1. **Beacon Site Reading Screening & Early Interventions Model: St. Mary’s County Public Schools (SMCPS)** Superintendent Scott Smith identified a need to improve the district's screening and intervention framework to better identify and help struggling students and students with dyslexia. As a result, SMCPS in collaboration with the National Center on Improving Literacy (NCIL), the MD State Dept. of Education and Decoding Dyslexia Maryland, will implement district wide training to support a universal reading screening pilot program. The pilot is one of five NCIL Beacon Site partnerships and is a national exemplar for screening best practices.

2. **Professional Learning in Comprehensive, Structured Literacy: Baltimore County Public Schools (BCPS)** identified a problem with early screening and reading instruction and is retraining 700 educators (general and special education) in Orton Gillingham to work with struggling readers to prevent and remediate reading difficulties including dyslexia. BCPS offers professional learning for educators through Language Essentials for Teachers of Reading and Spelling (LETRS) training that provides educators with knowledge and practice in comprehensive structured literacy reading/writing instruction and intervention. BCPS is working to build its screening process across all schools to support effective implementation.

3. **Renowned Research Scientists to Present Reading and Dyslexia Screening Research at the University of Maryland Symposium**: On December 8, in the Colony Ballroom at the University of Maryland, Drs. Nadine Gaab, Boston Children's Hospital and Fumiko Hoeft, University of California, San Francisco, will present research on implementation of effective screening and intervention for young children PK-2.
   a. **Dr. Martha Denckla**, Professor Emeritus at Kennedy Krieger, and research scientist for Johns Hopkins University for many years, will be recognized for her groundbreaking work in rapid automatized naming (RAN), a reliable and valid screener that is predictive for dyslexia and reading difficulties.
   b. Information about this event, including a formal invitation, is forthcoming.

4. **NEA New Business Item: Reading Screening & Interventions**: NEA will use existing resources to:
   1. Share existing research and finding about struggling readers (students unable to learn to read at an age appropriate rate given appropriate instruction, students showing characteristics of dyslexia (“pre-dyslexic tendencies”), and/or students identified as having dyslexia), their experiences, and the effects of struggling to read on their lives;
   2. Promote the use of culturally responsive universal screening and early reading intervention in states not currently doing so;
   3. Promote instructional practices that include existing evidence-based, multi-sensory, explicit, and systematic phonics instruction, in the general education classroom, for early struggling readers.

**Screening Resources**

1. **Screen and Intervene**, collaborative effort among research scientists and education-related research universities
2. **National Center on Improving Literacy**: Mandated by ESSA, 2015 to focus on reading/dyslexia
3. **Ready to Read, Ready to Succeed**, Southern Region Education Board (MD is a board member)