

Per Indiana Code the following guidelines are being followed by Cannelton City Schools:

Schools must ensure that all students in kindergarten, grade one, and grade two are universally screened, including for learning characteristics of dyslexia, each school year. **Universal screeners are brief, designed for all students, and provide an indicator if students may be at risk for learning characteristics of dyslexia.** The universal screener being administered must be approved by IDOE. Cannelton City Schools is using mCLASS with DIBELS, 8th edition as their universal screener which is a tool approved by the IDOE.

Notifying Parents

- Schools must notify all parents of the planned administration of the universal screener.
- Students who transfer or enroll after the start of the school year must participate in the universal screener if they have not participated in the administration of an approved universal screener at their previous school in the same school year.
 - Students may be exempt 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 [dyslexia-related interventions](#) .

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

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

Students in grade three and beyond must participate in screening for learning characteristics of dyslexia if a classroom teacher identifies that the student struggles with one of the above skills.

Determining Students Who Are At Risk for Learning Characteristics of Dyslexia

After the universal screener is administered, schools must use the results of the screener to determine if any students may be **“at some risk”** or **“at risk”** for learning characteristics of dyslexia. The local school may determine the criteria used to identify students **at some risk** or **at risk** for learning 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. Each school should document the exact criteria used to identify students at risk for learning characteristics of

dyslexia for the given school year. Schools must also document if a student is identified as at risk for learning characteristics of dyslexia within that student's records. Cannelton City Schools is using the RAN and the Spelling Inventory (from Amplify), along with the CORE Phonics Screener to determine the risk of dyslexia.

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

Providing Appropriate Interventions for Students

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

- Provide the parent(s) with the results of the universal screener Include information about the criteria used to identify students who are **at some risk** and **at risk** for learning characteristics of dyslexia.
- Provide the parent(s) with information about intervention services. This information must include:
 - Resources that explain or describe the learning characteristics of dyslexia.
 - A description or list of classroom interventions and accommodations which may be appropriate for students with learning characteristics of 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 Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) process to address the needs of the student. Immediate RTI/MTSS support is required for any student who is identified as **at some risk** or **at risk** for learning characteristics of 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.

Administering a Level I Diagnostic Assessment

If students are determined to be **at some risk** or **at risk** for learning characteristics of dyslexia and parental consent is obtained, the school must administer a Level I diagnostic assessment for learning characteristics of dyslexia.

The Level I diagnostic assessment is used to gather specific information about the student's needs and confirm if learning characteristics of dyslexia are present. The selected Level I diagnostic assessment must be approved by IDOE. Level I diagnostic assessments provide greater detail of information for learning characteristics of dyslexia and student knowledge and skills. The Level I diagnostic assessment must be administered to students identified as **at some risk** or **at risk** for learning characteristics of dyslexia within 90 calendar 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 of dyslexia specifically. The local school may set their own criteria for this determination.

Interventions for Students Based on Level I Diagnostic Results:

If the school determines that the student does not need to receive interventions that target learning characteristics of 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 of 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.