



## Dyslexia Services Plan

Hilliard City Schools is devoted to ensuring all students are prepared for tomorrow by providing a comprehensive literacy program, which includes identifying students who may have a learning disability in reading. Hilliard City Schools is also dedicated to implementing best practices for all students in literacy that personalizes instruction based on the learner profile.

Dyslexia is a specific learning disability that the district works in partnership with experts in the field, parents, and teachers in early identification, intervention support, and researched-based programming that support the individual needs of students.

The International Dyslexia Association (IDA) defines dyslexia as a specific learning disability that is neurobiological 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.

Hilliard City Schools has a commitment to training teachers and educating parents and the school community to strengthen the effectiveness of our practices. We continue to grow our instructional tools of options to meet the needs of every student and we are dedicated to a consistent approach to monitoring student progress. With a wide range of instructional tools and resources for teachers to use, they have the flexibility to adapt to students' individual needs. Hilliard's service plan includes screening, classroom instruction, intervention, progress monitoring, assistive technology, accommodations, professional development, and researched and evidence based reading programs.

### How do I know if my child might be dyslexic?

**A lack of progress in the following areas can be experienced by students with dyslexia:**

- Trouble recognizing words that begin with the same sound
- Difficulty understanding the rhyming of words and the manipulation of sounds within words
- Retention of learned letters and their sounds
- Rapid and automatic recognition of words
- Memorizing number facts and/or sight words and simple sequences
- Spelling
- Correctly doing math operations
- Reading fluently enough to comprehend
- Organizing spoken and written language
- Completing a longer reading assignment within a reasonable time frame
- Learning a foreign language

## **PHASE 1 – Reading Screeners**

### **Step 1:**

Hilliard City School District students will be administered universal screeners. The following chart details the screener to be used for each grade level. Universal screeners are administered according to the annual district assessment calendar.

| <b>Grade</b> | <b>Screener</b>  |
|--------------|--|
| K            | KRA, DIBELS, HRSIW, Letter ID, Fountas & Pinnell           |
| 1            | STAR early literacy, Fountas & Pinnell, HRSIW              |
| 2            | STAR reading, Fountas & Pinnell, HRSIW                     |
| 3-5          | STAR Reading, Fountas & Pinnell, State of Ohio ELA Testing |
| 6-8          | STAR Reading   |
| 9            | ELA 1, STAR Reading  |
| 10           | ELA 2  |
| 11           | ACT Reading  |

### **ACT**

State law requires districts and community schools to administer the state-funded ACT or SAT to all grade 11 students in the spring of the school year. Each year, districts and schools will select the test to administer to their juniors.

As part of their state testing programs, ACT has provided the test dates for the 2018 administration of the state-funded tests. Districts and schools can use all standard time paper testing windows, as well as the online window, to administer all standard time ACT tests. Districts and schools will receive further instructions regarding the district test selection process for the spring 2018 state-sponsored testing this summer.

**DIBELS:** The DIBELS assessment is required for all kindergarten students upon entry, and then is given in winter and spring to those at-risk. DIBELS measures seven aspects of literacy foundational skills: phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

**ELA I and ELA II**

English Language Arts tests (grades 6-8, ELA I and ELA II) will have two writing prompts as described in the Ohio Blueprint. Students need adequate time to organize and support their responses with facts from the reading passages. The testing time noted above for these ELA tests are divided into two sessions of 1 hour and 45 minutes each. Students needing additional time to complete the test may be allowed, at each district's discretion, 30 additional minutes (15 minutes per session for a total of two hours per session). Schools also should provide students with disabilities additional time as needed, according to their individualized education programs.

**Fountas & Pinnell Benchmark Assessment:** The F&P is given to students in grades K-5 in the fall, winter, and at the end of the school year to monitor progress. This assessment measures accuracy, self-correction, fluency, and comprehension.

**Hearing and Recording Sounds in Words:** HRSiW is administered in grades K-2. It is administered in the fall, winter and spring in kindergarten to all students. It is administered twice each year to all students in grades 1-2. This assessment requires students to demonstrate what they know about recording sounds, and early print concepts, through dictation of a short story.

