

# Lonedell R-14 School District Dyslexia Plan 2020-2021

The purpose of this document is to outline the actions of the Lonedell R-14 School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the Missouri Department of Elementary and Secondary Education dyslexia guidance document and screening organizer.

**Note: This planning framework was developed to assist LEA's. Its use or submission is not required by DESE.**

## Screening

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify need for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

### First through third grade:

- All students will be screened within the first thirty days of the year, mid and end of the year benchmarking.
- Progress monitoring shall occur for students not meeting norms.

### Kindergarten:

- All students will be screened by January 31, 2020.
- Kindergarten will also be screened by the end of the year.
- Progress monitoring shall occur for students not meeting norms.

### Other Screenings:

- Screening will include K-3 students transferring from a school within state (not previously screened) and those students transferring from another state.
- A student will be screened in grades 4-12 if they are experiencing consistent difficulty in:
  - phonological awareness
  - phonics,
  - fluency
  - comprehensionas noted by assessment scores, classroom teacher determination, or requested by the student's parent/guardian.

## Exemptions

Exemptions to screening exist. Included in this list are:

- students with a current diagnosis of dyslexia,
- students with intellectual disabilities
- students with sensory impairment (vision/hearing).

English Learners may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Screening will be administered by classroom teachers and title staff as appropriate. Training for individuals will be outlined in the professional development section of this document.

<b>Kindergarten</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonological/Phonemic Awareness (word, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	AimswebPlus- Phoneme Segmentation (PS)	December 2020 May 2021	On iPad Individually
*Letter Naming Fluency	AimswebPlus- Letter Naming Fluency (LNF)	August 2020 December 2020 May 2021	On iPad Individually
*Rapid Automatic Naming	Arkansas Rapid Naming Screener (RAN)	December 2020 May 2021	Paper Individually Record on Shared Excel Sheet
*Sound/Symbol Recognition	AimswebPlus- Letter Word Sounds Fluency (LWSF)	August 2020 December 2020 May 2021	On iPad Individually
	AimswebPlus- Initial Sounds (IS)	August 2020 December 2020	
	AimswebPlus Nonsense Word Fluency (NWF)	December 2020 May 2021	
	AimswebPlus Word Reading Fluency (WRF)	May 2021	
Optional Assessments	AimswebPlus – Print Concepts (PC)	August 2020	On iPad Individually
	AimswebPlus – Auditory Vocabulary (AV)	August 2020 December 2020 May 2021	

<b>First Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonological/ Phonemic Awareness (segmentation, blending, isolation, manipulation)	AimswebPlus - Phoneme Segmentation Fluency (PS)	Aug 2020 Dec 2020 May 2021	Fall – on iPad Winter/Spring - On Paper Individually Record Excel Sheet
*Letter Naming Fluency	AimswebPlus - Letter Naming Fluency (LNF) (Use K Spring)	Aug 2020  *Only Assess in Fall unless student is not at benchmark	On Paper Individually Record Excel Sheet
*Rapid Automatic Naming	Arkansas Rapid Naming Screener (RAN)	Aug 2020 Dec 2020 May 2021	Paper Individually
*Phonics/Sound- Symbol Recognition	AimswebPlus- Nonsense Word Fluency (NWF)  AimswebPlus- Letter Word Sound Fluency (LWSF)	Aug 2020 Dec 2020 May 2021  August 2020	On iPad Individually
*Reading Comprehension	AimswebPlus - Oral Reading Fluency (ORF)	Aug 2020 Dec 2020 May 2021	On iPad Individually
Word Recognition Fluency	AimswebPlus - Word Reading Fluency (WRF)	August 2020 December 2020 May 2021	On iPad Individually
Listening Comprehension	AimswebPlus- Auditory Vocabulary (AV)	August 2020	On Computer Individually

