



Dyslexia Plan and Protocols

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Frontier Screeners

The following are the approved Frontier Dyslexia Screener:

Universal Screener

NWEA MAP Reading Fluency - Foundational Skills with Dyslexia Screener

| Area Focus | Reading Assessment | Reading Area | Level | Zone of Proximal Development |
|----------------------|-------------------------------------|---|-------|------------------------------|
| Decoding | Phonological and Phonemic Awareness | Rhymes & Syllables | 1 | Below Grade Level |
| | | Initial Sounds | 2 | Approaching Grade Level |
| | | Blending & Segmenting | 3 | Meets Grade Level |
| | | Phonemic Manipulation | 4 | Exceeds Grade Level |
| | Phonics/Word Recognition | Letters & Sounds | 1 | Below Grade Level |
| | | Letters in Words | 2 | Approaching Grade Level |
| | | Decodable CVC | 3 | Meets Grade Level |
| | | Decodable One-Syllable | 4 | Exceeds Grade Level |
| Language Development | Listening Comprehension | An untimed measure asking students to listen to a vocabulary word and identify the matching picture. | 1 | Below Grade Level |
| | | | 2 | Approaching Grade Level |
| | | | 3 | Meets Grade Level |
| | | | 4 | Exceeds Grade Level |
| | Picture Vocabulary | An untimed measure asking students to listen to a complex sentence and identify the matching picture. | 1 | Below Grade Level |
| | | | 2 | Approaching Grade Level |
| | | | 3 | Meets Grade Level |
| | | | 4 | Exceeds Grade Level |

Administered by Title 1 teacher, Jill Woods with paraprofessional, Joy Henson

This screener covers all areas of the reading focus:

- Phonological and phonemic awareness
- Alphabet knowledge
- Sound Symbol Recognition
- Decoding Skills
- Rapid Naming Skills
- Encoding Skills

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:

