



# Dyslexia Plan and Protocols

Reviewed and updated December 2021 by Jill Woods, Dyslexia Specialist  
School Board Approved January 2022

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# Frontier Screeners

The following are the approved Frontier Dyslexia Screeners:

## Universal Screeners

Reading Focus	Assessment Name	Average Testing Time	Grouping	Test Administrator	Cut Score
Phonological and phonemic awareness	NWEA MAP Reading Fluency Foundational Skills: Phonemic Awareness (K-3)	5-7 minutes	Whole Group	Classroom Teacher	80-100% Above 40-79% At Some Risk 0-39% At Risk
Alphabet knowledge	NWEA Skills Checklist: Letter Identification (K-12)	5-7 minutes	Whole Group	Classroom Teacher	80-100% Above 40-79% At Some Risk 0-39% At Risk
Sound Symbol Recognition	NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-12)	5-7 minutes	Whole Group	Classroom Teacher	80-100% Above 40-79% At Some Risk 0-39% At Risk
Decoding Skills	NWEA Skills Checklist: Consonant Blends and Digraphs Assessment (K-12)	5-7 minutes	Whole Group	Classroom Teacher	80-100% Above 40-79% At Some Risk 0-39% At Risk
Rapid Naming Skills	Arkansas Rapid Automatized Naming Screener	5 min	Individual	Woods/ Longfellow	Bottom 20% (at risk) Bottom 30% (at some risk)
Encoding Skills	NWEA Skills Checklist: Consonant Blends and Digraphs Assessment (K-12)	5-7 minutes	Whole Group	Classroom Teacher	80-100% Above 40-79% At Some Risk 0-39% At Risk

## Level 1 and 2 Screeners

Level 1 Screener Frontier will use:

- MA Rooney Foundational Skills for Younger Learners for kindergarten and first grade
- Quick Phonics Screener from MA Rooney Foundation for second grade

Level 2 Screeners that could be used:

- KTEA-3
- DRA-2

\*At Frontier, our local co-op will determine which IDOE approved Level 2 Screener to administer.

## Annual Screener Timeline for Frontier

House Enrolled Act 1514 (2021) changed the timeline for administering the universal and level I dyslexia screener. The law states, “If a student is determined to be at risk, or at some risk, for dyslexia after a screening under section 1 of this chapter [which outlines the universal screening process], the school corporation or charter school shall administer a level I dyslexia screening of the student within ninety (90) days of date the student's school year commences.” This timeline is based on 90 school days, not calendar days.

Universal Screener:

- August - 1st & 2nd
- November - Kindergarten

Level 1 Screener:

- October - 1st & 2nd
- December - Kindergarten

The new 90 student day timeline applies to students in third grade or higher only if a student moves in from another state. If the move in is outside the 90-day window and the teacher notices difficulty in the six screened subsets, schools must screen as soon as possible.

## Transfer Students

Records related to the dyslexia screener will be requested as part of the transfer request paperwork. Students who were identified in the at-risk or at some risk category will be placed in the same category with FES, unless additional screener information does not support a continuation in the category.

IF the move-in has not been screened	THEN the student will be screened according to the next corporation screening time.
IF the move-in has been screened with no concerns	THEN the student will be screened according to the next corporation screening time.

IF the move-in has been screened and identified as at-risk/at some risk

THEN the student will continue with interventions in the RTI process.

## ELL and Special Education Considerations

### ELL

Students who have been formally identified as English Learners (ELs) are those with an overall composite proficiency level of 1.0-4.9 on their most recent administration of WIDA ACCESS, WIDA Screener, or Kindergarten WIDA ACCESS Placement Test (W-APT). **Because English Learners have not yet developed proficiency in English, their performance on the universal screener for dyslexia may be significantly lower than their native-English speaking grade-level peers.**

Students who have an overall composite **WIDA proficiency level between 1.0-1.9 may be exempted from the universal screener.** Students who have an overall composite WIDA proficiency level between 2.0-4.9 will be given the universal screener, if parents have requested screening. If the team of educators determines that additional useful information will be gained by completing the Level 1 or Level 2 screening process for an English Learner, the most appropriate language of assessment for the child in compliance with federal civil rights obligations and ensure that the student's English proficiency is taken into consideration in all subsequent determinations.

