



# Gravette Public School 2021-2022 Plan for Dyslexia

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## **Section I: 2020-2021 Annual Dyslexia Report**

- Dyslexia Intervention Programs Used:
  - Phonics First Foundations, Phonics First Structures
  
- 102 students who received a dyslexia intervention.
  - (Anyone who receives an intervention from Ensor or Nall)
  
- 29 students identified with characteristics of dyslexia.
  - (Those that have Level 2 screeners on file and have gone before the committee to determine identification of characteristics of dyslexia and are therefore served or have documentation on file from parents denying services).

## **Section II: Defining Dyslexia**

Dyslexia is defined in Ark. Code Ann. § 6-41-602 as a learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition, poor spelling and decoding abilities that typically result from the phonological component of language. These characteristics are often unexpected in relation to other cognitive abilities. This definition is borrowed from the most widely accepted current definition of dyslexia that is used by the International Dyslexia Association:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

It is important to acknowledge that students may struggle for many reasons when learning to read, including lack of motivation and interest, weak preparation from the preschool home environment, weak English language skills, or low general intellectual ability (Snow, Burns, & Griffin, 1998). In fact, the family and socio-cultural conditions associated with poverty actually contribute to a broader and more pervasive array of reading difficulties in school-aged children than do the neurological conditions associated with dyslexia. Students with dyslexia represent a subgroup of all the students in school who experience difficulties learning to read.

**Section III: Early Indicators of Dyslexia**

Students with dyslexia are likely to perform poorly on measures of phonological processing, decoding nonwords, and developing an adequate pool of sight words.

The most central characteristics of dyslexia are problems in word-level reading. Difficulties are found in both accuracy and speed or efficiency at decoding nonwords and sight words. Difficulty with reading words results in slow and error-prone oral reading fluency.

[Early Indicators Checklist](#)

**Section IV: Initial Screening**

Gravette Public Schools shall screen each student in kindergarten through grade two (K - 2) and others required by the Arkansas Department of Education rule (see below) using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener. Additional screening assessments will need to be administered to measure components that are not measured by DIBELS or the equivalent screener. Personnel administering the screener should be trained in the screening tool.

- All Students in Grades Kindergarten through Second (2nd)
- K-2 Transfer Students (if not previously screened and no results are available)
- K-2 Students from outside of Arkansas
- Students in Grades 3-12 who are experiencing difficulty as noted by classroom teacher

\*Exemptions:

- Students with an existing Independent Comprehensive Dyslexia Evaluation
- Students with a sensory impairment such as blindness or a hearing impairment

*Initial Screening Tools*

The initial screening of students shall be performed with fidelity and included without limitation (Ark. Code Ann. § 6-41-603):

Phonological and Phonemic Awareness	*PAT2 (Phonological Awareness Test 2) *PAST (Phonological Awareness Skills Test) *District Assessment (ESGI) *CORE (Assessing Reading Multiple Measures)
Alphabet Knowledge	*Phonics First Diagnostic Assessment - alphabet *CORE

Sound to Symbol Recognition	*Phonics First Diagnostic Assessment - basic sounds *CORE
Decoding Skills	*Phonics First Diagnostic Assessment - pseudo words *CORE
Rapid Naming	*Arkansas Rapid Naming Screener ( <a href="#">AR-RAN</a> )
Encoding	*Word Journeys: Kindergarten Inventory of Spelling (KIDS) *Word Journeys: Developmental Spelling Assessment (DSA) *Phonics First Diagnostic Assessment (grade level dependent) *Words Their Way

### Section V: Response to Intervention (RTI)

Dyslexia intervention services fall under the RTI framework. The Response to Intervention (RTI) process shall be used when students showing characteristics of having dyslexia as indicated on the initial, level I, OR level II dyslexia screeners.

Response to Intervention (RTI) is designed to ensure all students receive effective, evidence-based instruction to meet their learning needs. The RTI process combines prevention and intervention with ongoing assessment in a school-wide system to identify a student's instructional needs and appropriate learning supports.