<b>Second Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonological/Phonemic Awareness  *Phonics	Dibels 8 <sup>th</sup> Ed. Nonsense Word Fluency (NWF)	Aug 2020 Dec 2020 May 2021	Individually Paper Enter in Excel Sheet
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	AimswbPlus - Oral Reading Fluency (ORF)	Aug 2020 Dec 2020 May 2021	Individually Scored on iPad
*Reading Comprehension	Aimswb- Maze	Aug 2020 Dec 2020 May 2021	Whole Class
	AimswbPlus- Reading Comprehension (RC)	Aug 2020 Dec 2020 May 2021	Whole Class on TestNav App
	AimswbPlus – Vocabulary (VO)	Aug 2020 Dec 2020 May 2021	Whole Class on TestNav App

<b>Third Grade</b>			
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>	<b>SCORED</b>
*Phonics	Dibels 8 <sup>th</sup> Ed. Nonsense Word Fluency (NWF)	Aug 2020 Dec 2020 May 2021	Individually Paper Enter on Excel Sheet
*Orthography (spelling)	Writing Samples	Throughout the year	
*Oral Reading Fluency	AimswebPlus- Oral Reading Fluency (ORF)	Aug 2020 Dec 2020 May 2021	Individually Test Nav
*Reading Comprehension	AIMSweb Maze	Aug 2020 Dec 2020 May 2021	Whole Class
	AimswebPlus- Reading Comprehension (RC)	Aug 2020 Dec 2020 May 2021	Whole Class on TestNav App
	AimswebPlus – Vocabulary (VO)	Aug 2020 Dec 2020 May 2021	Whole Class on TestNav App

<b>Fourth/Fifth Grade</b>		
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonics	PAST	
Orthography (spelling)	Writing Samples LETRS Spelling Screener	
Oral Reading Fluency	AimswEBPlus - Oral Reading Fluency (ORF)	
Reading Comprehension	AimswEBPlus - Reading Comprehension (RC) AimswEBPlus – Vocabulary (VO) AimswEBPlus – Silent Reading Fluency (SRF)	
Listening Comprehension		
Phonological/Phonemic Awareness*	PAST	
Rapid Automatic Naming		

<b>Sixth-Eight Grade</b>		
<b>Skill</b>	<b>Assessment Name</b>	<b>Dates for Assessment [BoY; MoY; EoY]</b>
Phonological/Phonemic Awareness	PAST	
Phonics	PAST	
Orthography (spelling)	LETRS Spelling Screener Writing Samples	
Oral Reading Fluency	AimswEBPlus - Oral Reading Fluency (ORF)	
Reading Comprehension	AimswEBPlus - Reading Comprehension (RC) AimswEBPlus – Vocabulary (VO) AimswEBPlus – Silent Reading Fluency (SRF)	
Listening Comprehension		
Rapid Automatic Naming		

## **Analysis of Data**

Assessment results will be analyzed in grade level or content area data teams through a **systematic process** consistent throughout the district. These systems and processes should be utilized throughout the year, including **progress monitoring** periods. Students with deficits according to the assessments listed above will have **specific identified instructional focus** in the areas of phonological awareness, phonics, fluency, or comprehension as noted by the assessment.

## **Intervention, Supports, and Accommodations**

Students will receive Tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, Lonedell School District will provide support consistent with the findings of the assessments listed above.

