

# Dyslexia Program Handbook



in accordance with  
Indiana's Dyslexia Legislation  
*IC-20-35-4-13*  
*House Enrolled Act (HEA) 1108*  
*State Enrolled Act (SEA) 217*

effective July 15, 2019  
**updated April 13, 2022**

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**2021-2022 (IDOE Required) Annual Dyslexia Reporting**  
**based on updated guidance from IDOE/January 2022**

<b>The dyslexia intervention program used during the previous school year to assist students with dyslexia:</b>	<b>Orton-Gillingham Methods</b>
<b>The number of students who received dyslexia intervention during the previous school year.</b> 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.	<b>81</b>
<b>The number of students identified with dyslexia during the previous school year.</b> 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	<b>0</b>

**2020-2021 (IDOE Required) Annual Dyslexia Reporting**

The dyslexia intervention program used during the previous school year to assist students with dyslexia:	<b>Orton-Gillingham Methods</b>
The number of students during the previous school year who received dyslexia intervention under this article.	<b>267</b>
The total number of students identified as <i>at risk</i> or <i>at some risk for</i> dyslexia during the previous school year.	<b>36</b>

**2019-2020 (IDOE Required) Annual Dyslexia Reporting**

The dyslexia intervention program used during the previous school year to assist students with dyslexia:	<b>Orton-Gillingham</b>
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	<b>Methods</b>
The number of students during the previous school year who received dyslexia intervention under this article.	<b>26</b>
The total number of students identified as <i>at risk</i> or <i>at some risk for</i> dyslexia during the previous school year.	<b>25</b>

### **2018-2019 (IDOE Required) Annual Dyslexia Reporting**

The dyslexia intervention program used during the previous school year to assist students with dyslexia:	<b>Orton-Gillingham Methods</b>
The number of students during the previous school year who received dyslexia intervention under this article.	<b>0</b>
The total number of students identified as <i>at risk</i> or <i>at some risk for</i> dyslexia during the previous school year.	<b>0</b>

## **Chapter 1: Definition of Terms**

**Sec. 2.** "Authorized reading specialist trained in dyslexia" means an employee of a school corporation or public school who has successfully completed training in a dyslexia program approved by the Indiana Department of Education.

The term includes

- (1) a reading specialist trained in dyslexia;
- (2) a teacher who has successfully completed the training described above; and
- (3) a tutor or paraprofessional working under the supervision of a teacher described in subdivision

**Sec. 3.** "Dyslexia program" means explicit, direct instruction that is:

- (1) systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of a student without presuming prior skills or knowledge of the student;

- (2) research based; and
- (3) offered in a setting to teach a student the components of reading instruction, including:
  - (A) phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
  - (B) grapho-phonemic knowledge for teaching the letter sound plan of English;
  - (C) the structure of the English language that includes morphology, semantics, syntax, and pragmatics;
  - (D) linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
  - (E) strategies that a student uses for decoding, encoding, word recognition, fluency, and comprehension.

**Sec. 4.** "Level I dyslexia screening" means a process, as determined by the school corporation for gathering additional information to determine if characteristics of dyslexia are present.

**Sec. 5.** "Level II dyslexia screening" means a detailed process, as determined by the school corporation for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia and includes the administration of diagnostic tools designed to measure the underlying cause, characteristics, and outcomes to identify the characteristics of dyslexia.

**Sec. 6.** "Reading specialist trained in dyslexia" means a professional who:

- (1) has expertise in and either has or is working toward an endorsement or certification, as determined by the IDOE in providing training for:
  - (A) phonological and phonemic awareness;
  - (B) sound and symbol relationships;
  - (C) alphabet knowledge;
  - (D) decoding skills;
  - (E) rapid naming skills; and
  - (F) encoding skills;
- (2) is fluent in the response to intervention process; and
- (3) has been trained in the identification of and intervention for dyslexia.

**Sec. 7.** "Universal screener" means a diagnostic assessment used to aid educators in understanding the causes for student performance, learning strengths, and the needs that underlie student performance. The diagnostic assessment is conducted to identify or predict students who may be at risk for poor learning outcomes and is typically brief and conducted with all students at a particular grade level.

## **Chapter 2: Required Screening and Intervention**

**Sec. 1.** (a) Subject to section 8 of this chapter, a school corporation's reading plan developed under 511 IAC 6.2-3.1 shall include indicators to screen for risk factors of dyslexia, using a screening tool approved by the IDOE that screens for characteristics of dyslexia.

