



Dyslexia Programming Guidance for Schools

Updated September 2022

[Indiana Code 20-35.5](#) outlines requirements for schools related to supporting students with learning characteristics related to dyslexia, including:

- School staffing and training;
- Screening students for characteristics of dyslexia;
- Responding to student needs based on assessment results;
- Notifying parents; and
- Reporting data to the community and to the Indiana Department of Education (IDOE).

This document outlines requirements for schools and provides additional guidance for policies and procedures to support the implementation of dyslexia-related programming.

Contact IDOE's Office of Teaching and Learning at teachingandlearning@doe.in.gov for additional support.

School Staffing and Training

Each school corporation and charter school is required by law to employ at least one authorized reading specialist trained in dyslexia.

- The authorized reading specialist must successfully complete training through a "dyslexia training program" approved by IDOE. Approved dyslexia training programs are listed in Appendix A.
- The authorized reading specialist must be employed by the school corporation or charter school, but may be either a reading specialist, a teacher, a tutor, or a paraprofessional working under the supervision of a teacher.
- The school corporation or charter school may enter into an agreement with a service provider or another school corporation in order to obtain or share services of an authorized reading specialist.
- The school corporation or charter school should keep documentation locally that these requirements are met each year, including (1) the name of the authorized reading specialist, (2) the training the specialist completed, and (3) the specialist's role within the school corporation or charter school.
- If a school corporation or charter school is not able to meet the requirement to employ at least one authorized reading specialist trained in dyslexia, that school corporation or charter school may submit a petition for a waiver of training requirements to the Indiana Secretary of Education (via IDOE) using the instructions in Appendix B.

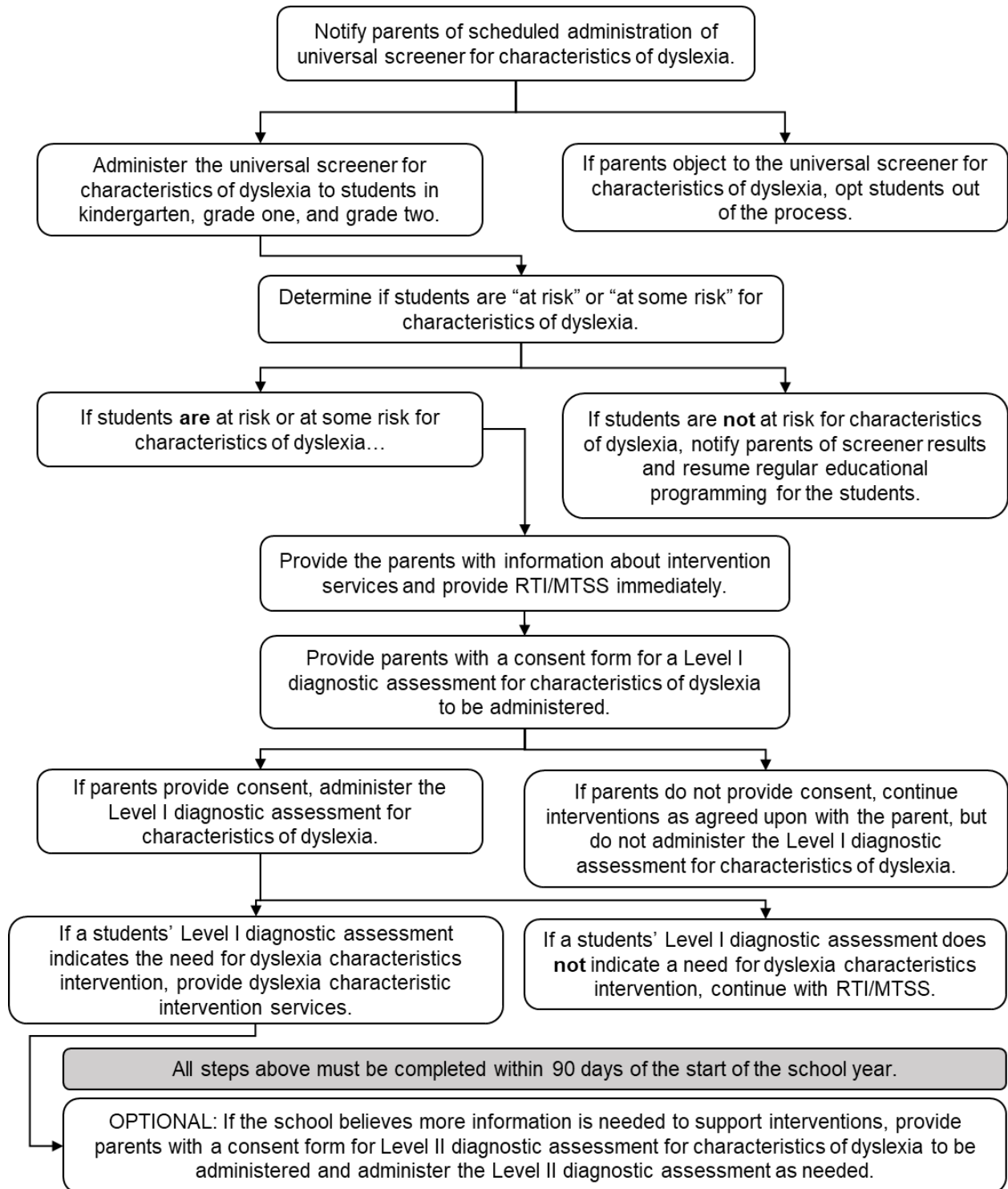
Indiana law also requires each teacher serving in a school corporation or charter school to receive professional awareness information related to dyslexia.