Questions for school teams to review and aid in school-based identification of students with characteristics of dyslexia.

1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
2. Are the reading and spelling difficulties the result of a phonological processing deficit?
3. Are the reading, spelling, and phonological processing deficits **unexpected**? Does the student demonstrate **cognitive ability** to support age-level academic learning?
4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level I dyslexia screening conducted by Gravette Public School district indicates a student exhibits characteristics of dyslexia (first three questions answered with

a “yes”), the student shall be considered to be exhibiting characteristics of dyslexia and shall be provided intervention services using a dyslexia program delivered with fidelity. *The Gravette Public School currently uses one of two recognized dyslexia programs: Phonics First and Alphabetic Phonics (training in progress).*

The RTI Process for students who indicate they are at or some risk based on initial, level I or level II screeners will begin with:

Tier I: Core instruction and classroom teacher intervention or school-wide intervention options

Tier II: Core instruction and small group intervention options provided by classroom teacher or paraprofessional

Tier III: Core instruction and small group dyslexia intervention provided by trained certified or classified paraprofessional and/or referral to specialized program of need (504 Plan or IEP)

Information specific to RTI can be found on the Arkansas Department of Education website under [RTI Arkansas](#).

**Section VI: Level I & Level II Screeners and Independent Comprehensive Dyslexia Evaluation**

The level I and level II dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:

Dyslexia Screening	Level 1	Level 2
Required Components	Screening Tools	Normed Referenced Test administered by District Assigned Personnel
Phonological and Phonemic Awareness	* <a href="#">PAST</a> (Phonological Awareness Skills Test) *PAT-2 (Phonological Awareness Test)	*CTOPP-2 (Comprehensive Test of Phonological Processing)
Sound Symbol Recognition	* <a href="#">Diagnostic Decoding</a> *CORE (Assessing Reading Multiple Measures) *PAT-2	*KTEA-3 (Kaufman Test of Educational Achievement)
Alphabet Knowledge	* <a href="#">Diagnostic Decoding</a> *CORE *PAT-2	*KTEA-3
Decoding Skills	*CORE *PAT-2	*KTEA-3 *TOWRE-2
Rapid Naming Skills	* <a href="#">AR-RAN</a>	*CTOPP-2
Encoding Skills	*Phonics First Diagnostic Assessment - (grade level	*TWS (Test of Written Spelling)

	dependent) *Word Journeys: Developmental Spelling Assessment *Unedited Writing Sample	
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Level 1

Level 1 Information should include multiple sources of data such as progress monitoring, work samples, formative literacy assessments (as listed above, parent interviews, teacher questionnaires, early indicator checklists and additional age and grade appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

Level 2

The level II dyslexia screening is a more detailed process for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e. cut-points, benchmarks) of the chosen assessments to be used as the level II dyslexia screening. Norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes should be administered to identify the characteristics of dyslexia. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension.

Independent Comprehensive Dyslexia Evaluation

Gravette Public Schools shall consider the diagnosis of an outside Independent Comprehensive Dyslexia Evaluation by a licensed professional obtained by parents. This evaluation is not an automatic determination of services, but shall be reviewed and considered by the dyslexia determination committee at Gravette Public Schools. (Ark. Code Ann. § 6-41-604). If services are warranted, then interventions will be delivered by a dyslexia interventionist at the school district.

[Dyslexia Screening Consent](#) (sent in sealed envelope)  
[Parent/Guardian/Teacher Questionnaire for Signs of Dyslexia](#)

**Section VII: Specialized Support Plans**

504 Plans

Accommodations for Students with Dyslexia

- The Dyslexia Determination Committee shall review all level I and level II dyslexia screeners conducted by the school district identifying the patterns of strengths and weaknesses indicating whether a student exhibits characteristics of dyslexia.
- The Section 504 Determination Committee will establish if the student has functional difficulties in the academic environment due to characteristics of dyslexia. If it is determined that the student has functional difficulties, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973 (Ark. Code Ann. § 6-41-603) as they existed on February 1, 2013, if qualified under the applicable federal law.

