A School corporation or charter school hires an “authorized reading specialist trained in dyslexia…who has completed training in a dyslexia program approved by the department” [Chapter 1. Sec. 2(a)].

Note: At any time a parent or teacher can request an educational evaluation of the student.

Students that show they are not at risk or some risk continue in the general education classroom with evidence-based practices for learning.

Schools are not required to administer the universal screener if the parent objects or student is already receiving intervention services for dyslexia [Chapter 2 Sec. 8 (a)].

Note: based on age and intensity of students' need schools may go directly to a battery of Level II screeners.

Schools shall update parents on the student's progress and need for screeners and interventions.

LEVEL I
The school corporation/charter school will need more information on how to provide student support, so it shall conduct the level I screener process to help identify areas that need intervention and starts the process of gathering more data. This is the process of gathering more data through informal diagnostic screeners that can be used for progress monitoring and help to decide on interventions. [Chapter 2. Sec. 3]

LEVEL II
If additional information is needed or the school staff needs to know the student’s strengths and weaknesses, the school may conduct Level II screeners. [Chapt 2. Sec. 4 (a)(b)] Level II screeners are a battery of norm-referenced assessments that are considered both formal and diagnostic. The level II screeners must include components from Chapter 2 Sec. 2 of SEA 2017. The data from these assessments can be used as a baseline for intervention and used show student growth.

RTI
Uses the “response to intervention process” to meet students needs [Chapter 2. Sec. 7] with:
(1) Explicit, direct instruction that is systematic, sequential and cumulative, following a logical plan of presenting alphabetic principles and targeting the specific needs of the student, without presuming prior skills or knowledge,
(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 two or more sensory pathways during teacher’s presentations and student practice, and
(5) Other instructional approaches as determined appropriate” [Chapter 4, Sec. 1].