(b) Subject to 511 IAC 6.2-3.1, the mandatory universal screener approved by the IDOE under subsection (a) shall include indicators for dyslexia and must be reported in the kindergarten through grade 2 reading plan.

**Sec. 2.** The screening of students shall include, as developmentally appropriate, the following:

- (1) Phonological and phonemic awareness.
- (2) Sound symbol recognition.

- (3) Alphabet knowledge.
- (4) Decoding skills.
- (5) Rapid naming skills.
- (6) Encoding skills.

**Sec. 3.** Subject to section 8 of this chapter, if a student is determined to be at risk, or at some risk, for dyslexia after a screening under section 1 of this chapter, the school corporation shall administer a level I dyslexia screening of the student.

**Sec. 4. (a)** Subject to section 8 of this chapter, if a school corporation determines that a level II dyslexia screening should be administered, the school corporation may administer a level II dyslexia screening to the student.

**(b)** A level II dyslexia screening shall be completed consistent with the Indiana Dyslexia Resource Guide described in IC 20-35.5-7-2.

**Sec. 5.** The level I dyslexia screening and the level II dyslexia screening of a student must include the components listed in section 2 of this chapter.

**Sec. 6.** The state board shall adopt rules to ensure that students will be screened as provided under this article for risk factors of dyslexia using a screening tool described in section 1 of this chapter:

- (1) in kindergarten, grade 1, and grade 2;
- (2) when a student in kindergarten through grade 2:
  - (A) transfers to a new school; and
  - (B) has not been screened previously during the school year;
- (3) when a student in grade 3 or higher has difficulty, as noted by a classroom teacher, in:
  - (A) phonological and phonemic awareness;
  - (B) sound symbol recognition;
  - (C) alphabet knowledge;
  - (D) decoding skills;
  - (E) rapid naming skills; and
  - (F) encoding skills; and
- (4) when a student from another state enrolls for the first time in kindergarten through grade 2 in Indiana unless the student presents documentation that the student:
  - (A) had the dyslexia screening or a similar screening during the school year; or
  - (B) is exempt from screening.

**Sec. 7.** If a universal screener, level I dyslexia screening, or level II dyslexia screening indicates that a student has characteristics of dyslexia, the school corporation shall use the response to intervention (RtI) process to address the needs of the student.

**Sec. 8. (a)** A school corporation or charter school is not required to administer a universal screener under section 1 of this chapter to a student if the:

- (1) parent of the student objects to the screening; or
- (2) student is receiving intervention services for dyslexia.

(b) Before a school corporation or charter school administers a level I dyslexia screening or level II dyslexia screening to a student, the parent of the student must consent to the screening.

(c) If a parent objects to an initial dyslexia screening or does not consent to a level I dyslexia screening or level II dyslexia screening, the school corporation or charter school may not administer the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening, whichever is applicable, to the student.

Universal Screener	
<i>Administered to 2nd grade in the fall, 1st grade in the winter, and kindergarten in the spring. Given to students in grades 3+ as requested by the classroom teacher.</i>	
Phonological & Phonemic Awareness	<i>mCLASS DIBELS 8th Edition</i>
Alphabet Knowledge	<i>mCLASS DIBELS 8th Edition</i>
Sound Symbol Recognition	<i>mCLASS DIBELS 8th Edition</i>
Decoding Skills	<i>mCLASS DIBELS 8th Edition</i>
Rapid Naming	<i>mCLASS DIBELS 8th Edition</i>
Encoding	<i>mCLASS DIBELS 8th Edition</i>
Level I Dyslexia Screening	
<b>Sec. 4.</b> "Level I dyslexia screening" means a <b>process</b> , as determined by the school corporation for gathering additional information to determine if characteristics of dyslexia are present.	
Additional information gathering includes the following: <ul style="list-style-type: none"> <li>• NWEA MAP Growth Reading</li> <li>• Intervention Progress Monitoring Data</li> <li>• Teacher Input/Classroom Performance Data</li> <li>• Universal Screener Data</li> </ul>	
Phonological and Phonemic Awareness	<i>PALS (Phonological Awareness Literacy Screening)</i>
Alphabet Knowledge	<i>PALS</i>
Sound Symbol Recognition	<i>PALS</i>
Decoding Skills	<i>PALS</i>