### Special Education

The definition of dyslexia states that deficits in the components of language are often unexpected in relation to other cognitive abilities of the student. Senate Enrolled Act 217, also known as "the dyslexia law," is intended to address general education students who are not keeping up, or are predicted to not keep up with grade level content.

Members of the case conference committee will use their professional integrity and judgement when determining whether administering universal screener is developmentally appropriate for the student and will deliver new data or information that would otherwise not be attained by existing data or the student's current IEP eligibility.

This population may include students with IEP's in the following eligibility areas; blind or low vision, deaf and hard of hearing, deaf/blind. Multiple disabilities, and/or students with cognitive disabilities. Each student's situation and IEP should be evaluated individually and the decision as to whether the universal screener shall be administered to the student will be made by members of the case conference committee.

Regardless of the case conference committee's decision of administering the universal screener, a parent's consent as to whether they would like their student screened should be obtained.

## Notification and Services

If the student's performance on any of the screeners indicates a need for dyslexia intervention services, the school corporation shall:

- Notify the parents/guardians of the results of the screening(s) (See Appendix C)
- Provide the student's parents/guardians with information and resource material that includes:
  - Characteristics of dyslexia
  - Appropriate classroom interventions and accommodations for students with dyslexia
  - A statement that the parent/guardian may elect to have an educational evaluation by the school.

Screening for dyslexia is not considered an evaluation for special education.

FES will use the RTI process for general education students that are considered "at-risk" or "at some risk" for characteristics of dyslexia. During the RTI process, if the school does not see a student making adequate academic gains with intense interventions, progress monitoring data shows no growth, and a clear pattern of strengths and weaknesses are present for characteristics of dyslexia, then schools should make a referral and request parental consent to conduct an educational evaluation.

## Instructional Approaches

If the screeners indicate the need for intervention services, the intervention may include:

### **Explicit, Direct Instruction**

- Nothing assumed, everything is directly taught
- Skill or strategy is made clear
- Instruction may be individualized to meet specific needs of a student
- Instruction is given without presuming prior skills or knowledge of the student
- Modeling, guided practice, corrective feedback, independent practice

### **Systemic, Sequential, Cumulative**

- Lessons follow a logical order of the language
- Program begins with easiest lessons, and progresses to more difficult lessons
- New concept is based on previously learned concept
- Systematic review of previously taught skills to strengthen memory

### **Multisensory**

- Teaching incorporates the simultaneous use of two or more sensory pathways during teacher presentation and student practice

### **Research-Based**

- Instructional techniques are grounded in research

### **Instruction Size**

- Intervention can be 1:1, small group, or whole group

### **Look for lessons that explicitly teach:**

- Phonological and Phonemic Awareness (detect, create, identify, segment, blend, manipulate sounds)
- Alphabetic Knowledge (identify all lower and upper case letters, produce letter sounds)
- Graphophonemic Knowledge (specific sequence of letter-sound introductions, consonants, vowels, consonant digraphs/trigraphs, vowel digraphs/trigraphs/quadrigraphs, diphthongs, combinations)
- Structure of the English Language (syllable types, closed, open, vowel-consonant-e, vowel teams, vowel 4, final stable syllables)
- Syllable Division Patterns (VCCV, VCV, VCCCV, VV)
- Morphology (base words, prefixes, suffixes, Latin roots, Greek combining forms)
- Linguistic Instruction (phonology (sounds), morphology (meaning), syntax (grammar))
- Language Content (Semantics/vocabulary)
- Language Use (Pragmatics/ conversational rules)
- Strategies (decoding, word recognition, comprehension, encoding/spelling, fluency, rapid naming)

### **Frontier Tiered Instruction may include:**

- Title I services, when applicable
- Small group RtI services and instruction, when applicable
- Small group phonics instruction
- Small group Orton Gillingham instruction

## **Reporting**

In accordance with the reading plan, a school must report the number of students who were:

- Administered the universal screener
- Determined to be at-risk/ at some risk for dyslexia

Before July 15th of each school year, each school shall report on their website the following information:

- The total number of students identified as being at-risk/ at some risk for dyslexia during the previous school year
- The number of students who received dyslexia interventions during the previous school year
- The dyslexia interventions that were used during the previous school year
- The number of students identified as having dyslexia during the previous school year
- This information shall not be provided if fewer than ten students are identified

# Reading Specialist

Senate Enrolled Act 217, Chapter 6, Section 3 states that no later than the 2019-2020 school year, each school corporation and charter school shall employ at least one (1) individual to serve as an authorized reading specialist trained in dyslexia. For a person to serve in this role, they must successfully complete, or currently be enrolled in, an Indiana Department of Education (IDOE) approved dyslexia training program. This individual does NOT need to have a reading specialist license or any other licensure or endorsement to fill this role. Each school corporation or charter school, regardless of size, is required to have one employee who meets these requirements and serves in this role.

