



**INSTRUCTIONS:**

- 1) Make a copy of this Google Doc
- 2) Complete all cells highlighted in blue
- 3) Rename the Doc to match the title of your proposal
- 4) Submit your copy of the completed Doc to [superintendent@csdecatur.net](mailto:superintendent@csdecatur.net)

# Proposal to Return to In-Person Activity

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| <b>Submitted by:</b>   | Maima Simmons                       | <b>Date:</b>   | 10/5/2020 |
| <b>Title:</b>  | Individual Dyslexia Pilot Screening | <b>School:</b> | All K-3   |
| <b>Brief title this proposal can be referred to as (try to keep to 5 words or less):</b>   |                                     |                |           |
| Individual Dyslexia Pilot Screening  |                                     |                |           |
| <b>Brief description of what is being proposed (try to keep to under 5 sentences):</b>   |                                     |                |           |
| <p>In accordance with SB 48 and our participation in the Georgia Dyslexia Pilot, we have a responsibility to screen students for characteristics of dyslexia. Our district-wide universal screeners were decreased to accommodate the challenges of remote learning. In accordance with our data-based decision making model as a MTSS grant district, students with risk scores on the remote screening (STAR K-2/ I-Ready Reading 3) need additional screening. For students in grades K-2 with STAR risk scores, they need to be screened in person using Acadience Reading (DIBELS) and possibly the KTEA-3 Dyslexia Screener. For students in grade 3 with I-Ready Reading risk scores, they need to be screened in person with the KTEA-3 Dyslexia Screener.</p> |                                     |                |           |
| <b>When do you propose beginning this activity in person, why do you propose that date, and what will the impact be if in-person activity is delayed until after that date?</b>  |                                     |                |           |
| <p>We propose starting the individual testing the week of Oct.19-23. This also allows us time to prepare testing materials, plan for safety procedures, disseminate consent forms, and communicate with affected families. School-level screening (K-2 Acadience Dibels) should be completed by November 20. There will also be a remote testing option for school-level Acadience Dibels.</p> <p>District-level in-person screening with the KTEA-3 will be administered for students who have a risk score on the school-level screener (Acadience Dibels or I-Ready). This assessment can only be administered in person by a C &amp; I staff member.</p> <p>The process to bring students in for screening will be the same for the winter and spring windows.</p> |                                     |                |           |

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| <p><b>Describe the population of people who will be returning to in-person activities (students, staff, age levels, grades, programs, teams, etc.):</b></p>  | <p><b>Approximately how many people in each of those groups will be impacted by this proposal (students, staff, volunteers, etc.):</b></p>  |
| <p>K-3 students with risk scores on their reading universal screeners. Students will only be returning for a brief 10-20 minute screener.</p> <p>EIP teachers</p>  | <p>Approximate Breakdown:<br/> CL- 16 students (2 staff members)<br/> GL- 7 students (2 staff members)<br/> OAK- 16 students (2 staff members)<br/> WE- 5 student (2 staff members)<br/> WP- 14 students (3 staff members)<br/> FAVE- 2 students (screener administered by Wilson staff)<br/> TAL-7 students (screener administered by Wilson staff)</p> <ul style="list-style-type: none"> <li>Wilson - 5 staff members</li> </ul> |
| <p><b>Describe the <u>benefits</u> of returning to in-person for this activity and the <u>risks</u> of <u>NOT</u> returning to in-person:</b></p>  | <p><b>Describe the <u>risks</u> of returning to in-person for this activity and the <u>benefits</u> of <u>NOT</u> returning to in-person:</b></p>   |
| <p>These students have already been identified as having a risk score as related to reading ability. Completing the screening process will help teachers to gather data to develop individualized supports for students with reading difficulties. Our participation in the Georgia Dyslexia Pilot has not been waived by the state therefore it is critical that we establish a protocol to appropriately screen students as needed.</p>  | <p>Risks include very minimal distanced-contact with adult proctor.</p> <p>There are no benefits to NOT returning in-person for individual screening, as we cannot screen with fidelity for specific characteristics of dyslexia virtually.</p>   |
| <p><b>Describe in detail the protocols, equipment, and other actions that will be implemented to protect the health and safety of the persons involved in this activity:</b></p>   |   |
| <p>Only students undergoing assessment will be allowed to enter the building. Parents will be required to wait outside the building or to return when the students are finished. Proctors (District staff and/or EIP teachers) will wear mandatory masks at all times. Testing will occur in large spaces with ample air flow, such as cafeterias, gyms, multipurpose rooms, large classrooms with open windows, etc. Desks and tables will be spaced apart at least 6 feet or more for social distancing. Testing materials will be placed on desks/tables prior to students arriving to ensure that social distancing is maintained. Proctors (District staff and/or EIP teachers) will wear gloves to distribute testing materials and to retrieve them. Desks and tables will be wiped down before and after testing sessions. Hand sanitizer will</p> |   |

be provided for all to use at entrance and exit.

If an EIP teacher is unable to assess using Acadience Dibels in person, there is an option to remotely administer the screener.

The KTEA-3 screener is the second-layer reading screener that can only be administered by Curriculum & Instruction team members in person. The District Reading Coaches or District MTSS Lead Teachers will assess those students using the same safety protocols described above.

**Describe in detail how the above protocols, equipment, and other actions will be monitored to ensure compliance and fidelity of implementation, including who will be responsible for each aspect of monitoring:**

District C & I staff and EIP Teachers will complete and sign safety checklists before and after testing, submitted to Maima Simmons. Principals will be informed of the process and dates of testing at their schools so that they may visually check for compliance in person in their buildings.

**Will this activity be voluntary, compulsory, or socially compulsory?** If the answers vary by participant (such as students vs. staff), answer separately for each category of people.

**What will happen for those normally involved in this activity if they choose not to participate when it returns to in-person?** (Answer separately for each category of people if applicable.)

Voluntary for students

Students will have the option to be administered Acadience Dibels Reading remotely.

Students will have the option to be screened with the KTEA-3 at a later date when schools have reopened and students have returned.

**Describe in detail any interactions this activity will have with others (such as other teams/clubs within the district, other teams/clubs outside the district, etc.), the risks such interactions would introduce, and how those risks will be mitigated.**

The only risk would be passing by any other staff on campus on the way from the entrance of the building to the testing location. Social distancing can easily be maintained, and anyone in the building should be masked, so risks should be minimal.

**What other information, not already provided above, needs to be shared with the team evaluating this proposal?**

Our participation in the Georgia Dyslexia Pilot has not been waived by the state therefore, it is critical that we establish a protocol to appropriately screen students as needed in order to provide them with appropriate support.

### Proposal Review

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| <b>Reviewed by CSD COVID Response Team:</b><br>K. Beam, C. Burnett, D. Dude, M. Fehrman, L. Huddleston, E. Melton, S. Moore, S. Perez, R. Thomas | <b>Status:</b><br><input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Denied | <b>Date:</b><br>2020-10-16 |
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