- The training must provide information on the characteristics of dyslexia, evidence-based interventions for dyslexia, and accommodations for dyslexia.
- The requirement applies to teachers at all grade levels and serving in all capacities.
- Teachers are required to receive this information once. Schools may elect to provide the information/training on a yearly basis, but this is not required. Schools must ensure that any teachers new to the school corporation or charter school either (1) receive the professional awareness information or (2) confirm and document their previous receipt of the professional awareness information at a different Indiana school corporation or charter school.
- IDOE provides an [online training](#) module as an option for schools to provide this professional awareness information to teachers.
- IDOE provides the [Dyslexia Toolkit](#) as an additional resource to support the dissemination of professional awareness information to teachers.

Screening Students for Characteristics of Dyslexia, Responding to Student Needs Based on Assessment Results, and Notifying Parents

School corporations and charter schools must adhere to a detailed process when screening students for characteristics of dyslexia and responding to identified needs. The below image provides an overview of all of the steps within the process. Details for completing each step follow.

Image 1: Dyslexia Screening and Intervention Process Overview



Administering a Universal Screener for Learning Characteristics Related to Dyslexia

School corporations and charter schools must ensure that all students in kindergarten, grade one, and grade two are screened each school year for learning characteristics related to dyslexia. The selected universal screener must be approved by IDOE. Universal screeners are brief, designed for all students, and provide an indicator if students may be at risk or at some risk for learning characteristics related to dyslexia. Approved universal screeners for learning characteristics related to dyslexia will be available beginning March 2022 in Appendix C.

- Schools must notify parents that universal screening for learning characteristics related to dyslexia will occur.
- Students who transfer or enroll after the start of the school year must participate in the universal screener for learning characteristics related to dyslexia only if they have not participated in such screening at their previous school.
- Students may be exempted from screening if they meet one or both of the following criteria:
 - The parent (or legal guardian) of the student objects to the screening, or
 - The student is already receiving intervention services for dyslexia.

Students in grade three and beyond must participate in screening for characteristics of dyslexia if a classroom teacher identifies that the student struggles with all of the following six skills:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Rapid naming skills; and
- Encoding skills.

Determining Students at Risk or at Some Risk for Learning Characteristics Related to Dyslexia

After the universal screener is administered, schools must use the results of the screener to determine if any students may be at risk or at some risk for characteristics of dyslexia. The local school may determine the criteria used to identify students at risk or at some risk for characteristics of dyslexia. IDOE strongly recommends that schools use the indicator provided by their assessment vendor based on the test design of the universal screener; however, schools may elect to adjust the criteria for various reasons. Each school should document the exact criteria used to identify students at risk or at some risk for learning characteristics related to dyslexia for the given school year. Schools must also document if a student is identified as at risk or at some risk for learning characteristics related to dyslexia within that student's records.

