

West Lafayette Community School Corporation

1130 North Salisbury Street • West Lafayette, Indiana 47906-2447
(765) 746-1602 • FAX (765) 746-1644 • www.wl.k12.in.us

Rocky D. Killion
Superintendent of Schools

ADMINISTRATION

Ronald C. Shriner, *Principal*
West Lafayette Jr./Sr. High School

Daniel S. Walbaum, *Assoc. Principal*
West Lafayette Jr./Sr. High School

Timothy J. Slauter, *Assoc. Principal*
West Lafayette Jr./Sr. High School

Eric Ulrich, *Director of Student Activities*
West Lafayette Jr./Sr. High School

Joel Strode, *Athletic Director*
West Lafayette Jr./Sr. High School

Dr. Amber Targgart, *Principal*
Cumberland Elementary School

Sara Delaney, *Asst. Principal*
Cumberland Elementary School

Marcella Holmes, *Dean of Students*
Cumberland Elementary School

Margaret X. Psarros, *Principal*
West Lafayette Intermediate School

Stephanie N. Qualio, *Asst. Principal*
West Lafayette Intermediate School

Angela Herold, *Dean of Students*
West Lafayette Intermediate School

Ross L. Sloat
Interim Chief Financial Officer

Courtney FitzSimons
Food Service Director

Larry Daily II
Director of Maintenance & Facilities

Bob J. Troyer
Project Manager

Brandon S. Hamilton
Technology Director

Doug Caldwell
Transportation Director

BOARD OF SCHOOL TRUSTEES

Alan R. Karpick
President

Karen S. Springer
Vice-President

Bradley W. Marley
Secretary

Brian J. Bittner
Member

Melissa Prochnau
Member

Thomas H. Schott
Member

Rachel D. Witt
Member

2019-2020

Indiana has passed new legislation (SEA 217) regarding the identification of students who may exhibit characteristics of dyslexia.

Characteristics of Dyslexia: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

As part of this legislation, each year schools are asked to report information surrounding their service to these specific students. Below is that information:

Interventions Used During the 2019-2020 School Year:

- Orton Gillingham

Number of students identified as being at risk for dyslexia during the 2019-2020 school year: 35