

This document was created to help schools ensure they are planning for all aspects of Senate Enrolled Act 217. This checklist is complete as possible, but please note that your school may encounter additional steps to meet all the requirements.

<b>Planning for the Implementation SEA 217</b>		
<b>Screeners</b>	<b>Potential Leaders</b>	<b>Reference Documents</b>
<p>Choose Universal Screener(s) that covers all six subset areas from the list of approved screeners <i>phonological awareness and phonemic awareness, alphabet knowledge, sound symbol relationship-phonics, decoding, rapid naming, encoding.</i></p>	<p><i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, school psychologist, diagnosticians</i></p>	<p><a href="#">Universal Screeners</a> <a href="#">Universal Screener FAQ</a></p>
<p>Use the Indiana Department of Education (IDOE) planning sheet to ensure that all six subset areas are screened</p>		<p><a href="#">Planning Checklist</a></p>
<p>Create a timeline for when you will give the universal screeners in each grade. <i>Note: There is no specific testing window. Schools may give the screener anytime during the academic year based on what is best for your school corporation or charter school AND what is developmentally appropriate. Also note that students must be screened in all six subset areas each academic year in grades K-2 <u>regardless</u> of the previous year's results.</i></p>		<p><a href="#">SEA 217 Information Video</a> at the 4:50 time mark</p>
<p>Decide what your corporation or charter school will consider "at risk" and "at risk" when a student scores below your locally established benchmark on the universal screeners. <u>Both of these are a local control decision.</u></p>		
<p>Choose Level I screeners from the list of approved screeners</p>		<p><a href="#">Level I and Level II Approved Screeners</a></p>

	Review the Level I screening process outlined in the IDOE Level I and Level II screener document.		<a href="#">Level I and Level II Approved Screeners</a>
	Establish a Level I screening process for English Language learners.		<a href="#">ELL Guidance</a>
	Choose Level II screeners from the list of approved screeners. Collaborate with your school psychologist, speech-language pathologist, and diagnosticians when choosing from the list of approved screeners.		<a href="#">Level I and Level II Approved Screeners</a>
	Review the Dyslexia Screener Flowchart on IDOE’s dyslexia website for clarification on the screening and intervention process.		<a href="#">Screener Flowchart</a> <a href="#">SEA 217 Information Video</a> at the 10:20 mark
	Review guidance documents on screening special education and English Language learner populations.		<a href="#">Special Education Guidance</a> <a href="#">ELL Guidance</a>
	<b>Authorized Reading Specialist Trained in Dyslexia</b>	<b>Who is Responsible</b>	<b>Documents</b>
	Choose who will serve as the “authorized reading specialist trained in dyslexia” school corporation, charter school, or working within your co-op.  <i>Note: schools may choose to train a current employee or hire a new employee if needed.</i>	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	<a href="#">Authorized Reading Specialist Job Description Guidance Document</a>  <a href="#">SEA 217 Information Video</a> at the 19:50 mark
	Check to see if partnering with another school corporation, charter school, or working within your co-op is possible to share an authorized reading specialist trained in dyslexia.		<a href="#">IDOE Approved Training Programs</a>

	Check if a current employee has successfully completed an IDOE approved dyslexia training program between June 2010 and November 2018. If so, this training WILL count.		<a href="#">IDOE Approved Training Programs</a>
	Choose an IDOE approved dyslexia training program for your current employee that fits your corporation or charter schools' needs.		<a href="#">IDOE Approved Training Programs</a>
	Create a job outline/responsibilities/description for this position in your school corporation, charter school, or co-op.		<a href="#">Authorized Reading Specialist Job Description Guidance Document</a>
	Decide if your school corporation or charter school will require the school staff to review IDOE's created professional awareness on dyslexia.		<a href="#">SEA 217 Information Video</a>
	<b>Intervention</b>	<b>Who is Responsible</b>	<b>Documents</b>
	Vet and choose an intervention program(s) that will be used to address the needs of your "at risk and "at some risk" students.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	<a href="#">Intervention Program Check</a> <a href="#">Recommended Approaches for Effective Dyslexia Interventions</a> <a href="#">SEA 217 Information Video</a> at the 26:55 mark
	Ensure that the intervention utilizes as many of the recommended approaches as possible.		<a href="#">Intervention Program Check</a> <a href="#">Recommended Approaches for Effective Dyslexia Interventions</a>