If students are determined **not** at risk for learning characteristics related to dyslexia based on the selected criteria, the school must notify parents of the screener results and resume regular educational programming for the students.

Providing Interventions for Students Determined at Risk or at Some Risk for Learning Characteristics Related to Dyslexia

If students are determined to be at risk or at some risk for learning characteristics related to dyslexia, the school must complete all steps detailed below.

- Provide the parent(s) with the results of the universal screener for characteristics of dyslexia. Include information about the criteria used to identify students who are at risk or at some risk for characteristics of dyslexia.
- Provide the parent(s) with information about intervention services. This information must include:
 - Resources that explain or describe the learning characteristics related to dyslexia.
 - A description or list of classroom interventions and accommodations which may be appropriate for students with dyslexia (note that accommodations and interventions are student-specific and must be tailored to individual student needs).
 - A statement that the parent may elect to have the student receive an educational evaluation by the school, upon request.
- Immediately use the RTI/MTSS process to address the needs of the student. Immediate RTI/MTSS support is required for any student who is identified as at risk or at some risk for learning characteristics related to dyslexia. Specific dyslexia-related interventions are not required until after the administration of the Level I diagnostic assessment; however, schools may elect to provide specific dyslexia-related interventions after universal screening, if desired.
- Request parental consent to administer a Level I diagnostic assessment to obtain more information about the student's needs related to characteristics of dyslexia.

Administering a Level I Diagnostic Assessment for Characteristics of Dyslexia

If students are determined to be at risk or at some risk for learning characteristics related to dyslexia and parental consent is obtained, the school must administer a Level I diagnostic assessment for learning characteristics related to dyslexia. The Level I diagnostic assessment is used to gather specific information about the student's needs and confirm if learning characteristics related to dyslexia are present. The selected Level I diagnostic assessment must be approved by IDOE. Level I diagnostic assessments provide greater detail of information related to characteristics of dyslexia and student knowledge and skills. Appendix C provides a list of approved Level I diagnostic assessments from which schools may select. The Level I diagnostic assessment must be administered to students identified as at risk or at some risk for learning characteristics related to dyslexia within 90 days of the start of each school year.

The school must use the results of the Level I diagnostic assessment to determine if the student should receive interventions and programming that target learning characteristics related to dyslexia specifically. The local school may set their own criteria for this determination. IDOE strongly recommends that schools use set benchmarks and/or indicators from their selected assessment vendor (based on test design) to support this decision.

Providing Interventions for Students Based on Results of the Level I Diagnostic Assessment

If the school determines that the student does **not** need to receive interventions that target learning characteristics related to dyslexia specifically, the school should continue to provide support through RTI/MTSS programming, as initiated after the universal screener.

If the school determines that students **should** receive interventions that target learning characteristics related to dyslexia specifically, the school must provide students with programming that meets all of the following requirements:

- Is systematic, sequential, and cumulative and does not assume prior skills or knowledge;
- Is research-based; and
- Includes the components of the science of reading:
 - Phonemic awareness;
 - Graphophonemic knowledge;
 - Structure of the English language;
 - Linguistic instruction directed towards proficiency and fluency; and
 - Strategies for decoding, encoding, word recognition, fluency, and comprehension.

Additional dyslexia interventions may include:

- Individualized instruction to meet specific needs of the student in a setting that uses intensive, highly-concentrated instruction methods and materials to maximize student engagement;
- Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition; or
- Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice.

Resources to support dyslexia interventions are available on the [IDOE Dyslexia webpage](#).

Optional: Administering a Level II Diagnostic Assessment for Learning Characteristics Related to Dyslexia

If the school believes more information is needed to support interventions following the Level I diagnostic assessment, the school may administer a Level II diagnostic assessment for learning characteristics related to dyslexia. The selected Level II diagnostic assessment must be approved by IDOE. Level II diagnostic assessments provide greater detail of information related to characteristics of dyslexia and student knowledge and skills. Appendix C provides a list of approved Level II diagnostic assessments from which schools may select. Parental consent is required prior to administering a Level II diagnostic assessment to a student.

Reporting Data to the Community and to IDOE

Each school corporation or charter school must report the following to IDOE within the yearly reading plan required by [Indiana Code 20-32-8.5](#):

- The number of students who were administered the universal screener for dyslexia;
- The number of students who were determined to be at risk or at some risk for dyslexia; and
- The selected universal screener for learning characteristics related to dyslexia which was used to screen students in kindergarten through grade two for characteristics of dyslexia.

