



Hopkins County Schools

Process for Identification & Intervention for Students with Dyslexia-Type Characteristics

In alignment with Kentucky legislative mandates requiring all local school boards to establish a structured program for identifying and assisting students displaying characteristics of dyslexia, Hopkins County Schools is committed to ensuring every child has access to high-quality, evidence-based literacy instruction.

This document outlines our district-wide process for the early identification, progress monitoring, structured intervention, and parent notification of students in kindergarten through third grade who exhibit dyslexia-type characteristics. This process is fully integrated with the Hopkins County Multi-Tiered System of Supports (MTSS) framework.

Definition and Characteristics of Dyslexia

Per KRS 158.307, **dyslexia** is defined as:

"A specific learning disability that is neurological in origin. It is characterized by difficulties with accurate 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."

Key Indicators/Characteristics by Grade Level

While dyslexia manifests uniquely in each child, characteristics can include:

- **Kindergarten & Grade 1:**
 - Difficulty learning or recalling letter names and their corresponding sounds.
 - Struggles with phonological awareness (e.g., rhyming, segmenting, or blending simple sounds in words like /c/-/a/-/t/).
 - Persistent difficulty learning to write or spell their name.
 - Slow, effortful development of a sight-word vocabulary.
- **Grades 2 & 3:**
 - Frequent, inconsistent errors in reading phonetically regular words (decoding).
 - Poor spelling (encoding) that relies heavily on visual memory rather than sound-symbol correspondence.
 - Slow, laborious oral reading fluency that lacks natural prosody/intonation.
 - Avoidance of reading tasks or high levels of frustration during literacy instruction.
 - Listening comprehension that is significantly higher than reading comprehension.

Universal Screening and Identification Process (K-3)



To ensure early detection, Hopkins County Schools administers a multi-layered screening process using approved tools from the Kentucky Department of Education (KDE) Dyslexia Toolkit.

Universal Screening Schedule

All students in Grades K-3 must be screened three times per year (Fall, Winter, Spring) using a district-approved universal screening. Students falling below the proficiency line shall be administered the district approved diagnostic tool. Students falling below the proficiency line on the diagnostic tool and demonstrating dyslexia characteristics (as described above) shall be administered the district approved dyslexia screening.

Required Screening Components

In compliance with KRS 158.307, any diagnostic evaluation or universal screening tool utilized by Hopkins County Schools must address the following six components:

1. **Phonological and Phonemic Awareness:** The ability to hear, identify, and manipulate phonemes in spoken syllables and words.
2. **Sound-Symbol Recognition:** The association of letters (graphemes) with their corresponding sounds (phonemes).
3. **Alphabet Knowledge:** Rapid naming, ordering, and recognition of uppercase and lowercase letters.
4. **Decoding Skills:** The ability to apply knowledge of letter-sound relationships to pronounce written words (word-attack skills).
5. **Encoding Skills:** Spelling abilities, demonstrating an understanding of spelling rules and phonetic structure.
6. **Rapid Naming (RAN):** The speed with which a student can name aloud a sequence of familiar items (e.g., letters, numbers, colors, or objects).

Administration and Personnel

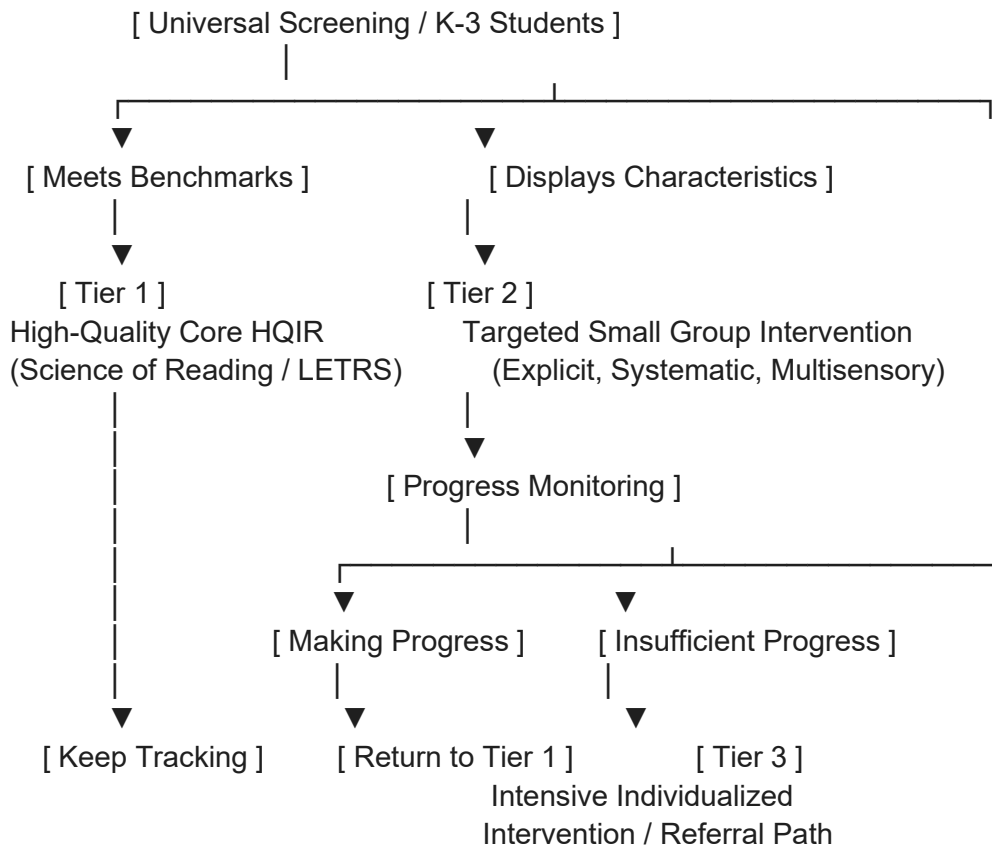
Screeners must be administered by trained district personnel (e.g., classroom teachers, reading interventionists, etc)