Interventions: See *Screening Organizer*

Supports and Accommodations List: See *DESE Guidance Document*, pp. 5-8



**Kindergarten**

Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention																																				
Phonological /Phonemic Awareness (word, syllables, rhyming, onset-rime, blending and syllable and word segmentation)	AimswebPlus - Phoneme Segmentation (PS) <table border="1" data-bbox="423 344 794 457"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td>13-28</td> <td>0-12</td> </tr> <tr> <td>Spring</td> <td>23-36</td> <td>0-22</td> </tr> </tbody> </table>		Yellow	Red	Winter	13-28	0-12	Spring	23-36	0-22	PAST DRA 2 (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations																											
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Spring	23-36	0-22																																					
Letter Naming Fluency	AimswebPlus- Letter Naming Fluency (LNF) <table border="1" data-bbox="423 716 781 894"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>9-18</td> <td>0-8</td> </tr> <tr> <td>Winter</td> <td>25-35</td> <td>0-24</td> </tr> <tr> <td>Spring</td> <td>32-42</td> <td>0-31</td> </tr> </tbody> </table>		Yellow	Red	Fall	9-18	0-8	Winter	25-35	0-24	Spring	32-42	0-31		Explicit instruction using multi-sensory approaches linking letter to their names  Peer Assisted Learning Strategies (PALS) Fuchs, Vanderbilt University																								
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Rapid Automatic Naming	Arkansas Rapid Naming Screener (RAN)		<i>Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided</i>																																				
Sound/Symbol Recognition	AimswebPlus – Letter Word Sounds Fluency (LWSF) <table border="1" data-bbox="423 1192 781 1339"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>0-1</td> <td></td> </tr> <tr> <td>Winter</td> <td>15-23</td> <td>0-14</td> </tr> <tr> <td>Spring</td> <td>27-35</td> <td>0-26</td> </tr> </tbody> </table> AimswebPlus – Initial Sounds (IS) <table border="1" data-bbox="423 1451 794 1564"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>4-7</td> <td>0-3</td> </tr> <tr> <td>Winter</td> <td>8-10</td> <td>0-7</td> </tr> </tbody> </table> AimswebPlus – Nonsense Word Fluency (NWF) <table border="1" data-bbox="423 1675 794 1789"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td>5-14</td> <td>0-4</td> </tr> <tr> <td>Spring</td> <td>19-28</td> <td>0-18</td> </tr> </tbody> </table> AimswebPlus – Word Reading Fluency (WRF) <table border="1" data-bbox="423 1900 789 1963"> <thead> <tr> <th></th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>6-8</td> <td>0-5</td> </tr> </tbody> </table>		Yellow	Red	Fall	0-1		Winter	15-23	0-14	Spring	27-35	0-26		Yellow	Red	Fall	4-7	0-3	Winter	8-10	0-7		Yellow	Red	Winter	5-14	0-4	Spring	19-28	0-18		Yellow	Red	Spring	6-8	0-5	DRA 2 Word Analysis  Cool Tools: FAIR Informal Reading Assessment (FCRR)	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters  Program examples include Wilson Foundations, Neihaus, Spire.
	Yellow	Red																																					
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**First Grade**

<b>Skill Component</b>	<b>Screener Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>																		
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	<b>Yellow</b>	<b>Red</b>																			
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Listening Comprehension	AimswebPlus- Auditory Vocabulary (AV) <table border="1"> <tr> <td></td> <td><b>Yellow</b></td> <td><b>Red</b></td> </tr> <tr> <td><b>Fall</b></td> <td>21-22</td> <td>0-20</td> </tr> <tr> <td><b>Winter</b></td> <td>21-21</td> <td>0-20</td> </tr> <tr> <td><b>Spring</b></td> <td>23-24</td> <td>0-22</td> </tr> </table>		<b>Yellow</b>	<b>Red</b>	<b>Fall</b>	21-22	0-20	<b>Winter</b>	21-21	0-20	<b>Spring</b>	23-24	0-22								
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**Second Grade**