This data will be reported each year as part of each corporation's reading plan. School corporations and charter schools should plan ahead and locally document this data during dyslexia screening and response to dyslexia screening each year. Additional reporting related to dyslexia needs (e.g., types of interventions, any additional assessments administered, etc.) may also be requested in yearly reading plans, if needed.

Each school corporation or charter school must also report dyslexia related information on their public website no later than July 15 each year. The information must include (but does not have to be limited to):

- The dyslexia intervention program(s) used during the previous school year to support students with dyslexia.
- The number of students who received dyslexia intervention during the previous school year. This indicator represents the number of students who were identified as "at risk" or "at some risk" for dyslexia during the previous school year and who received the appropriate interventions. It does **not** represent the number of students who were officially diagnosed with dyslexia.
- The number of students identified with dyslexia during the previous school year. This indicator represents the number of students who were officially diagnosed with dyslexia and may differ from the number of students who received dyslexia intervention under the guidelines within this document.

Appendix A: Approved Dyslexia Training Programs

Updated October 2022

The Indiana Department of Education approved dyslexia training programs based on requirements listed in [Indiana Code 20-35.5](#). Schools may select from this list of programs to fulfill training requirements for their authorized reading specialist.

Organization	Mode	Hours of Training	Hours of Practicum	Contact Information
Anderson University	In-person	15 credit hours	60	Dr. Katy Sample 765-617-8508
B.E.A.R Reading Center	In-person	60	100	Kim Haughee 574-288-0067
Brainspring	In-person or online	30	Optional: Up to 60 hours	Cara Martin 1-844-680-7094
Butler University	In-person or hybrid	9 credit hours	15-20	Deborah Corpus, Ed.D 317-940-8442
Children's Dyslexia Center	In-person	50	100	Julie Bohannon 317-262-3115
Dyslexia Institute of Indiana	Online	40	10	Bill Herman 317-222-6635
Classmates Educational Group, Inc. SLANT System® for Structured Language Training	Live-online or In-person	40	60	Beth Hatlen 630-687-8962
Indiana University	Online	9 credit hours	N/A	Kelly J. Williams, Ph.D. 812-856-8103 https://education.indiana.edu/dyslexia
Institute for Multi-Sensory Education	In-person: any region of Indiana	30	Optional	Teresa Garretson 800-646-9788 x 210
Joellyn Hartley Dyslexia Consulting	In-person or online	40-45	1.5	Joellyn Hartley 765-969-3669

Kendore Learning	In-person or online	24	Optional	Jennifer Hasser M.Ed 770-752-1724
MA Rooney Foundation	In-person or online	32	N/A	Ann C. Puckett-Harpold 317-571-2973
Marian University: VISTAS Program	Hybrid	40	20 required, 40 optional	Cindy Farren 317-955-6796
Mayerson Academy	In-person or online	45	60	Caren Karlage 513-475-4145
Mindplay at Close Education	In-person or online	43	6	Laura Close 317-409-44330
Oakland City University	In-person or online	20-40	N/A	Karen Nasser 1-812-749-1483
Orton-Gillingham International	In-person	40	N/A	Elenn Steinberg 720-937-8242
Orton Gillingham Online Academy	In-person or online	30	Optional	Marisa Bernard 765-635-9820
Purdue University Northwest	In-person or online	10-40	5	Anne Gregory, Ph.D. 219-989-2360
Teaching Basics	Online	30	N/A	Dr. Roxie Sporleder
The Reading Clinic: For General Educators	Hybrid	50	30	Jamie Peavler 317-260-6376
The Reading Clinic: For Interventionists	Hybrid	60	100	Jamie Peavler 317-260-6376
Therapeutic Language Consulting	In-person	30	50	Janet George 317-658-2480
Voyager Sopris Learning (LETRS)	Hybrid	162	30	Justin Marlo 708-941-0771
Wilson Language Training (WLT) <i>Wilson Reading Systems (WRS)</i>	In-person or online	90	65	Kim Merrick 508-368-1426



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Appendix B: Request a Waiver from Dyslexia Training Requirements

Updated November 2021

The school corporation superintendent (or designee) or charter school principal (or designee) may complete this application to request a waiver from staff dyslexia training requirements per Indiana Code 20-35.5-6.

