

Overview of Senate Enrolled Act 217 for Parents and Families

Beginning with the 2019-2020 school year, Indiana's public and charter schools must meet added requirements to identify, as early as possible, struggling readers who show risk factors for dyslexia and then provide systematic, sequential, and multisensory instruction to meet their needs.

All students in grades kindergarten through second grade will undergo universal screener to check their skills in six different areas. These areas are: phonological and phonemic awareness (ability to separate and change sounds in words), alphabet knowledge (name different letters), sound symbol relationship (phonics), decoding (reading), rapid naming (quickly name common objects), and encoding (spelling).

Students who fall below a set score, or benchmark on the universal screener will be found "at risk" and "at some risk" for the characteristics of dyslexia and get extra help to learn these skills.

Schools will meet with families of the students who scored below benchmark to share the child's screener scores and seek parent permission to give another screener, a Level I Screener, which will acquire information on the student's skills and where to start the intervention.

Schools will also share information on the characteristics, interventions, and accommodations for students at risk or at some risk for the characteristics of dyslexia. Schools will also share a statement that parents may request a full educational evaluation. The Level 1 Screener is NOT a special education screener and your child taking the Level I Screener DOES NOT mean your child will be in special education. The Level I Screener will help the teacher figure out how to better help your child learn to read. A full educational evaluation is what is used to see if a child would be part of a special education program.

After the teacher gives your child a Level I Screener, the teacher and school will use the results of the screener to give your child extra lessons in their area of need. These lessons will show new and different ways of learning the skills needed to be a successful reader.

Throughout the year, schools will give parents updates on how your child is doing. The school may also ask your permissions to give an additional screener, a Level II Screener, so they can get more information on the student's progress and continue to track the student's skills.

None of this extra help or instruction means your child is receiving special education support.

At any point during this process, parents or the school may request a full special education evaluation to see if their child may qualify with a specific learning disability that is definitive of dyslexia.

ADDITIONAL INFORMATION:

Parent Information in English: <https://www.doe.in.gov/sites/default/files/literacy/english-parent-documents.pdf>

Other languages and various information: <https://www.doe.in.gov/literacy/dyslexia>