<b>Skill Component</b>	<b>Screener Score Cutoff</b>	<b>Classroom Diagnostic</b>	<b>Intervention</b>																								
Phonological Phonemic Awareness	Dibels 8 <sup>th</sup> Ed. Nonsense Word Fluency <table border="1"> <thead> <tr> <th><b>CLS</b></th> <th><b>Y</b></th> <th><b>R</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>43-54</td> <td>0-42</td> </tr> <tr> <td><b>Winter</b></td> <td>56-63</td> <td>0-55</td> </tr> <tr> <td><b>Spring</b></td> <td>59-75</td> <td>0-58</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><b>WRC</b></th> <th><b>Y</b></th> <th><b>R</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>8-14</td> <td>0-7</td> </tr> <tr> <td><b>Winter</b></td> <td>15-22</td> <td>0-14</td> </tr> <tr> <td><b>Spring</b></td> <td>17-23</td> <td>0-16</td> </tr> </tbody> </table>	<b>CLS</b>	<b>Y</b>	<b>R</b>	<b>Fall</b>	43-54	0-42	<b>Winter</b>	56-63	0-55	<b>Spring</b>	59-75	0-58	<b>WRC</b>	<b>Y</b>	<b>R</b>	<b>Fall</b>	8-14	0-7	<b>Winter</b>	15-22	0-14	<b>Spring</b>	17-23	0-16	PAST DRA 2 Word Analysis	Task involving phonological manipulation up through advanced levels (see Guidance document)  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations; REWARDS; LTRS; RAVE-O; Language!
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Phonics	Dibels 8 <sup>th</sup> Ed. Nonsense Word Fluency – See Charts Above	DRA 2 Word Analysis	Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); RAVE-O Wilson Foundations; REWARDS; Language!																								
Orthography	Writing Samples	Words Their Way Spelling Inventory	Explicit instruction in phonics																								
Oral Reading Fluency	AimswebPlus – Oral Reading Fluency (ORF) <table border="1"> <thead> <tr> <th></th> <th><b>Y</b></th> <th><b>R</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>21-45</td> <td>0-20</td> </tr> <tr> <td><b>Winter</b></td> <td>39-60</td> <td>0-38</td> </tr> <tr> <td><b>Spring</b></td> <td>52-76</td> <td>0-51</td> </tr> </tbody> </table>		<b>Y</b>	<b>R</b>	<b>Fall</b>	21-45	0-20	<b>Winter</b>	39-60	0-38	<b>Spring</b>	52-76	0-51	DRA 2 Oral Reading Cool Tools Informal Reading Assessments – Florida Center	Explicit instruction in *word identification, build sight vocabulary, phrasing, and fluency practice Program examples include: Read Well, Read Naturally, PALS, RAVE-O; Six Minute Solution												
	<b>Y</b>	<b>R</b>																									
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Reading Comprehension	Aimsweb MAZE <table border="1"> <thead> <tr> <th></th> <th><b>Y</b></th> <th><b>R</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>1-1</td> <td>0</td> </tr> <tr> <td><b>Winter</b></td> <td>4-6</td> <td>0-3</td> </tr> <tr> <td><b>Spring</b></td> <td>7-10</td> <td>0-6</td> </tr> </tbody> </table> AimswebPlus- Reading Comprehension (RC) <table border="1"> <thead> <tr> <th></th> <th><b>Yellow</b></th> <th><b>Red</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>110-126</td> <td>71-109</td> </tr> <tr> <td><b>Winter</b></td> <td>120-135</td> <td>77-119</td> </tr> <tr> <td><b>Spring</b></td> <td>130-145</td> <td>87-129</td> </tr> </tbody> </table>		<b>Y</b>	<b>R</b>	<b>Fall</b>	1-1	0	<b>Winter</b>	4-6	0-3	<b>Spring</b>	7-10	0-6		<b>Yellow</b>	<b>Red</b>	<b>Fall</b>	110-126	71-109	<b>Winter</b>	120-135	77-119	<b>Spring</b>	130-145	87-129	DRA 2 Oral Reading	Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.
	<b>Y</b>	<b>R</b>																									
<b>Fall</b>	1-1	0																									
<b>Winter</b>	4-6	0-3																									
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### Third Grade

Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention																								
Phonics	Dibels 8 <sup>th</sup> Ed. Nonsense Word Fluency <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">CLS</th> <th style="width: 33%;">Y</th> <th style="width: 33%;">R</th> </tr> </thead> <tbody> <tr> <td><b>BOY</b></td> <td>71-80</td> <td>0-70</td> </tr> <tr> <td><b>MOY</b></td> <td>90-103</td> <td>0-89</td> </tr> <tr> <td><b>EOY</b></td> <td>93-111</td> <td>0-92</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">WRC</th> <th style="width: 33%;">Y</th> <th style="width: 33%;">R</th> </tr> </thead> <tbody> <tr> <td><b>BOY</b></td> <td>18-23</td> <td>0-17</td> </tr> <tr> <td><b>MOY</b></td> <td>23-29</td> <td>0-22</td> </tr> <tr> <td><b>EOY</b></td> <td>24-30</td> <td>0-23</td> </tr> </tbody> </table>	CLS	Y	R	<b>BOY</b>	71-80	0-70	<b>MOY</b>	90-103	0-89	<b>EOY</b>	93-111	0-92	WRC	Y	R	<b>BOY</b>	18-23	0-17	<b>MOY</b>	23-29	0-22	<b>EOY</b>	24-30	0-23	<b>PAST</b>  <b>DRA 2 Word Analysis</b>	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text.  Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Foundations; REWARDS; LTRS; RAVE-O; Language!
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**Fourth/Fifth Grade**

<b>Skill Component</b>	<b> Screener Score Cutoff</b>	<b> Classroom Diagnostic</b>	<b> Intervention</b>																								
Phonics																											
Orthography (spelling)	Aimsweb Spelling – 4th <table border="1"> <thead> <tr> <th></th> <th><b>Y</b></th> <th><b>R</b></th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>62-91</td> <td>0-61</td> </tr> <tr> <td><b>Winter</b></td> <td>84-106</td> <td>0-83</td> </tr> <tr> <td><b>Spring</b></td> <td>85-107</td> <td>0-84</td> </tr> </tbody> </table>		<b>Y</b>	<b>R</b>	<b>Fall</b>	62-91	0-61	<b>Winter</b>	84-106	0-83	<b>Spring</b>	85-107	0-84	<b>Words Their Way</b> Spelling Inventory	Explicit instruction in phonics												
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Rapid Automatic Naming																											

Sixth-Eighth Grade			
Skill Component	Screener Score Cutoff	Classroom Diagnostic	Intervention

### Submission of Core Data to DESE

The following information will be submitted annually as Core Data to DESE for grades K-3.

- **Screened:** Y/N
- **Screening Tools Used**
- **At Risk:** Y/N
- **Action Taken Beyond Tier 1:**
  - Rdg Specialist
  - Title
  - Interventionist
  - RtI
  - Paraprofessional
  - SLP
  - Other, specify

Lonedell will specifically look at the following assessments to determine levels for Core Data:

- Kindergarten – LNF, Rapid Naming
- First Grade – PSF, ORF
- Second Grade – ORF, MAZE
- Third Grade – ORF, MAZE



## Professional Development for Dyslexia

The Lonedell R-14 School District will provide two hours of dyslexia inservice training to all practicing staff grades kindergarten-twelve during the 2018-2019 school year. The training may include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

<b>Training Needed</b>	<b>Staff to Attend</b>	<b>Date of Initial Training</b>	<b>Dates of Follow Up Training</b>
2 Hour Training Required (Topics)	K-12 All practicing staff	2018	Yearly
(Assessment)			
(Analysis of assessment)			
(Intervention)			

## Communication to District Staff and Board of Education

Lonedell R-14 School District staff and board of education will be provided information in spring 2018 regarding the district dyslexia plan. The following information will be provided to staff pertaining to screening, analysis, intervention, professional development, and communication to stakeholders.

The school district will continue to update and provide information to school district staff and the board of education on a routine basis during the 2018-2019 school year.

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Presented to Staff at Beg. Of Year PD	Staff	Presentation/Word Doc	August 2018
Presented to Board for Approval	Board of Education	Presentation/Word Doc	Spring 2018

## Parent Communication

Lonedell R-14 School District will provide information to parents regarding aspects of this plan. The following actions will be taken by the district. (See *DESE Guidance Document, Appendix D*)

<b>Communication Action Steps</b>	<b>Audience</b>	<b>Format</b>	<b>Dates</b>
Dyslexia Plan posted to Lonedell R-14 Website	Parents/Patrons	PDF File	Spring 2018