Corporation or Charter School Name: _____

Corporation or Charter School Indiana Department of Education Identification Number: _____

Name of Applicant: _____

Contact Email: _____

Contact Phone (Optional): _____

Select the reason the corporation requests this waiver.

- The individual selected to perform the duties of reading specialist is unable to meet the training requirements within the required time period.
- The individual performing the duties of reading specialist left the position and the corporation or charter school is not able to timely employ another authorized reading specialist.

Provide a brief description of the corporation's plan to ensure a reading specialist trained in dyslexia is employed as quickly as possible, along with the anticipated timeline.

Has your corporation requested a waiver from dyslexia training requirements in the past three years?

- Yes
- No

Submit this form via email to the Office of Teaching and Learning at teachingandlearning@doe.in.gov.

Appendix C: Approved Assessments for Learning Characteristics Related to Dyslexia

Updated October 2022

The IDOE reviewed and approved dyslexia screeners and diagnostic assessment systems to ensure they meet the legislated requirements. The new approved list considers how to ensure students across the state are screened in a fair and trustworthy way that provides clear flags for learning characteristics related to dyslexia. Schools should avoid selecting multiple assessments to measure criteria separately (which does not produce a research-based flag for support) and should instead move to a single assessment program with a research-based indicator included.

Schools should implement this new approved list as soon as possible, starting with the school year 2022-2023 to the best of schools' ability. The DOE acknowledges that in some isolated cases, due to time constraints and vendor contracts, adopting a new universal screener and diagnostic assessment may not be possible before the 2022-2023 school year. In these cases, schools should submit [this form](#) to the IDOE and plan to adhere to the updates by July 2023.

An additional opportunity for vendors to submit assessments for review and approval may be provided spring 2023. IDOE does not accept requests from schools for vendor approval due to the level of technical documentation required to approve assessment programs.

Approved Assessments Beginning School Year 2022-2023

Vendor Name	Assessment Name	Type/Purpose of Assessment	Assessment Website	Sales Contact Information
Amplify	mCLASS with DIBELS, 8th Edition	Screener + Diagnostic	https://amplify.com/programs/mclass/	Obie Martin obmartin@amplify.com https://amplify.com/support/
Houghton Mifflin Harcourt (HMH)	Amira	Screener + Diagnostic	https://www.hmhco.com/programs/amira	Lexy Hoffman 765-404-2801 Lexy.Hoffman@hmhco.com
Curriculum	i-Ready Literacy Task	Screener	https://www.curriculumassociates.com	Cory Howard

Associates	(this is a free add on for i-Ready Diagnostic in Reading or can be purchased separately)		om/programs/i-ready-assessment/early-reading-tasks	+1 (574) 721-5306 CHoward@cainc.com
Illuminate Education	PALS	Screeners + Diagnostic	https://www.illuminateed.com/products/pals/	Jenny Reid 805-576-7117 jreid@illuminateed.net
Pearson Clinical Assessments	Aimsweb Plus	Screeners	https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimsweb/about.html	Chris Hammill, EdD 813-825-5484 Chris.hammill@pearson.com
Pearson Clinical Assessments	Wechsler Individual Achievement Test (Fourth Edition) (WIAT-4)	Diagnostic	https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Wechsler-Individual-Achievement-Test-%7C-Fourth-Edition/p/100002039.html	Dan Zwiers 763-227-2538 Dan.zwiers@pearson.com
M. A. Rooney Foundation	Reading Foundations for K-1	Diagnostic	www.marooneyfoundation.org	Posted on the website and can be downloaded for free. www.marooneyfoundation.org Under the Professional Learning tab, select the link, "IDOE Approved Level 1 Dyslexia Screener" and download the resources.
M. A. Rooney Foundation	MARF Phonics Screener for 2-12	Diagnostic	www.marooneyfoundation.org	Posted on the website and can be downloaded for free. www.marooneyfoundation.org Under the Professional Learning tab, select the link, "IDOE Approved Level 1 Dyslexia Screener" and download the

