



South Bend Community School Corporation 2021-22 Dyslexia Report

Indiana Dyslexia Plan SEA 217

The Indiana General Assembly adopted SEA 217 which requires school districts and charter schools to develop and implement a plan to provide dyslexia screening and interventions for all students in kindergarten through 2nd grade. The screening process **does not diagnose dyslexia**, but rather identifies deficits that may be characteristic of the disorder. In addition to screening and interventions, Indiana law requires schools to provide parent information about the screenings and results, to report the results of the screenings to the IDOE, and to provide professional learning to teachers. School districts and charter schools must also employ at least one authorized reading specialist trained in dyslexia through an IDOE approved program.

Dyslexia Screening & MTSS Guidance

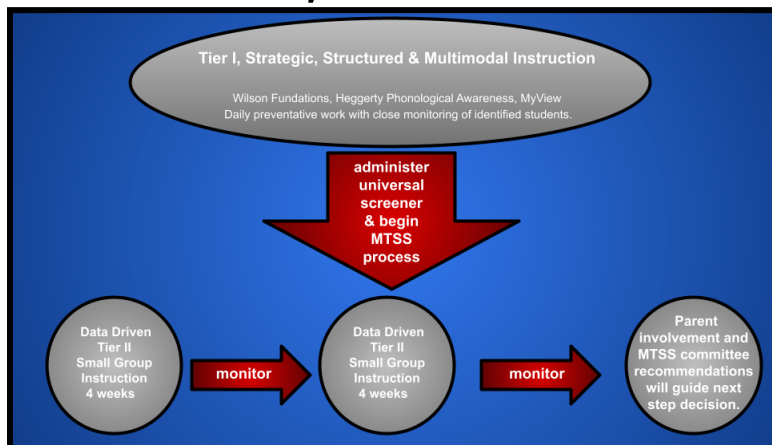
Every year students in kindergarten through 2nd grade will be assessed using universal screening tools. Based on the results of those screeners, small group interventions will be developed and implemented. Through a multi-tiered system of support (MTSS), student progress in deficit areas will be monitored and additional Level 1 and Level 2 diagnostics may be given if sufficient growth is not achieved.

SBCSC Dyslexia Plan

SBCSC's primary universal screener during the 2021-2022 is NWEA Map Fluency/Dyslexia Screener (MAP). This screener provides a comprehensive assessment of the important literacy fundamentals that are predictive of future reading success.

MAP Fluency assessments are designed to identify students in need of additional targeted reading instruction that is systematic, structured, and multisensory. MAP Fluency also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. Beginning of the year and mid-year assessment along with progress monitoring allow for ongoing data driven instruction and intervention.

Tier 1 Literacy Curriculum & Instruction



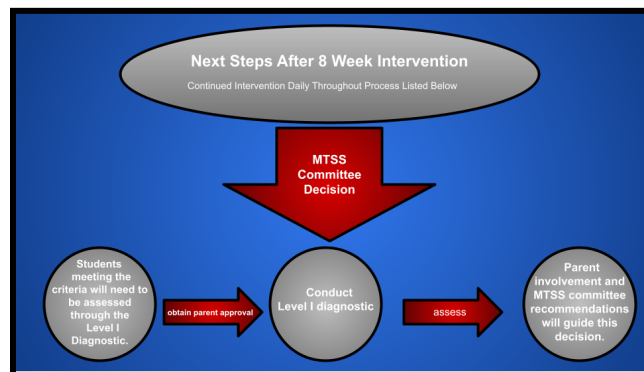


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Dyslexia intervention programs must have explicit and direct instruction that is systematic, sequential, and cumulative. Instruction that follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student. It must use meaning based instruction that is directed at purposeful reading and writing. Instruction that incorporates the simultaneous use of two or more sensory pathways during the presentation of instruction and student practice. It is also important to keep in mind that the dyslexia program should be research based and be offered in a setting that also teaches the five components of literacy. SBCSC has implemented Wilson Foundations and Heggerty Phonemic Awareness curricula. Bridge the Gap-Phonemic Awareness Intervention (Tier 2) lessons will provide strategic small group reading instruction for all targeted readers including those exhibiting characteristics for dyslexia.

Identification and Referral to MTSS

- The data from the universal screener will reveal which students exhibit deficits that are characteristic of dyslexia; the MTSS committee will review this data.
- Students will receive specific interventions that will support deficient areas through Tier I and Tier II instruction.
- Students meeting the criteria will be assessed, once parent permission is obtained, using a Level I diagnostic within the first 90 days of school. .
- Interventions, with accompanying documents, will continue to monitor progress. MTSS meetings should simultaneously occur.
 - SBCSC has created an Individualized Reading Plan (IRP) to document all data.
- Based on individualized results, the building level MTSS team may choose to proceed with a Level 2 diagnostic. Parent involvement and MTSS committee recommendations will guide this decision. SBCSC will be using the Woodcock Johnson as the Level 2 diagnostic.



SBCSC conducted the required screening of students in grades K-2 for characteristics of dyslexia. The district's authorized reading specialist trained in dyslexia is Yvonne Kinney, District Primary Literacy Specialist, CALP and ICALP; she received her training from the B.E.A.R. Reading Center located at 427 South Main Street in South Bend, Indiana. Four hundred sixty-six students in grades K-2 were flagged as "at risk" or "at some risk" for dyslexia characteristics. These students received the needed interventions per the protocols outlined in the SBCSC support plan. After the second round of screening, those students that were still exhibiting dyslexia characteristics were then referred to the school's MTSS team for further evaluation. Currently, dyslexia plans do not require the official diagnosis of dyslexia, and at this time, the SBCSC dyslexia screening and intervention plan has not resulted in officially diagnosing dyslexia.