Each school corporation and charter school has the local control to decide the authorized reading specialist trained in dyslexia's role. IDOE, as a general rule, sees the role of this position as providing guidance and leadership to educators and students in all grade levels. More narrowly, this person will lead dyslexia work in their school corporation or charter school. This person may also work with teachers as a resource to provide information on dyslexia and guidance and training on interventions, identification, and screening of students. This person should also be fluent in the response to intervention (RtI) model. Ultimately, it is up to the discretion of the school corporation to determine how this person will serve. It is also at the discretion of the school corporation to determine if there are different roles and responsibilities this employee will handle in addition to the authorized reading specialist trained in dyslexia.

The Frontier dyslexia specialist responsibilities include:

- Provide direction and leadership regarding the implementation of dyslexia at the local level
- Facilitate/ help create the process for the administration of the universal screeners
- Provide guidance regarding how to analyze the data of the universal screeners to determine the students in the at-risk or at some risk categories
- Provide guidance regarding the process for parent notification about the results of screenings that indicate a student is at-risk or at some risk (universal, Level 1, Level 2)
- Provide guidance for obtaining parental consent for Level 1 and 2 screeners
- Provide guidance regarding the administration of the Level 1 and 2 screeners
- Provide guidance for how to analyze the data of the Level 1 and 2 screeners to determine the appropriate interventions
- Provide data needed for state reporting
- Provide and keep track of parent notification and consents
- Keep building level data regarding dyslexia

Trained building level staff (with corporation guidance) may:

- Administer universal screening
- Analyze universal screening data
- Administer Level 1 and/or Level 2 screeners



- Analyze screener data and determine appropriate interventions
- Provide interventions with fidelity
- Gather progress monitoring data appropriate with interventions
- Maintain accurate student data records, including the Response to Intervention

## **FAQs of Dyslexia SEA-217**

1. Who gets screened with the universal screener? Universal screeners are available for every kindergarten, first, and second grade student, as well as any student in other grades with reading difficulties
  - a. For clarification, this does mean that a student starting in kindergarten will get re-screened in first and second grades.
  - b. This plan includes ELL students, move-ins, special education students, and students beyond third grade who show difficulty (as defined by the classroom teacher) in one of the six areas assessed with the screening process.
  - c. Exclusions can occur if a parent opts out; it is in an IEP not to screen; or the student already receives dyslexia interventions.
2. Who will administer screeners at Frontier?
  - a. Personnel trained in the specific assessments
    - i. Title 1 teacher and Title 1 paraprofessional (Words Their Way, AR-RAN)
    - ii. Classroom teachers (NWEA)
    - iii. “Because the data will be used to help guide instruction, it is recommended that classroom teachers and those that work directly with students during literacy instruction participate in screening, scoring, and progress monitoring.” -IDOE
3. After screening, will parent notifications be sent? Results will be sent if a need is determined.
  - a. Notification includes: results of screening, information and resource materials including: characteristics of dyslexia, RtI and available accommodations; a statement that parents can have a special education evaluation if requested
  - b. Level 1 and 2 Parent Consent and Notification required (see Appendix B)
4. Will Frontier have a dyslexia Reading Specialist?
  - a. Currently Jill Woods is trained and certified dyslexia reading specialist. Jill Woods completed the IDOE approved dyslexia training through the MA Rooney Foundation in May of 2019. This can be revisited if necessary.
5. Will Frontier have interventions/RTI as a result of dyslexia screening? Dyslexia interventions will be required based upon the screening results. Frontier uses the Reading Horizons Discovery program as an invention.
6. Who will receive Level 1 and Level 2 Screeners? This decision will be made on a student by student basis as it is a local decision.