				resources.
MindPlay Educational, LLC	Mindplay Dyslexia Screener	Screeener + Diagnostic	https://mindplay.com/student-programs/dyslexia-screener/	Laura Close 317-409-4430 laura@closeeducation.com
NWEA	MAP Reading Fluency Dyslexia Screener	Screeener	https://www.nwea.org/	Bronwyn Kotarski 317-371-7358 Email:Bronwyn.kotarski@nwea.org
SPIRE	SPIRE	Diagnostic	https://curriculum.schoolspecialty.com/SPIRE/	Kathleen Schutter 859-404-3870 kathleen.schutter@schoolspecialty.com
SPIRE	SPIRE Initial Placement Assessments	Diagnostic	https://eps.schoolspecialty.com/products/literacy/reading-intervention/s-p-i-r-e-3rd-edition/pricing/spire-initial-placement-assessment-(1)	Kathleen Schutter 859-404-3870 kathleen.schutter@schoolspecialty.com



Appendix D: Post-Screening Considerations for English Learners

Added September 2022

Guidance published in previous school years allowed schools to exempt some English learners from dyslexia programming (including universal screening and interventions). Beginning school year 2022-2023, those exemptions were removed from the guidance. Schools are now required to provide dyslexia programming (including universal screening) to English learners, ensuring equitable support is available to this protected class. This guidance will support educators in their dyslexia programming decision-making process as it pertains to English learners and their respective proficiency levels.

Universal screeners for learning characteristics related to dyslexia are available in languages other than English through some providers. Screeners may also be administered through a translator in cases where the assessment program provider approves this service. Before providing an assessment to a student in an alternate language, schools should consider the literacy level required to meaningfully engage with the assessment and whether the multilingual student meets that level in their native language.

Some English learners may have learning characteristics related to dyslexia and may require interventions for dyslexia alongside support for learning English. However, sometimes English proficiency levels can negatively impact the validity of a universal screener score, resulting in a flag of “at risk” or “at some risk” for learning characteristics related to dyslexia when the true need is English proficiency. Schools should consider a student’s English proficiency levels when planning the best response for English learners using the data from universal screening.

The Indiana Department of Education (IDOE) recommends that schools consider the following principles when designing support for English learners following universal screening for learning characteristics related to dyslexia.

- Schools have the flexibility to establish local criteria for flagging students who are at risk for learning characteristics related to dyslexia.
- Schools should consider students’ English proficiency levels along with screener results when flagging students as “at risk.”
 - One example is to consider the student’s performance level on the universal screener in combination with the student’s most recent performance on WIDA English language proficiency assessment. WIDA overall proficiency levels of 1.0 to 2.9 are likely to impact the “at risk” flag the most.
 - Schools should avoid setting criteria that is norm-referenced, or based on a percentage of lowest-performing students. Criterion-referenced flags (which are based on student proficiency with content/skills) are recommended to ensure students receive needed support regardless of how their peers may be performing. Norm-referenced criteria risks both flagging students for dyslexia interventions when they are not needed (when peers are high-performing) and



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- not flagging students for dyslexia interventions when they are needed (when peers are low-performing).
- Schools may consider the English learner's growth on WIDA ACCESS over time (if that data is available). For example, diagnostic assessment for learning characteristics related to dyslexia may be considered if an English learner has shown very little to no growth in the reading and/or writing domains on WIDA ACCESS 2.0 over at least two consecutive administrations of the assessment, or if the student shows progress in speaking and listening in the English language but little or no progress in reading and writing.
 - The universal screener may show students as "at risk" for dyslexia when a student's developing English language skills may be a complicating factor. Other data points should be used in combination with the universal screener to determine whether or not the student is truly at risk for learning characteristics related to dyslexia. Some additional data points schools may consider include:
 - Teacher observations (e.g., general education classroom teacher and English learner teacher of record).
 - Performance on classroom assignments.
 - Current English proficiency assessment data (e.g., WIDA).
 - Evidence gathered during current interventions or instruction.
 - Prior educational opportunities in the United States or in a native country.
 - Native language literacy.
 - Amount of time in the United States.
 - Schools should consider individual student needs to provide the best supports for English learners, with those supports reflected in the student's Individual Learning Plan (ILP)..
 - Schools may consider possible rescreening at a later time when the student's English proficiency is higher.