Rapid Naming	<i>(re-assess with A-RAN if needed)</i>
Encoding	<i>PALS</i>
<p style="text-align: center;"><b>Level II Dyslexia Screening</b></p> <p style="text-align: center;">The KTEA-3 must be administered Title I Reading Specialists who hold an advanced degree, but the data must be interpreted by a School Psychologist.</p>	
Phonological and Phonemic Awareness	<i>Kaufman Test of Educational Achievement (KTEA-3): Phonological Processing</i>
Rapid Naming	<i>Kaufman Test of Educational Achievement (KTEA-3): Rapid Automatized Naming, Letter Naming Facility, Object Naming Facility</i>
Letter Knowledge	<i>Kaufman Test of Educational Achievement (KTEA-3): Letter Naming Facility</i>
Decoding	<i>Kaufman Test of Educational Achievement (KTEA-3): Nonsense Word Decoding, Decoding Fluency</i>
Word Recognition	<i>Kaufman Test of Educational Achievement (KTEA-3): Letter-Word Recognition</i>
Fluency	<i>Kaufman Test of Educational Achievement (KTEA-3): Word Recognition Fluency</i>
Spelling	<i>Kaufman Test of Educational Achievement (KTEA-3): Spelling, Orthographic, Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency</i>
Written Expression	<i>Kaufman Test of Educational Achievement (KTEA-3): Written</i>

	<i>Expression</i>
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## Chapter 3: Notification and Services

**Sec. 1.** If a student's performance on an initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening under IC 20-35.5-2 indicates a need for dyslexia intervention services, the school corporation shall do the following:

- (1) Notify the student's parent of the results of the dyslexia screening.

- (2) Provide the student's parent with information and resource material that includes the following:
- (A) Characteristics of dyslexia.
  - (B) Appropriate classroom interventions and accommodations for students with dyslexia.
  - (C) A statement that the parent may elect to have the student receive an educational evaluation by the school.

## **South Vermillion**

**According to most experts, the characteristics of dyslexia manifest differently from childhood to adulthood. The progressions of dyslexia from childhood into adulthood explored below are taken from the book, Basic Facts about Dyslexia and Other Reading Problems by Louisa Moats and Karen Dakin.**

**It is important to note that students “at risk” and “at some risk” for the characteristics of dyslexia are not the same. While they share common characteristics, not all children will exhibit all of these characteristics and they will vary in the severity of the disability.**

### **Preschool**

**In preschool, children with dyslexia may exhibit some common characteristics, which include, but are not limited to:**

- **Delayed speech**
- **Slow vocabulary growth**
- **Inconsistent memory for words**
- **Difficulty with lists or directions**
- **Mispronunciation of words and names**
- **Poor letter-sound recall**
- **Difficulty learning the alphabet letter names, forms, and sounds**

### **Kindergarten and First Grade**

**Children with dyslexia in kindergarten and first grade may demonstrate difficulty with developing basic foundational reading skills, which may include, but are not limited to:**

- **Producing rhyming words**
- **Identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)**
- **Remembering the names of letters and recalling them quickly**
- **Recalling the sounds the letters represent**
- **Recognizing common words by sight**
- **Using the sounds of letters to spell so words can be recognized by the teacher**

### **Second and Third Grade**

- **These students may still struggle with the skills listed above**
- **Identifying sight words automatically continues to be problematic as well as sounding out or decoding words.**

- Spelling may be affected with sounds omitted, letters used incorrectly for sounds, and misspellings of sight words such as said, that, and why

### **Upper Elementary**

In upper elementary grades, students with dyslexia may continue to demonstrate some of the core characteristics of dyslexia listed in the previous grade bands. These students may also experience difficulty with timed oral reading fluency tests that require a student to read aloud for one minute and dysfluent reading may persist, even after or while receiving appropriate instruction and intervention.

### **Middle and High School**

Middle and high school students with dyslexia may experience a slower reading rate, which may result in an increased time needed to complete literacy tasks when compared to their peers without dyslexia. For many students, note-taking, time management, and organization are often an issue at this stage.

Source: Dyslexia Resource Guide, IDOE website

## **Chapter 4: Instructional Approaches**

**Sec. 1.** If a student's level I dyslexia screening or level II dyslexia screening indicates the need for dyslexia intervention services for the student, the dyslexia intervention may include:

- (1) explicit, direct instruction that is systematic, sequential, and cumulative and

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;

- (2) individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- (3) meaning based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition;
- (4) instruction that incorporates the simultaneous use of 2 or more sensory pathways during teacher presentations and student practice; and
- (5) other instructional approaches as determined appropriate by the school corporation or charter school.