	<p>Review how your school is accurately implementing a tiered system of academic support with fidelity for your students. <i>(SEA 217 uses the term Response to Intervention (RTI) while schools have moved to Multi-tiered Systems of Support or (MTSS). We encourage schools to embrace MTSS to meet the needs of the whole child)</i></p>		<p><a href="#">Intervention Program Check</a></p> <p><a href="#">Recommended Approaches for Effective Dyslexia Interventions</a></p> <p><a href="#">SEA 217 RTI and MTSS</a></p>
<b>Intervention Cont.</b>		<b>Who is Responsible</b>	<b>Documents</b>
	<p>Ensure you have scheduled time for educators to use tiered support address students' needs.</p> <p><i>This includes dedicated time for tier I, tier II, and tier III instruction</i></p>	<p><i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i></p>	<p><a href="#">SEA 217 RTI and MTSS</a></p>
	<p>Create criteria for how tier II and tier III will differ in their support.</p>		<p><a href="#">SEA 217 RTI and MTSS</a></p>
	<p>Create a plan to progress monitor students and track their data.</p>		<p><a href="#">SEA 217 RTI and MTSS</a></p>
	<p>Choose and train staff to implement the intervention.</p>		<p><a href="#">Intervention Program Check</a></p> <p><a href="#">Recommended Approaches for Effective Dyslexia Interventions</a></p>

Notifications		Who is Responsible	Documents
	Create a parent permission that collects written consent for the school to give a Level I or Level II screener.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s)</i>	<a href="#">SEA 217 Information Video</a> at the 13:24 mark  <a href="#">Indiana's Definition of Dyslexia</a>
	Create a statement notifying parents that they elect to have their child received an education evaluation by the school. <i>Note that these documents may outline that the child fell below a locally set benchmark and the school would like to collect additional data on how to help their child improve their skills in one or multiple subset areas screened. Also note that the IDOE is creating resource materials for schools to share with parents.</i>		<a href="#">Indiana's Definition of Dyslexia</a>
Reporting		Who is Responsible	Documents
	Create a process for collecting data on how many students received the initial (universal) screener during the previous school year. This information will be needed for your reading plan.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), school psychologists, diagnosticians</i>	<a href="#">SEA 217 Information Video</a> at the 29:00 mark
	Create a process for collecting data on how many students were found to be “at risk” or “at some risk” during the previous school year. This information will be needed for your reading plan.		<a href="#">SEA 217 Information Video</a> at the 29:00 mark
	Create a process for collecting data on which dyslexia intervention program(s) were used during the previous school year. This information will be reported on your school corporation or charter school website.		<a href="#">SEA 217 Information Video</a> at the 29:00 mark

	Create a process for collecting data on the number of students who received dyslexia intervention during the previous school year. This information will be reported on your school corporation or charter school website.		<a href="#">SEA 217 Information Video</a> at the 29:00 mark
	Create a process for collecting data on the total number of students identified with dyslexia during the previous school year. This information will be reported on your school corporation or charter school website.		<a href="#">SEA 217 Information Video</a> at the 29:00 mark
<b>Special Education</b>		<b>Who is Responsible</b>	<b>Documents</b>
	Review the SEA 217 presentation on IDOE’s dyslexia website and guidance documents on how SEA 217 parallels and may intersect with special education law Article 7 and IDEA.	<i>Example: Authorized reading specialist training in dyslexia, curriculum directors, district level administrators, teacher(s), Special Education Director, school psychologists, diagnosticians</i>	<a href="#">SEA 217 and Article 7 and IDEA</a>  <a href="#">SEA 217 Information Video</a> at the 30:15 mark
	Collaborate with your special education team to determine if any additional information or protocols are needed for students who may qualify for special education.		<a href="#">Special Education Guidance</a>  <a href="#">SEA 217 and Article 7 and IDEA</a>  <a href="#">SEA 217 Information Video</a> at the 30:15 mark
<b>Optional</b>		<b>Who is Responsible</b>	<b>Documents</b>
	Data tracking form for students and year-to-year progress Review information on screening special education and English Language learners  Review documents on IDOE’s dyslexia website		<a href="#">Dyslexia Website</a>  <a href="#">SEA 217 Information Video</a>