- a. Who gets screened? Only students who are determined to be at-risk OR at some risk (a local decision to define the difference between at-risk and at some risk) with the Universal Screener
    - i. Unless a parent refuses consent
  - b. Purpose: to inform intervention process
7. Will there be staff training at Frontier for dyslexia? All teachers need information about dyslexia.
- a. ALL teachers need to receive required professional awareness information about dyslexia (ic 20-35, 5-7-1). New staff will complete the Moodle training and quiz by the end of August.
    - i. During the school year, Jill Woods will present an overview of the new dyslexia legislation.
8. Will Frontier be required to report data related to dyslexia?
- a. Reports to IDOE and district website:
    - i. Number of students given dyslexia screener
    - ii. Dyslexia RTI instructional approaches used
    - iii. Number of students who received dyslexia RTI
    - iv. Number of students identified as at-risk OR at some risk for dyslexia
    - v. Total number of students identified with dyslexia



# Frontier Elementary School

811 S. Railroad St. Brookston, IN 47923  
phone: 219-984-5438 fax: 765-563-6938

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## Appendix A - Notification Form for Dyslexia Screening

The elementary school screens students for dyslexia in kindergarten, grade 1, and grade 2. This screening comes as a result of Senate Enrolled Act (SEA) 217. The goal of the process is to identify students who may show characteristics of dyslexia by looking at their phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, encoding, and decoding skills.

If a student's performance on any of the screeners indicates a need for dyslexia intervention services, the school will notify the parent/guardian or the results of the screening and provide information and resources.

Student Name: \_\_\_\_\_

This form serves as the:

First and Only Notice

Date of Notice: \_\_\_\_\_

Please return this notification form to the main office of the elementary by \_\_\_\_\_. Please note that if the form is not returned, your child will participate in the screening process.

Please check all of the following that apply to your child:

\_\_\_\_\_ My child has been diagnosed and is receiving dyslexia intervention services outside of the school setting.

\_\_\_\_\_ My child is color blind.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



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### Apéndice A - Forma de Notificación para el examen de Dislexia

La escuela elemental examina a los estudiantes para la dislexia en kinder, grado 1, y grado 2. Este examen viene con un resultado de la Ley de Inscripción del Senado (SEA) 217. La meta del proceso es identificar a los estudiantes que pueden mostrar características de dislexia al observar su fonología y conciencia fonológica, reconocimientos de símbolos de sonidos, conocimiento alfabético, codificación, y habilidades de decodificación.

Si el rendimiento de un estudiante en cualquiera de los evaluadores indica la necesidad de servicios de intervención de dislexia, la escuela notificará al padre/guardián de los resultados del examen y proporcionará información y recursos.

Nombre del Estudiante: \_\_\_\_\_

Este formulario sirve como el:

Primera y Único Aviso

Fecha de Aviso: \_\_\_\_\_

Por favor regresar este formulario de notificación a la oficina principal de la elemental para el \_\_\_\_\_. Por favor sepa que si la forma no es regresada, su hijo/a participará en el proceso del examen.

Por favor marcar todas las siguientes que aplican a su hijo/a:

\_\_\_\_\_ Mi hijo/a ha sido diagnosticado y está recibiendo servicio de intervención de dislexia fuera del ambiente escolar.

\_\_\_\_\_ Mi hijo es daltónico

\_\_\_\_\_  
Firma del Padre

\_\_\_\_\_  
Fecha



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## Appendix B - Consent Form for Dyslexia Level 1/ Level 2 Screening

Frontier Elementary School will screen students for dyslexia in kindergarten, grade 1, and grade 2. This new screening comes as a result of Senate Enrolled Act (SEA) 217. The goal of the process is to identify students who may show characteristics of dyslexia by looking at their performance in the areas of phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, encoding, and decoding skills.

Your child's performance on the universal screeners indicates a need for additional dyslexia assessment. Indicate below whether you give consent to additional dyslexia screening or decline. You also have the right to request a special education evaluation. If you have additional questions, please contact your building principal.

