

# Information Regarding Dyslexia for Covington Community School Corporation



With the passage of [IC 20-35.5, et seq.](#), as created by [SEA 217 \(2018\)](#) in April 2018, Indiana school corporations and charter school's reading plans must now include screening for dyslexia risk factors and indicators. If a student is determined to be at-risk for dyslexia, the school will administer an additional dyslexia screener, which will identify whether or not the student needs to be referred for further testing. It also requires schools to use specific response to intervention processes if screeners indicate certain characteristics of dyslexia are present.

Dyslexia as defined by [IC 20-18-2-3.5](#) is a specific learning disability that:

(1) is neurological in origin and characterized by:

(A) difficulties with accurate or fluent word recognition; and

(B) poor spelling and decoding abilities;

(2) typically results 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;

(3) may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and

(4) may require the provision of special education services after an eligibility determination is made in accordance with 511 IAC 7-40.

In accordance with [IC-20-35.5-6-2](#), Covington Elementary School now has an authorized reading specialist trained in dyslexia. **Jodi Snyder** is the Dyslexia Reading Specialist for Covington Elementary School. In accordance with this new law, each school corporation and charter school shall report on the school corporation or charter school's website the following information:

## **What intervention programs are used to assist students with characteristics of dyslexia?**

Dyslexia intervention programs must have explicit direction and instruction that is systematic, sequential, and cumulative. Instruction that follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student. It must use meaning based instruction that is directed at purposeful reading and writing. Instruction that incorporates the simultaneous use of two (2) or more sensory pathways during the presentation of instruction and student practice. It is also important to keep in mind that the dyslexia program should be research based and be offered in a setting that also teaches the five (5) components of literacy.

**Brain Based Literacy Instruction/Roxie Reading** is Covington Elementary's mandatory phonics and spelling curriculum in grades 1st & 2nd that meets these requirements. Every 1st & 2nd grade classroom does 30 minutes of Roxie Reading daily. *RoxieReading\** is a unique program that teaches the skills in reading in the same order the brain uses to process words. Click here for more details on Brain Based Literacy Instruction/ Roxie Reading. <https://roxieReading.com/>.

All of our K-2 teachers have completed a 30 hour course to teach them about Dyslexia and learn the Brain Based Literacy Method of teaching phonics. We use this curriculum in our K-2 classes now on a daily basis to teach phonics. Next year it will be used as a small group instruction for kindergarten while we use Saxon phonics as our primary phonics curriculum. 1st and 2nd grade will continue this curriculum. This really gives all students a chance to learn using a multi sensory approach and helps catch those students who may have dyslexic tendencies. We also have our 30 minute tier groups that meet 4 days a week in addition to our 90 minute reading block to help catch up and address gaps with our young readers.

## 2021-2022 School Year Dyslexia Screening Information

Who is currently serving as the “authorized reading specialist trained in dyslexia” for your school corporation or charter school?	Jodi Snyder
<b>Universal screeners used</b>	
Phonological/phonemic awareness	NWEA Skills Checklist: Phonological Awareness NWEA Skills Checklist: Phoneme ID
Alphabet Knowledge	NWEA Skills Checklist: Letter ID
Sound/Symbol Relationship	NWEA Skills Checklist: Phonics: Matching Letters to Sounds
Decoding	NWEA Skills Checklist: Consonant Blends Digraphs
Rapid Naming	Arkansas Automized Rapid Naming Screener
Encoding	Words Their Way Primary Spelling Inventory (Intermediate Level used with 3-5th)
Number of students administered initial (universal) screener 2021-2022	189 (K-2) 54 (3rd-5th)
Number of students found to be “at risk” or “at some risk” for the characteristics of dyslexia during the previous school year	20
<b>Dyslexia Level I Screeners</b>	
Phonological/phonemic awareness	DIBELS Deep Phonemic Awareness
Alphabet Knowledge	Use errors from initial screener
Sound/Symbol Relationship	DIBELS Deep phonics

Decoding	DIBELS Deep Fluency
Rapid Naming	Use errors from initial screener
Encoding	Mclass with DIBELS Next and 8th Edition: Encoding
Dyslexia Intervention Program(s) used during the previous school year (must include explicit, sequential, and multi-sensory instruction)	Brain Based Literacy Instruction/ Roxie Reading
Number of students who received the dyslexia intervention during 2021-2022	20

School systems will not be diagnosing dyslexia, but will focus on finding and supporting students with characteristics of dyslexia. Required screeners, teacher training, and intervention programs will continue to maximize learning in Covington Community Schools.

**Please contact Jodi Snyder (765)793-2254 or [snyderj@covington.k12.in.us](mailto:snyderj@covington.k12.in.us) with any questions you may have. [Click here to visit the IDOE website for more information on the new Indiana dyslexia law.](#)**