Multi-Tiered System of Supports (MTSS) Intervention

Hopkins County Schools addresses dyslexia-type characteristics through a tiered response model, prioritizing evidence-based, explicit, systematic, and multisensory instructional



approaches.



Tier 1: High-Quality Universal Classroom Instruction (All Students)

- **Instructional Resource (HQIR):** Core curriculum aligned with the Science of Reading.
- **Methodology:** Explicit and systematic instruction in the "Big Five" of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Teacher Training:** Utilizing Hopkins County's high rate of science of reading trained educators to deliver robust universal instruction that minimizes false-positive intervention placements.

Tier 2: Targeted Small-Group Intervention (15-20% of Students)

Students identified by the universal screener as "at risk" or displaying characteristics of dyslexia are immediately placed in Tier 2 interventions.

- **Group Size:** Small, homogenous groups of 3–5 students.
- **Frequency:** 30 minutes three times per week, in addition to core Tier 1 instruction.



- **Intervention Type:** Evidence-based programs focusing specifically on structured, explicit, and multisensory (visual, auditory, kinesthetic-tactile) language and literacy strategies.
- **Progress Monitoring:** Monitored bi-weekly on specific target skills (e.g., decoding, phoneme segmentation).

Tier 3: Intensive Individualized Support (3-5% of Students)

Students who demonstrate insufficient progress in Tier 2 after a data collection period (typically 6–8 weeks) are moved to Tier 3.

- **Group Size:** Extremely small groups (1–3 students) or individual instruction.
- **Frequency:** 45–60 minutes daily.
- **Focus:** Highly diagnostic, intensive, and individualized instruction addressing precise cognitive/linguistic gaps.
- **Progress Monitoring:** Monitored weekly on specific target skills (e.g., decoding, phoneme segmentation).
- **Specialized Referral:** If a student fails to make progress despite high-fidelity Tier 3 interventions, the MTSS team will initiate a formal referral for a comprehensive special education evaluation (SLD/Dyslexia) or a Section 504 accommodation plan.

Evidence-Based Instructional and Multisensory Approaches

Hopkins County Schools utilizes evidence-based, structured literacy approaches endorsed by the International Dyslexia Association (IDA) and the KDE Dyslexia Toolkit. Instructional plans must include:

- **Multisensory/Multimodal Techniques:** Engaging visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning (e.g., tracing letters in sand while saying their sounds, using Elkonin boxes with physical counters, air-writing).
- **Explicit Instruction:** Direct teaching of spelling patterns, phonics rules, and syllable types. Teachers do not expect students to discover these rules implicitly.
- **Systematic and Cumulative Progression:** Instruction must follow a logical sequence, starting with simple linguistic concepts (e.g., closed syllables) and systematically progressing to more complex concepts (e.g., vowel teams, morphology), with continuous review.
- **Accommodations:** Under the guidance of Section 504 plans or IEPs, classroom accommodations may include:
 - Text-to-speech or audiobooks (e.g., Bookshare, Learning Ally).
 - Extended time on reading and writing assignments.
 - Reduction of copying tasks (providing printouts or guided notes).
 - Grading based on content knowledge rather than spelling accuracy on non-spelling assessments.

Parent Notification

Partnering with families is a cornerstone of the Hopkins County educational mission. Under state guidelines, the parent communication process is structured as follows:



1. **Notification:** If a student is identified as displaying dyslexia-type characteristics via universal screeners or diagnostic assessments, parents must be notified in writing via the Reading Intervention Plan parent communication letter.
2. **Information Packet:** Parents will receive:
 - A clear, user-friendly explanation of the screening results.
 - A breakdown of the specific areas of struggle (e.g., phonemic awareness vs. decoding).
 - Evidence-based strategies and activities families can practice at home to reinforce school intervention (focused on phonological awareness and sound-symbol relationships).
 - Resources from the KDE Dyslexia Toolkit detailing how dyslexia is addressed in school.
3. **Collaborative Meetings:** Teachers will invite parents to discuss the intervention plan, share progress monitoring data regularly, and discuss future pathways (such as 504/IEP processes) if progress is delayed or if retention or a referral is being considered.

Data Collection and Statutory Reporting Requirements

In accordance with the state reporting mandates (specifically those established to monitor local school district compliance and outcomes):

- **Annual Reporting:** By **June 30** of each year, Hopkins County Schools will report the following aggregated data points to the Kentucky Department of Education:
 1. The number of students in grades K-3 screened for dyslexia-type characteristics.
 2. The number of students identified as displaying characteristics of dyslexia.
 3. The number of students receiving targeted Tier 2 or Tier 3 dyslexia-specific interventions.
 4. Academic progress and growth data for those students receiving specialized interventions.