**KRA:** The Kindergarten Readiness Assessment is a test required by the Ohio Department of Education for all entering kindergarten students. It measures social skills, language and literacy, mathematics, science, social studies, physical well-being and motor development.

**Letter Identification:** Letter ID is administered to kindergarten students in the fall, winter and spring. Students are asked to identify all letters, capital and lowercase.

**Star Early Literacy:** The Star Early Literacy assessment is given to all first grade students at the beginning of the school year. This assessment measures early literacy foundational reading, language and vocabulary.

**Star Reading:** Star Reading is given to all students in grades 2-5 three times in the school year. This assessment measures word knowledge, ability to construct meaning, and critical literacy analysis.

**State of Ohio ELA testing:** State achievement tests tell us how well students are growing in the knowledge and skills outlined in Ohio Learning Standards for reading and writing.

## **PHASE 2 – Response to Intervention**

Every teacher in Hilliard City Schools will use interventions (a set of teaching strategies) with any student to help them succeed in the classroom.

### **Dyslexia and the Response to Intervention Process**

- RTI is a multi-level instructional framework aimed at improving outcomes for ALL students.
- RTI is preventative and provides immediate support to students who are at risk for poor learning outcomes.
- RTI may be a component of a comprehensive evaluation for students with learning disabilities.
- Survey level assessments will be utilized by the RTI team.

#### **Step 1:**

Hilliard City School District students who score below benchmark in reading will enter into Step 1. During this step, the school data team will review the student's current year assessment data in all content areas and implement Tier 1 interventions to support student readers within their classroom.

##### **Tier 1**

All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support within the classroom.

#### **Step 2:**

Hilliard City School District students who have not responded to Tier 1 intervention in reading will enter into Step 2 and will receive targeted Tier 2 intervention support. A Student Success Plan will be developed in collaboration with parents and the response to intervention will be monitored for progress.

##### **Tier 2**

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

##### **Student Success Plan**

A tool for managing and tracking response to intervention plans. This tool is used and accessed through the Response to Intervention Team.

All Hilliard City School District students who perform below grade level benchmark (as identified through benchmark assessments) after the lack of response to Tier 2 intervention support, will be administered and complete a teacher checklist for dyslexia behavior.

#### **Step 3:**

Hilliard City School District students who have not responded to Tier 2 intervention in reading will enter into Step 3 and be provided targeted Tier 3 intervention support as indicated in the Student Success Plan.

##### **Tier 3**

At this level, students receive individualized, intensive interventions and progress monitoring that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

## **PHASE 3 - Evaluation**

Hilliard City School District students who fail to make consistent progress will enter into Step 1. The school response to intervention team, in collaboration with the parents, will review the student's performance data to determine if it supports an evaluation. Tests of word reading, decoding, and spelling after the lack of response to Tier 3 intervention support will be evaluated for a reading disability.

### **Step 1:**

In the evaluation, the following areas may be included, but not limited to:

- Background information from parents and teachers
- Intelligence – poor achievement despite average or better intelligence is a key indicator
- Oral Language Skills – the ability to listen to and understand speech as well as to express thoughts through speech
- Word Recognition – the ability to read single printed words
- Decoding – the ability to read unfamiliar words by using letter-sound knowledge, spelling patterns and chunking words into smaller parts
- Spelling – the ability to spell individual words from memory using knowledge of letter sound pairings, patterns of letters, plurals, etc.
- Phonological Processing – the ability to think about, remember, and correctly sequence the sounds in words in order to link letters to sounds for reading and spelling
- Automaticity Fluency – letter naming speed
- Reading Comprehension
- Vocabulary Knowledge – the ability to learn the meaning of words

### **Step 2:**

A written evaluation report that includes student strengths and weaknesses across various skill areas assessed will be reviewed with the school team and with parents to determine eligibility.

*Note: This is not a diagnosis of dyslexia; it is a determination that a student may have characteristics of dyslexia.*

### **Step 3:**

Continue with Tier 3 interventions under IDEA or 504.

