

Westbrook Walnut Grove School

ISD 2898



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Dyslexia Plan for Westbrook Walnut Grove

- Dyslexia is identified as a neurobiological learning disorder. The International Dyslexia Association characterizes dyslexia as “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.” Westbrook Walnut Grove (WWG) takes the issue of all reading concerns very seriously and screens all elementary students for indicators of dyslexia in compliance with [Minnesota Statute 120B.12](#). These screening efforts are designed to identify students who may need [learning interventions](#) or further evaluation to determine eligibility for special education services.

Screening process

WWG uses FastBridge Learning and Profile of Preschool Learning and Development Readiness (ProLADR) assessments* for early identification screening. This is not our school districts assessment for identifying dyslexia. Our WWG preschool teachers have been trained to look for dyslexia. However, we also understand it is easier to diagnose in kindergarten and first grade.

Students in the WWG Preschool have a reading assessment three times a year, in the fall, winter, and spring. These assessments give indicators of phonemic awareness, decoding, memory and recall.

Students in grades K - 3 have oral reading fluency assessments to assess decoding and accuracy of their reading.

Note: Screening does not diagnose dyslexia but is the first step in identifying students who need more explicit instruction in components of reading through our Rtl Program.

Parent notification

Parents are advised of findings that result from screenings at conferences or in a meeting with their student’s classroom teacher and/or learning specialist, at which time a plan for reading intervention is discussed.

Interventions

Some of the materials used by interventionists include:

- **Leveled Literacy Interventions** – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

Progress Monitoring

Students who are receiving intervention support are monitored to document growth and the response to the intervention. If a student is progressing, the goal is adjusted upwards and the student continues until ready to exit from the intervention. If a student is not making progress, the instruction could be adjusted with intensity or frequency in order to ensure student progress. FastBridge and ProLADR, the computer-based data program used for the initial assessment, is also used to document student progress throughout intervention.

Referral to Special Education

Students who do not show adequate progress with the assigned interventions may be recommended for a formal special education assessment.

Dyslexia Diagnosis

While WWG does not formally diagnose dyslexia, we do actively monitor student performance and screen for reading concerns through our AIMSweb assessment program that would indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Parents of students diagnosed with dyslexia by an outside source should make the classroom teacher and building principal aware of the diagnosis and share any additional information they think would be helpful, including, but not limited to the outside evaluator’s summary and recommendations.

The classroom teacher will bring this information to the attention of the building’s Special Education Team for consideration. The team will investigate the extent to which the diagnosed disability of dyslexia is affecting the student’s performance in the area of reading and determine the next steps which may include: additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or determine that no additional services are required. The Special Education Team will notify parent(s) of their findings and secure permission prior to proceeding should additional supports or services be recommended.

Convergence Insufficiency Disorder

NOTE: *In response to the requirement to report efforts to screen for convergence insufficiency disorder stated in Minnesota Statutes, section 120B.12, the Westbrook Walnut Grove School District is reporting that we do not screen children for convergence insufficiency disorder as part of our vision-screening program.*

A basic eye exam or screening with the 20/20 eye chart is not adequate for the detection of convergence insufficiency (and many other visual conditions), nor is a near vision screening task comprehensive enough. A comprehensive vision evaluation, by a licensed eye care specialist who tests binocular-vision (two-eyed), is the most effective means for detecting CI.

The Westbrook Walnut Grove School District follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings at the WWG school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.