Student Name: \_\_\_\_\_

Please return consent form to your child's school by \_\_\_\_\_

### Please Check:

\_\_\_\_\_ Consents to Level 1 Screening

\_\_\_\_\_ Declines Level 1 Screening

\_\_\_\_\_ Consents to Level 2 Screening

\_\_\_\_\_ Declines Level 2 Screening

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**Parent Signature**

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**Date**



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## Apéndice B - Formulario de Consentimiento para examen de Dislexia Nivel 1/ Nivel 2

La escuela elemental de Frontier examinara a los estudiantes para la dislexia en kinder, grado 1, y grado 2. Este nuevo examen viene con un resultado de la Ley de Inscripción del Senado (SEA) 217. La meta del proceso es de identificar a los estudiantes que pueden mostrar características de dislexia al observar su fonológica y conciencia fonológica, reconocimientos de símbolos de sonidos, conocimiento alfabético, codificación, y habilidades de decodificación.

El empeño de su hijo/a e el examen universal indica una necesidad para asesoría adicional de dislexia. Indique abajo si usted da consentimiento para exámenes adicionales de dislexia o si los rechaza. Usted también tiene el derecho de pedir una evaluación especial de educación. Si usted tiene preguntas adicionales, por favor contactar al principal de su edificio.

Nombre del Estudiante: \_\_\_\_\_

Por favor regresar el formulario de consentimiento para el \_\_\_\_\_

### Por favor marcar:

\_\_\_\_\_ Accede al examen de Nivel 1

\_\_\_\_\_ Rechaza el Examen Nivel 1

\_\_\_\_\_ Accede al Examen de Nivel 2

\_\_\_\_\_ Rechaza el Examen Nivel 2

\_\_\_\_\_  
Firma del Padre

\_\_\_\_\_  
Fecha



## Appendix C - Dyslexia Screening Results Frontier Elementary

Senate Enrolled Act No. 217 Indiana Code 20-35.5 et seq.

Name \_\_\_\_\_ Grade Kdg. 1st 2nd School Year 2021-2022

Date Screener Given: NWEA \_\_\_\_\_ AR-RAN \_\_\_\_\_

### Universal Screener

Subset	Screener Used	Score	Cut Score	Results
Phonological / Phonemic Awareness	NWEA MAP Reading Fluency Foundational Skills: Phonemic Awareness (K-3)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Below	80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Alphabet Knowledge	NWEA Skills Checklist: Letter Identification (K-12)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Below	80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Sound Symbol Relation, Phonics	NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-12)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Below	80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Decoding	NWEA Skills Checklist: Consonant Blends and Digraphs Assessment (K-12)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Below	80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Rapid Automatized Naming	Arkansas Rapid Naming	Time: _____ Errors: _____	*lowest 30% of scores in current grade = at some risk *Lowest 20% of scores in current grade = at risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Encoding	NWEA Skills Checklist: Consonant Blends and Digraphs Assessment (K-12)	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Approaching <input type="checkbox"/> Below	80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk

### Parent Permission and Notification *(if below benchmark on universal screener)*

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> Obtained parent permission to give a level 1/2 Screener             | Date obtained: _____ |
| <input type="checkbox"/> Shared universal screener results with parents                      | Date shared: _____   |
| <input type="checkbox"/> Shared information:   | Date shared: _____   |
| <input type="checkbox"/> Resources on characteristics of dyslexia                            |                      |
| <input type="checkbox"/> Classroom interventions   |                      |
| <input type="checkbox"/> Accommodations for students with dyslexia                           |                      |
| <input type="checkbox"/> Provided a statement that parents may elect an education evaluation |                      |

Name \_\_\_\_\_ Grade Kdg. 1st 2nd School Year 2021-2022

Date Screener Given: MA Rooney \_\_\_\_\_ AR-RAN \_\_\_\_\_

**Level 1 Screener (if applicable)**

Subset	Screener Used	Score	Cut Score	Results
Phonological / Phonemic Awareness	MA Rooney Fndtl Skills: Phonemic Manip., Seg., Blending (K-1) MA Rooney QPS: Phonemic Awareness (2-12)		80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Alphabet Knowledge	MA Rooney Fndtl Skills: Alphabet Awareness, Letter Naming, Letter Formation (K-1) MA Rooney QPS: Alphabet (2-12)		80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Sound Symbol Relation, Phonics	MA Rooney Fndtl Skills: Sound Assmt. (K-1) MA Rooney QPS: Auditory Drill, Writing (2-12)		80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Decoding	MA Rooney Fndtl Skills: Sound Assmt., Nonsense Word Fluency, Pattern Based Words(K-1) MA Rooney QPS: Word List (2-12)		80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Rapid Automatized Naming	Arkansas Rapid Naming - number of errors	Errors: ___	*lowest 30% of scores in current grade = at some risk *Lowest 20% of scores in current grade = at risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Encoding	MA Rooney Fndtl Skills: Auditory Drills, Spelling Pattern Based Words(K-1) MA Rooney QPS: Spelling Pattern Based Words (2-12)		80-100% Above 40-79% At Some Risk 0-39% At Risk	<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk