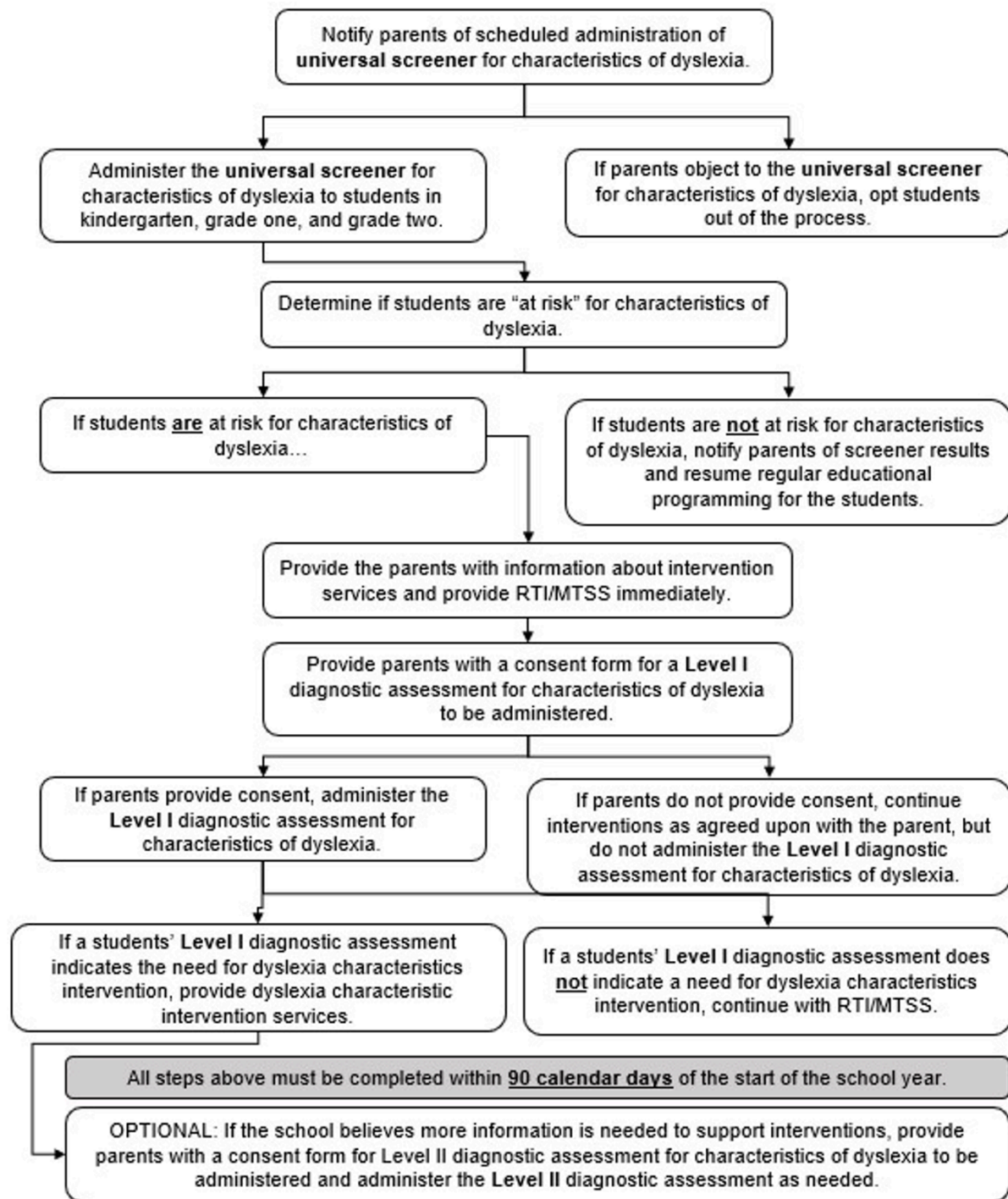
- August - Kindergarten, 1st, & 2nd

Level 1 Screener:

- September - 1st, & 2nd
- November - 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.

Image 1: Dyslexia Screening and Intervention Process Overview



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 Tier 2 or 3 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 judgment 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 IEPs 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 (NWEA MAP Reading Fluency - Foundational Skills with Dyslexia Screener)
 - ii. “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 intervention.
- 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

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 of 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 elementaria 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



Frontier Elementary School

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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

Parent Signature

Date



Frontier Elementary School

811 S. Railroad St. Brookston, IN 47923

phone: 219-984-5438 fax: 765-563-6938

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

La escuela elementaria 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.

Universal Screener

map Reading Fluency | Individual Student Report

01/10/2023 3:58 PM
Printed by: JILL WOODS

Performance Level Key

E Exceeds **M** Meets **A** Approaching **B** Below **NS** No Score **NE** No Expectation

, Kindergarten

| TERM | LANGUAGE | TEST |
|----------------|----------|---|
| Fall 2022-2023 | English | Foundational Skills with Dyslexia Screener (09/01/2022) |

Flagged. Student performance suggests possible risk factors for dyslexia or other reading difficulties.
A flag does NOT indicate a diagnosis of dyslexia or reading disability.

Performance Results

DECODING

A Approaching grade level
Phonological Awareness: Bronsyn is working at the Rhymes & Syllables level (0)

M Meets grade level
Phonics/Word Recognition: Bronsyn is working at the Letters & Sounds level (1)

LANGUAGE COMPREHENSION

A Approaching grade level
Listening Comprehension: Bronsyn understood 47% of complex oral sentences.

M Meets grade level
Picture Vocabulary: Bronsyn matched pictures to 67% of oral vocabulary words.

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

Obtained parent permission to give a level 1/2 Screener Date obtained: _____

Shared universal screener results with parents Date shared: _____

Shared information: Date shared: _____

Resources on characteristics of dyslexia

- Classroom interventions
- Accommodations for students with dyslexia

Provided a statement that parents may elect an education evaluation



Name _____ Grade Kdg. 1st 2nd School Year 2023-2024

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) | | *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 |
| Alphabet Knowledge | MA Rooney Fndtl Skills: Alphabet Awareness, Letter Naming, Letter Formation (K-1) MA Rooney QPS: Alphabet (2-12) | | *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 |
| Sound Symbol Relation, Phonics | MA Rooney Fndtl Skills: Sound Asmt. (K-1) MA Rooney QPS: Auditory Drill, Writing (2-12) | | *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 |
| Decoding | MA Rooney Fndtl Skills: Sound Asmt., Nonsense Word Fluency, Pattern Based Words(K-1) MA Rooney QPS: Word List (2-12) | | *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 |
| Rapid Automatized Naming | NWEA MAP Fluency Dyslexia Screener - 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) | | *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 |



Name _____ Grade Kdg. 1st 2nd School Year 2023-2024

Date Screener Given: To be determine by Co-op _____

Level 2 Screener (if applicable)

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

Interventions Used / Additional Notes:

Frontier elemental Resultados del Examen de Dislexia

Nombre _____ **Grado** Kdg. 1ro 2do **Año Escolar** 2023-2024

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) | | * 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 |
| Conocimiento del Alfabeto | | | * 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 |
| Reconocimient o de Símbolos de Sonido, fonética | MA Rooney Fndtl. Habilidades: evaluación de sonidos (k-1) MA Rooney QPS: Ejercicio auditivo, escritura (2-12) | | * 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 |
| 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) | | * 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 |
| Nombramiento Rápido y automatizado | NWEA -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) | | * 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 |

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 | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |
| Conocimiento de Letras | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |
| Reconocimiento de Palabras | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |
| Decodificación | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |
| Nombramiento Rápido y automatizado | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |
| Codificación | K-TEA-3 | | | <input type="checkbox"/> Encima <input type="checkbox"/> Corre Algún Riesgo <input type="checkbox"/> En Riesgo |

Intervenciones utilizadas / notas adicionales:



Frontier Elementary School

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

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 of 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 decodificación.

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:

X 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

Firma del Padre

Fecha