## **South Vermillion**

**South Vermillion utilizes Orton Gillingham Phonics Approach for the dyslexia instructional program. The program is setup to be administered 30 minutes per day, 4 to 5 days a week in individual or small-group instructional setting. The Orton Gillingham Phonics Approach utilizes multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.**

## **Chapter 5: Reporting by School Corporations and Charter Schools**

**Sec. 1.** The superintendent of a school corporation shall annually report, in accordance with the reading plan developed under 511 IAC 6.2-3.1, to the IDOE the number of students who were:

- (1) administered an initial dyslexia screening under IC 20-35.5-2-1 during the school year; and
- (2) determined to be at risk, or at some risk, for dyslexia.

**Sec. 2.** Before July 15, 2019, and before July 15 of each year thereafter, each school corporation shall report on the school corporation's website the following information:

- (1) The dyslexia intervention programs that were used during the previous school year to assist students with dyslexia.
- (2) The number of students during the previous school year who received dyslexia intervention under this article.
- (3) The total number of students identified with dyslexia during the previous school year.

See South Vermillion website for reporting.

## **Chapter 6: Reading Specialists Trained in Dyslexia**

**Sec. 1.** (a) Not later than July 1, 2019, the IDOE shall employ at least 1 reading specialist trained in dyslexia with a minimum of 3 years of field experience in screening, identifying, and treating dyslexia and related disorders to provide the following:

- (1) Technical assistance for dyslexia and related disorders to:
  - (A) the IDOE; and
  - (B) school corporations and charter schools in Indiana.
- (2) Training to school corporation and charter school employees in:
  - (A) administering screenings;
  - (B) analyzing and interpreting screening data;
  - (C) determining appropriate interventions that are systematic, multisensory, and evidence based; and
  - (D) dyslexia programs.
- (b) A reading specialist trained in dyslexia shall:
  - (1) be trained in dyslexia and related disorders, including best practice interventions and treatment models for dyslexia;
  - (2) be responsible for:
    - (A) the accountability of screening results; and
    - (B) ensuring that all teachers working for the school corporations and charter schools receive the professional awareness information as required under IC 20-35.5-7-1; and
  - (3) serve as the primary source of information and support for school corporations and charter schools in addressing the needs of students with dyslexia and related disorders.

**Sec. 2.** (a) Not later than the 2019-2020 school year, each school corporation shall employ at least 1 individual to serve as an authorized reading specialist trained in dyslexia for the school corporation.

- (b) A school corporation or a charter school may enter into an agreement with:
  - (1) a service provider; or
  - (2) another school corporation or charter school; to obtain or share services provided by an authorized reading specialist trained in dyslexia.

**Sec. 3.** (a) A school corporation may petition the state superintendent of public instruction, or the superintendent's designee, for a waiver necessary to hire an individual that does not meet the training requirements established by the department to be an authorized reading specialist trained in dyslexia. The written petition must be submitted to the department on a form and in a manner prescribed by the IDOE and must specify the reasons the school corporation is seeking the waiver.

- (b) The department may grant a petition submitted under subsection (a) if:
  - (1) the individual is unable to meet the training requirements to become an authorized reading specialist trained in dyslexia within the required time period; or
  - (2) an authorized reading specialist trained in dyslexia leaves the specialist's position with the school corporation or charter school and the school

corporation or charter school is not able to timely employ or designate another authorized reading specialist trained in dyslexia.

(c) Waivers granted under subsection (b) may be granted for a period not to exceed 1 year.

## **South Vermillion**

**There is 1 trained Reading Specialist in each of our 3 Elementary Schools.**

## **Chapter 7:**

# **Dyslexia Professional Awareness and Resource Guide**

**Sec. 1.** (a) Not later than the 2019-2020 school year, the department shall ensure that each teacher receives professional awareness information on the following:

(1) The characteristics of dyslexia.

(2) The evidence-based interventions and accommodations for dyslexia.

(b) The IDOE may provide the information described in subsection (a) in a presentation online or in person.

**Sec. 2.** The IDOE shall:

(1) develop and update an Indiana Dyslexia Resource Guide; and

(2) post the guide on the IDOE's website.

**Sec. 3.** The state board shall, in collaboration with the IDOE adopt rules under IC4-22-2 to implement this article.

## **South Vermillion**

**Professional Development provided to staff on Dyslexia Awareness.**