Special Education

Under Ark. Code Ann. § 6-41-601 et seq., LEAs are required to provide dyslexia intervention services to all students who exhibit the characteristics of dyslexia, including students with IEPs. For students with IEPs, the IEP committee should determine, based on the student’s individual needs, the setting where

appropriately trained personnel will provide dyslexia intervention. The intervention may be delivered in the general education setting, the special education setting, or in a combination of the two.

Referrals

A student suspected of having dyslexia or related disorders who is unable to make adequate academic progress may be referred to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004.

- The referral committee shall make the decision as to whether or not an evaluation for special education is warranted and what assessments are needed based on the child’s suspected disability.
- For more information regarding special education referrals see your school’s special education designee.

Students with existing Individual Education Plan (IEP)

Students who qualify for special education have an individual education program (IEP) developed by the IEP committee. The IEP should be developed to address the student’s individual needs, including any needs relative to dyslexia. If a student with a disability exhibits the characteristics of dyslexia, the IEP committee would determine whether the student needs special education services in this area, if the student’s needs can be met through the district’s general education dyslexia intervention program, or if a combination of the two are needed. Use of IDEA funds for dyslexia services.

**Section VIII: Dyslexia Protocol**      [K-2 Flow Chart](#)      [3-4 Flow Chart](#)      [5-12 Flow Chart](#)

1. Administer initial screeners
2. Analyze data
3. Provide differentiated instruction & tier I interventions for at risk students (classroom teacher)
4. Progress monitor
5. Review data
6. Informal assessments should be gathered as stated in Level I screener for students showing little or no response to differentiated instruction & tier 1 interventions
7. Conduct RTI meeting
8. Develop RTI plan
9. Inform parents of next steps
10. Begin tier II interventions with students as determined by RTI committee (classroom support provided by teacher and/or targeted small group intervention)
11. Progress monitor
12. Review data
13. Provide information gathered from level I screener and ask for level II dyslexia screener (district personnel) for students showing little or no response to classroom support and small group interventions
14. Send home parent permission letter
15. Level II screener administered and review data
16. Determine appropriate tier III dyslexia intervention

**Section IX: District Dyslexia Interventions**

Dyslexia Program	Grade Level	Personnel
Phonics First	K-12	Trained paraprofessional or certified teacher

Phonics First Structures	5-12	Trained certified teacher
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## **Section X: District Dyslexia Personnel/Support**

- Dyslexia Specialist/Interventionist - Emily Ensor, M.Ed Reading Specialist, Andrea Nall, M.Ed Reading Specialist
- Science Of Reading Coaches - Kim Brunkhardt
- Phonics First Foundations - Kindergarten through Second (2nd) Grade Classroom Teachers, Title 1 Personnel, Third Grade (3rd) Reading Teachers
- Phonics First Structures - -Fourth (4th) through Fifth (5th) Grade Reading Teachers
- Special Education Support -Serena Scheele, Sheila Gibe, Bo Moon, Brittany Ellison, Kayla Ellison

## **Section XI: Parent Dyslexia Resources**

[Definition of Dyslexia](#)

[Early Indicators](#)

[Understood.org](#)

[International Dyslexia Association Fact Sheets](#)

[The Yale Center for Dyslexia and Creativity](#)

[Parents Guide to Dyslexia: The Child Mind Center](#)

## **Section XII: Other Dyslexia Resources**

[Arkansas Dyslexia Law](#)

[Arkansas Dyslexia Resource Guide, Revised December 2017](#)

[Meeting the Needs of Students with Dyslexia in Public Schools](#)

## **Section XIII: Exit Plan**

1. A student shall be exited from dyslexia intervention after completion of the program.
2. Parent requests removal of dyslexia program and signs letter.  
[Parental request for removal of services](#)
3. Teachers, the building administrator and student's dyslexia therapists request dismissal of a student from dyslexia intervention. Contact district dyslexia specialist. Level 2 dyslexia screeners will be given and results will be discussed with the committee before determining further actions.