## Instructional and Intervention Approaches for Students with Dyslexia

### **Structured Literacy explicitly teaches systematic word-identification/decoding strategies:**

- **Phonics First**-Phonics First employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.
- **Orton-Gillingham**-This approach combines multi-sensory techniques along with the structure of the English language. Those items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways, which are auditory, kinesthetic, and visual.
- **Stevenson Reading**-The Stevenson program weaves together a variety of methodologies to improve students' decoding, encoding and comprehension. The program works from a base of structured phonics, and presents phonetic elements in a unique sequence. The program teaches both sound/symbol correspondence and linguistic structures with multi-sensory techniques. Stevenson incorporates specific phonemic awareness exercises.

**Accommodations**—An accommodation allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation.

**Assistive technology**—Assistive technology and accessible materials help students to function within the classroom. These tools include any type of equipment or device that helps students to compensate for their learning disabilities.

**Expanding Expression Tool**-This multi-sensory mnemonic strategy facilitates language organization to help with vocabulary, writing, and organization.

**Leveled Literacy Intervention System**-The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who perform below grade-level expectations in reading and writing. LLI serves those students who need intensive support to achieve grade-level competency through explicit instruction in reading, writing, and word work combined with opportunities for increased language modeling and oral language development.

**Modifications**- Modifications are changes to tasks, assignments, and assessments *that alter content and expectations. Modifications can change the scope or the level of difficulty of assignments.* Students who struggle to read, for example, may be assigned an abridged version of a book that their classmates are reading in the original.

**Multisensory**-Instruction that involves at least 3 senses that help strengthen information learning in the working memory part of the brain in dyslexic students.

**Read 180**- Read 180 is a balanced literacy program provided to qualifying students at the secondary level. It is designed to meet the need of students who are struggling on one or more of the five components of reading outlined by the National Reading Panel (2000). The instructional model includes whole-group instruction, small group instructional activities that allow for differentiated instruction and individualized instruction. Students utilize an interactive and adaptive software that systemically directs the learner through four learning zones. The zones include phonics, fluency and vocabulary instruction and systemic instruction in decoding and word recognition skills. Students practice spelling and receive immediate feedback as well as instruction in comprehension. The program is multi-sensory and provides students opportunities for repeated oral readings, hearing models read with fluency, and uses videos to provide background knowledge and introduce vocabulary. The goal of Read 180 is

to develop multiple aspects of reading including phonemic awareness, phonics, fluency, text comprehension, vocabulary, spelling, and writing.

**Response to Intervention**-RTI is a multi-level instructional framework aimed at improving outcomes for all students. Response to Intervention provides immediate support to students who are at risk for poor learning outcomes. Individual *Student Success Plans* are designed through frequent progress monitoring for managing and tracking response to intervention.

**Systems 44**-System 44 is a structured literacy instructional program provided to students in the sixth through twelve grades. System 44 provides phonological support, sound-symbol association, syllable instruction, morphology, syntax, and semantics. *System 44* provides systematic and cumulative instruction through whole-group direct instruction; small group differentiated instruction, and individualized instruction through instructional technology. Opportunities for independent and modeled reading of leveled texts are also an integral part of the program.

## **Resources:**

International Dyslexia Association <https://dyslexiaida.org/>

Ohio Department of Education <https://education.ohio.gov/>

Children's Dyslexia Center <http://childrensdyslexiacenters.org/>

Reading Resource.net

A Guide to Parent Rights in Special Education [education.ohio.gov/.../ODE\\_ParentRights\\_040617.pdf.aspx](http://education.ohio.gov/.../ODE_ParentRights_040617.pdf.aspx)

Yale Center for Dyslexia & Creativity, [www.dyslexia.yale.edu/dyslexiastraighttalk.html](http://www.dyslexia.yale.edu/dyslexiastraighttalk.html)

Dyslexia Training Institute, San Diego [www.dyslexiatraininginstitute.org](http://www.dyslexiatraininginstitute.org)

Headstrong Nation [www.headstrongnation.org](http://www.headstrongnation.org)

Understood [www.understood.org](http://www.understood.org)

Dyslexic Advantage [www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)