoding/spelling, fluency, and rapid naming)

Tiered Instruction may include:

- Title I Interventions Services - Tier 2 (Small Group)
- Title I MTSS Services - Tier 3 (Small Group and/or 1:1)

Reporting DATA to IDOE and Community:

Each school corporation or charter school must report the following to IDOE (Indiana Department of Education) within the yearly reading plan required by [Indiana Code 20-32-8.5](#): and posted on their public website no later than July 15 each year:

- The number of students who were administered the universal screener for dyslexia;
- The number of students who were determined to be at risk for dyslexia; and
- The selected universal screener for learning characteristics related to dyslexia which was used to screen students K-2 for characteristics of dyslexia.

This data will be reported each year as part of each corporation's reading plan. Each school corporation or charter school must also report dyslexia-related information on their public website no later than July 15 each year.

Reading Specialist:

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 complete, or currently be enrolled in an approved dyslexia training program approved by the IDOE. This individual does NOT need to have a reading specialist license or any other licensure or endorsement to fill this role.

The corporation's reading specialist trained in dyslexia serves as a resource to provide information on dyslexia guidance and training on interventions, identification, and screening of students. This person should also be fluent in the response to intervention (RtI) or MTSS model. Ultimately, it is up to the discretion of the school corporation to determine how this person will serve. It is also at the discretion of the school corporation to determine if there are different roles and responsibilities this employee will handle in addition to the authorized reading specialist trained in dyslexia.

The North White School Corporation Dyslexia Specialists are Mrs. Jennifer Housinger at the Middle High School and Mrs. Stacy Reif at the Elementary.

Their responsibilities include but are not limited to the following:

- Providing direction and leadership regarding dyslexia at the local level
- Facilitating the process for the administration of all dyslexia screeners
- Obtaining parent/guardian permission for Level 1/Level 2 screeners
- Communicating dyslexia results with parents/guardians
- Coordinating dyslexia intervention groups with appropriate SoR aligned materials
- Providing professional development opportunities for staff on the SoR as it relates to dyslexia
- Progress monitoring of students in dyslexia intervention groups
- Collecting DATA needed for state reporting
- Keeping building level DATA regarding dyslexia

Frequently Asked Questions (FAQs) of Dyslexia:

1. Who gets screened with the universal screener?

Universal screeners are given to every kindergarten, first, and second-grade student. Students beyond third grade may also be screened for dyslexia if requested by the classroom teacher or parent/guardian.

Exclusions for testing can occur if the parent/guardian opts out; it is in an IEP not to screen; or the student already receives dyslexia interventions from an outside source/agency.

2. Who will administer screeners at North White Elementary?

Personnel trained in the specific assessments of NWEA, STAR, Orton-Gillingham Assessments, and Two Peas Assessments. The IDOE recommends that classroom teachers and those who work directly with students during literacy instruction (teacher assistants and interventionists) participate in screening, scoring, and progress monitoring.

3. What students receive Level 1/Level 2 Screeners?

Any student whose performance is “flagged” for possible risk factors for dyslexia on the universal screener will be recommended to receive a level 1 screener. Parent/guardian permission must be obtained.

4. Will parents/guardians be notified of student results?

Yes. Results will be sent home after all assessments have been completed.

5. Does North White School Corporation have a Dyslexia Reading Specialist?

Yes. Mrs. Jen Housinger is a trained and certified dyslexia reading specialist at the Middle High School and Mrs. Stacy Reif is currently trained and will be certified at the end of 2023 at the Elementary School.

6. Will Reading Interventions/MTSS happen as a result of dyslexia screening?

Yes. Dyslexia interventions will be required based on the screening results. The materials used in reading intervention instruction are from 95 Percent Group and Science of Reading aligned.

7. Is Dyslexia Awareness training required for staff?

Yes. All teachers are required to undergo dyslexia awareness training and obtain a certification of course completion. This training is through the IDOE.

8. Is North White School Corporation required to report DATA related to dyslexia?

Yes. A report is sent via Jotform to the IDOE and uploaded to the corporation's website by July 15 each year.

The dyslexia report includes:

- the number of students who were administered the universal screener for dyslexia;
- the number of students who were determined to be at risk for dyslexia; and
- the selected universal screener for learning characteristics related to dyslexia which was used to screen students K-2 for characteristics of dyslexia.



Appendix A - Parent/Guardian Universal Screener Letter Notification Form for Universal Dyslexia Screening

Dear Parents/Guardians:

The elementary school screens students for dyslexia in Kindergarten, Grade 1, and Grade 2. This 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 your child’s performance “flags” for possible risk factors for dyslexia on the universal screener, the school will administer a Level 1 screener. The Level 1 screener requires parental/guardian permission and is administered one-on-one. The school will notify you of the results and provide additional information and resources.

If you have any questions regarding the screening process, please contact me.

Mrs. Stacy Reif
Title I Director | North White School Corporation

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304 E. Broadway St.
Monon, IN 47959
219-604-4006 x1106
sreif@nwhite.k12.in.us

Student’s Name: _____

This form serves as the: First and Only Notice of Universal Screening

Please check if the following statement applies to your child:

_____ My child has been diagnosed with dyslexia and is receiving outside services.

Parent/Guardian Signature

Date



Appendix B - Dyslexia K-2 Universal Screener Results - Did NOT Indicate

Dear Parents/Guardians:

Senate Enrolled Act 217 requires that school districts in Indiana screen every student in kindergarten through second grade for characteristics of dyslexia. All parents are to be notified of the results of the universal screening within the first 90 days of each school year.

Based on the results of the NWEA Dyslexia Universal Screenr, your child's screening results *did NOT indicate* characteristics consistent with dyslexia.

We appreciate your support as we strive to build a community of skilled readers!

If you have any questions regarding the screening process, please contact me.

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Appendix C - Consent Form for Dyslexia Level 1/ Level 2 Screening

Dear Parents/Guardians:

In compliance with Senate Enrolled Act (SEA) 217, North White Elementary School’s universal dyslexia screener (NWEA) identified your child’s performance as flagging for possible risk factors for dyslexia.

Please note that a “flag” does NOT indicate a diagnosis of dyslexia or reading disability; however, additional screening is necessary to determine proper Title I/MTSS (Multi-Tiered System of Supports) intervention.

Please indicate below whether you give consent to or decline additional dyslexia screening. You also have the right to request a Special Education evaluation.

If you have any questions regarding the Level 1/Level 2 screening process, please contact me.

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Student’s Name: _____

Please Check:

_____ Consent to Level 1/ Level 2 Screening _____ Declines Level 1/Level 2 Screening

Parent/Guardian Signature

Date



Appendix D - Level 1 Dyslexia Screening Results & Intervention Next Steps

Dear Parents/Guardians:

Attached you will find your child's data summary from the Dyslexia Level 1 Screener. Level 1 focused on the following reading skills: Alphabet Knowledge, Phonemic Awareness, and Decoding.

Your child will be/is receiving a Title I/MTSS intervention to support skills within these three areas. The program used for intervention is 95 Percent Group and is rooted in the Science of Reading.

Title I is a fluid program available for all North White Elementary students. Groups are data-driven and skill-based to ensure foundational reading skills are mastered before proceeding to the next skill. Once skill mastery is consistent and verified through progress monitoring data, students are dismissed from needing Title I support services.

The NWEA Dyslexia Screener will also be given in December and March. If your child does NOT flag for characteristics consistent with dyslexia, he/she may be dismissed from Title I.

If you have additional questions or need further clarification about Title I/MTSS, please contact me.

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