Name \_\_\_\_\_ Grade Kdg. 1st 2nd School Year 2021-2022

Date Screener Given: To be determined by local co-op

Level 2 Screener (if applicable)

Subset	Screener Used	Score	Cut Score	Results
Phonological / Phonemic Awareness	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Letter Knowledge	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Word Recognition	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Decoding	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Rapid Automatized Naming	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Encoding/ Spelling	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Fluency	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk
Written Expression	To be determined by local co-op			<input type="checkbox"/> Above <input type="checkbox"/> At Some Risk <input type="checkbox"/> At Risk

**Interventions Used / Additional Notes:**

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## Appendix C - Dyslexia Screening Results Frontier Elementary

Senate Enrolled Act No. 217 Indiana Code 20-35.5 et seq.  
Frontier Elemental Resultados del Examen de Dislexia

**Nombre** \_\_\_\_\_ **Grado** Kdg. 1ro 2do **Año Escolar** 2021-2022

**Fecha que se Dio el Examen:** NWEA 8/24-8/31 AR-RAN \_\_\_\_\_

Examen Universal

Subconjunto	Examen Usado	Puntaje	Puntaje de corte	Resultados
Fonologica/ Conciencia Fonológica	NWEA	<input type="checkbox"/> Excede <input type="checkbox"/> Llegando <input type="checkbox"/> Acercando <input type="checkbox"/> Bajo	80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Conocimiento del Alfabeto	NWEA	<input type="checkbox"/> Excede <input type="checkbox"/> Llegando <input type="checkbox"/> Acercando <input type="checkbox"/> Bajo	80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Reconocimient o de Símbolos de Sonido, fonológica	NWEA	<input type="checkbox"/> Excede <input type="checkbox"/> Llegando <input type="checkbox"/> Acercando <input type="checkbox"/> Bajo	80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Decodificación	NWEA	<input type="checkbox"/> Excede <input type="checkbox"/> Llegando <input type="checkbox"/> Acercando <input type="checkbox"/> Bajo	80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Nombramiento Rápido y automatizado	Nombramiento Rápido de Arkansas	Tiempo: _____ Errores: _____	*30% más bajo del puntaje en el grado corriente = Corre algún riesgo *el 20% más bajo del puntaje en el grado corriente = en riesgo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Codificación	NWEA	<input type="checkbox"/> Excede <input type="checkbox"/> Llegando <input type="checkbox"/> Acercando <input type="checkbox"/> Bajo	80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo

**Permiso y Notificación del Padre** (si está por debajo del punto de referencia en el evaluador universal)

- Obtener el permiso del padre para realizar una evaluación de nivel 1      Fecha Obtenido \_\_\_\_\_
- Resultados compartidos del cribador universal con los padres      Fecha Compartida \_\_\_\_\_
- Información Compartida      Fecha Compartida \_\_\_\_\_
  - Recursos sobre características de la dislexia
  - Intervenciones en la clase
  - Adaptaciones para estudiantes con dislexia

□ Proporcionó una declaración de que los padres pueden elegir una evaluación educativa

