Dyslexia Programming Guidance for Schools
Published January 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 course](#) 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

1. Notify parents of scheduled administration of universal screener for characteristics of dyslexia.

2. Administer the universal screener for characteristics of dyslexia to students in kindergarten, grade one, and grade two.
   - If parents object to the universal screener for characteristics of dyslexia, opt students out of the process.

3. Determine if students are "at risk" or "at some risk" for characteristics of dyslexia.
   - If students are at risk or at some risk for characteristics of dyslexia...
   - If students are not at risk for characteristics of dyslexia, notify parents of screen results and resume regular educational programming for the students.

4. Provide the parents with information about intervention services and provide RTI/MTSS immediately.

5. Provide parents with a consent form for a Level I diagnostic assessment for characteristics of dyslexia to be administered.

6. If parents provide consent, administer the Level I diagnostic assessment for characteristics of dyslexia.
   - If a students’ Level I diagnostic assessment indicates the need for dyslexia characteristics intervention, provide dyslexia characteristic intervention services.
   - If a students’ Level I diagnostic assessment does not indicate a need for dyslexia characteristics intervention, continue with RTI/MTSS.

7. If parents do not provide consent, continue interventions as agreed upon with the parent, but do not administer the Level I diagnostic assessment for characteristics of dyslexia.

All steps above must be completed within 90 days of the start of the school year.

Optional: If the school believes more information is needed to support interventions, provide parents with a consent form for Level II diagnostic assessment for characteristics of dyslexia to be administered and administer the Level II diagnostic assessment as needed.
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 IDEO 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 June 2021

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.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Mode</th>
<th>Hours of Training</th>
<th>Hours of Practicum</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson University</td>
<td>In-person</td>
<td>15 credit hours</td>
<td>60</td>
<td>Dr. Katy Sample 765-617-8508</td>
</tr>
<tr>
<td>B.E.A.R Reading Center</td>
<td>In-person</td>
<td>60</td>
<td>100</td>
<td>Kim Haughee 574-288-0067</td>
</tr>
<tr>
<td>Brainspring</td>
<td>In-person or online</td>
<td>30</td>
<td>Optional: Up to 60 hours</td>
<td>Cara Martin 1-844-680-7094</td>
</tr>
<tr>
<td>Butler University</td>
<td>In-person or hybrid</td>
<td>9 credit hours</td>
<td>15-20</td>
<td>Deborah Corpus, Ed.D 317-940-8442</td>
</tr>
<tr>
<td>Children’s Dyslexia Center</td>
<td>In-person</td>
<td>50</td>
<td>100</td>
<td>Julie Bohannon 317-262-3115</td>
</tr>
<tr>
<td>Dyslexia Institute of Indiana</td>
<td>Online</td>
<td>40</td>
<td>10</td>
<td>Bill Herman 317-222-6635</td>
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<tr>
<td>Geller Educational Resources, Inc.</td>
<td>Online</td>
<td>25</td>
<td>60</td>
<td>Marsha A. Geller, M.Ed 847-821-9609</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Online</td>
<td>3-9 hours per week/course</td>
<td>9 credit hours</td>
<td>Kelly J. Williams, Ph.D. 812-856-8103</td>
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<tr>
<td>Institute for Multi-Sensory Education</td>
<td>In-person: any region of Indiana</td>
<td>30</td>
<td>Optional</td>
<td>Teresa Garretson 800-646-9788 x 210</td>
</tr>
<tr>
<td>Joellyn Hartley Dyslexia Consulting</td>
<td>In-person or online</td>
<td>40-45</td>
<td>1.5</td>
<td>Joellyn Hartley 765-969-3669</td>
</tr>
<tr>
<td>Kendore Learning</td>
<td>In-person or online</td>
<td>24</td>
<td>Optional</td>
<td>Jennifer Hasser M.Ed 770-752-1724</td>
</tr>
<tr>
<td>Institution</td>
<td>Format</td>
<td>Credits</td>
<td>Cost</td>
<td>Contact Person</td>
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<tr>
<td>MA Rooney Foundation</td>
<td>In-person or online</td>
<td>32</td>
<td>N/A</td>
<td>Ann C. Puckett-Harpold</td>
</tr>
<tr>
<td>Marian University: VISTAS Program</td>
<td>Hybrid</td>
<td>40</td>
<td>20 required, 40 optional</td>
<td>Cindy Farren</td>
</tr>
<tr>
<td>Mayerson Academy</td>
<td>In-person or online</td>
<td>45</td>
<td>60</td>
<td>Caren Karlage</td>
</tr>
<tr>
<td>Mindplay at Close Education</td>
<td>In-person or online</td>
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<td>6</td>
<td>Laura Close</td>
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<tr>
<td>Oakland City University</td>
<td>In-person or online</td>
<td>20-40</td>
<td>N/A</td>
<td>Karen Nasseri</td>
</tr>
<tr>
<td>Orton-Gillingham International</td>
<td>In-person</td>
<td>40</td>
<td>N/A</td>
<td>Elleen Steinberg</td>
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<tr>
<td>Orton Gillingham Online Academy</td>
<td>In-person or online</td>
<td>30</td>
<td>Optional</td>
<td>Marisa Bernard</td>
</tr>
<tr>
<td>Purdue University Northwest</td>
<td>In-person or online</td>
<td>10-40</td>
<td>5</td>
<td>Anne Gregory, Ph.D.</td>
</tr>
<tr>
<td>Teaching Basics</td>
<td>Online</td>
<td>30</td>
<td>N/A</td>
<td>Dr. Roxie Sporleder</td>
</tr>
<tr>
<td>The Reading Clinic: For General Educators</td>
<td>Hybrid</td>
<td>50</td>
<td>30</td>
<td>Jamie Peavler</td>
</tr>
<tr>
<td>The Reading Clinic: For Interventionists</td>
<td>Hybrid</td>
<td>60</td>
<td>100</td>
<td>Jamie Peavler</td>
</tr>
<tr>
<td>Therapeutic Language Consulting</td>
<td>In-person</td>
<td>30</td>
<td>50</td>
<td>Janet George</td>
</tr>
<tr>
<td>Voyager Sopris Learning (LETRS)</td>
<td>Hybrid</td>
<td>162</td>
<td>30</td>
<td>Justin Marlo</td>
</tr>
<tr>
<td>Wilson Language Training (WLT)</td>
<td>In-person or online</td>
<td>90</td>
<td>65</td>
<td>Kim Merrick</td>
</tr>
<tr>
<td>Wilson Reading Systems (WRS)</td>
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</tbody>
</table>
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

Approved universal screeners and Level I/Level II diagnostic assessments for learning characteristics related to dyslexia will be available beginning March 2022. For more information on the assessment approval process, visit IDOE’s Dyslexia webpage.