

NRHEG Public School

Independent School District No. 2168



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NRHEG Public Schools NRHEG Elementary Dyslexia Plan June 2020

Dyslexia

The NRHEG Public Schools District Local Literacy Plan ensures that there is a process to assess students' level of reading proficiency, notify and involve parents, and intervene with students who are not reading at or above grade level. This plan is a systematic approach to provide every NRHEG student with scientific-based literacy instruction, assessment to determine instructional need and to support professional learning for staff across the district. Our goal is to have every student be able to read at or above grade level by the end of grade 3. This plan supports our Local Literacy Plan and ensures that all students have a solid foundation of literacy skills and are college and career ready when graduating.

What is Dyslexia?

Minnesota Statute 125A.01 states:

" 'Dyslexia' means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words 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 the growth of vocabulary and background knowledge."

- Dyslexia is a neurologically based disorder, which interferes with acquiring and processing language.
- Dyslexia varies in degrees of severity.
- Cognitive ability is not impacted and intelligence can be in the above to superior range with high verbal reasoning ability
- Dyslexia may or may not be accompanied by other learning disabilities like dysgraphia, a writing disability, or dyscalculia, a mathematical disability.

How does the NRHEG Public Schools identify and address students with reading difficulties including those with dyslexia?

We have three tiers of support for students who are not progressing in their reading. Criteria have been established to determine student's grade level proficiency and then provide them with the support and structures needed to support their growth.

- Letter Naming Fluency
- Letter Sound Fluency
- Oral Fluency
- FAST/STARS Data
- Guided Reading Level Fountas and Pinnell Benchmark Assessment System

Dale N. Carlson, Superintendent

David A. Bunn, High School Principal

Douglas A. Anderson, Elementary Principal

Assessments are intended to identify students who may have characteristics of dyslexia. These data points determine focused explicit instruction that may be needed for students who are not making progress. The process is used to identify students who need additional systematic and explicit instruction in phonemic awareness, decoding, morphology, fluency and comprehension.

Students who have shown difficulties with learning to read are referred to an interventionist for additional support and instruction in reading. If the student does not show growth, they are then referred to the S.A.T. team to determine next steps for support. The team includes classroom teachers, administrators, and student services staff who work to address the learning needs of the each student who is referred. Students who have shown difficulties in recognition of words, poor spelling abilities and decoding abilities, slow or inaccurate reading are assessed for appropriate interventions based on the needs.

Should students with dyslexia receive special education service?

Dyslexia is a medical diagnosis and alone it does not indicate that students will be eligible for Special Education Services. The performance of students with Dyslexia covers a wide range. Our identification and intervention plan addresses the needs of each student to ensure they progress in their reading proficiency.

What may help my child in the classroom?

- Explicit direct instruction
- Assistive technology
- Extra time
- Accommodations for homework (amount and/or task)
- Personalizing instruction-Barton Reading and Spelling Program

What may help child at home and in the community?

- Reading
- Word play
- Tutoring services
- Library programs

Additional Resources

The documents and links found here are intended to provide a resource for families and staff working together to create rich learning opportunities for students with dyslexia.

<https://education.mn.gov/MDE/dse/prof/Dyslexia/>

MN 2019 Legislative Session

DDMN's Dyslexia screening and mandatory dyslexia instruction in teacher preparation programs passed and are effective July 1, 2020. Also, the term "balanced" was deleted from the teacher preparation reading instruction requirement and replaced with "structured".

Screening (SF651 / HF1496):

"Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia." "Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened, in a locally determined manner, for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified."

Mission Statement:

Empowering students with knowledge and skills to succeed.

Vision Statement:

To be the school district of choice, inspiring excellence in academics, arts, and activities.

Panther Pride: Be **Positive**, Respectful, **Responsible**, Safe.