**Nombre** \_\_\_\_\_ **Grado** Kdg. 1ro 2do **Año Escolar** 2021-2022

**Fecha que se Dio el Examen:** MA Rooney \_\_\_\_\_ AR-RAN \_\_\_\_\_

**Examen Nivel 1** (si aplica)

Subconjunto	Examen Usado	Puntaje	Puntaje de corte	Resultados
Fonologica/ Conciencia Fonológica	MA Rooney Fndtl. Habilidades: Manipulación fonémica. Seg., mezcla(k-1) MA Rooney QPS: Conciencia Fonologica (2-12)		80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Conocimiento del Alfabeto			80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Reconocimient o de Símbolos de Sonido, fonética	MA Rooney Fndtl. Habilidades: evaluación de sonidos (k-1) MA Rooney QPS: Ejercicio auditivo, escritura (2-12)		80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Decodificación	MA Rooney Fndtl. Habilidades: evaluación de sonidos, fluidez de palabras sin sentido, palabras basadas en patrones, lista de palabras (k-1) MA Rooney QPS: Ejercicio auditivo, escritura (2-12)		80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Nombramiento Rápido y automatizado	Nombramiento Rápido de Arkansas -número de errores		* 30% más bajo del puntaje en el grado corriente = Corre algún riesgo *el 20% más bajo del puntaje en el grado corriente = en riesgo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Codificacion	MA Rooney Fndtl. Habilidades: ejercicios auditivos, palabras basadas en patrones de ortografía, (k-1) MA Rooney QPS: Palabras basadas en patrones de ortografía (2-12)		80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo	<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo

Nombre \_\_\_\_\_ Grado Kdg. 1ro 2do Año Escolar 2021-2022

Fecha que se Dio el Examen: MA Rooney \_\_\_\_\_ AR-RAN \_\_\_\_\_

**Examen Nivel 2** (si aplica)

Subconjunto	Examen Usado	Puntaje	Puntaje de corte	Resultados
Fonologica/ Conciencia Fonológica				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Conocimiento de Letras				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Reconocimiento de Palabras				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Decodificación				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Nombramiento Rápido y automatizado				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo
Codificación				<input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo

Intervenciones utilizadas / notas adicionales:

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# Frontier Elementary School

811 S. Railroad St. Brookston, IN 47923  
phone: 219-984-5438 fax: 765-563-6938

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## Appendix D - Notification Form for Dyslexia Screening (3-5)

The elementary school screens students for dyslexia based on Response to Intervention (RTI) recommendations. Through the RTI process, your child has been identified as needing this screening tool. The goal of the process is to identify students who may show characteristics of dyslexia by looking at their phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, encoding, and decoding skills.

If a student's performance on any of the screeners indicates a need for dyslexia intervention services, the school will notify the parent/guardian or the results of the screening and provide information and resources.

Student Name: \_\_\_\_\_

This form serves as the:

First and Only Notice

Date of Notice: \_\_\_\_\_

Please return this notification form to the main office of the elementary by \_\_\_\_\_. Please note that if the form is not returned, your child will participate in the screening process.

Please check all of the following that apply to your child:

\_\_\_\_\_ As a parent, I object to the dyslexia screening and do not want my child to participate.

\_\_\_\_\_ My child has been diagnosed and is receiving dyslexia intervention services outside of the school setting.

\_\_\_\_\_ My child is color blind.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



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### Apéndice D - Formulario de Notificación para Detección de Dislexia (3-5)

La escuela Elemental examina a los estudiantes para detectar dislexia según las recomendaciones de Respuesta a la Intervención (RTI). A través del proceso de RTI, se identificó que su hijo necesita esta herramienta de detección. El objetivo del proceso es identificar a los estudiantes que pueden mostrar características de dislexia al observar si conciencia fonológica y fonológica, reconocimiento de símbolos de sonido, conocimiento del alfabeto, codificación y descodificación.

Si el desempeño de un estudiante en cualquiera de los evaluadores indica la necesidad de servicios de intervención para la dislexia, la escuela notificará al padre/guardián los resultados de la evaluación y proporciona información y recursos.

Nombre del Estudiante: \_\_\_\_\_

Este formulario sirve como el:

Primera y Único Aviso

Fecha de Aviso: \_\_\_\_\_

Por favor regresar este formulario de notificación a la oficina principal de la elemental para el \_\_\_\_\_. Por favor sepa que si la forma no es regresada, su hijo/a participará en el proceso del examen.

Por favor marcar todas las siguientes que aplican a su hijo/a:

\_\_\_\_\_ Como padre, me opongo al examen de dislexia y no quiero que mi hijo/a participe.

\_\_\_\_\_ Mi hijo/a ha sido diagnosticado y está recibiendo servicio de intervención de dislexia fuera del ambiente escolar.

\_\_\_\_\_ Mi hijo es daltónico

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Firma del Padre

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Fecha