



Dyslexia Plan and Protocols 2024-2025

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Frontier Screeners

*Updated October 2022 from the IDOE

The IDOE reviewed and approved dyslexia screeners and diagnostic assessment systems to ensure they meet the legislated requirements. The new approved list considers how to ensure students across the state are screened in a fair and trustworthy way that provides clear flags for learning characteristics related to dyslexia. Schools should avoid selecting multiple assessments to measure criteria separately (which does not produce a research-based flag for support) and should instead move to a single assessment program with a research-based indicator included.

The following is the approved **Frontier Universal Dyslexia Screener:**

Assessment Name: NWEA MAP Reading Fluency Dyslexia Screener

Average Testing Time: 30 minutes

Grouping: half of the class at each testing session

Test Administrator: Jill Woods

Cut Score:

80-100% - Above

40-79% - At Some Risk

0-39% - At Risk

*The MAP Reading Fluency test doesn't have a specific "dyslexia cut score" but analyzes various reading foundational skills like phonemic awareness, phonics, and fluency to identify potential concerns.

"At-risk" range:

A score falling significantly below the expected range for a student's grade level on the MAP Reading Fluency test can be considered "at-risk" and warrant further investigation for possible learning difficulties like dyslexia.

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

*Our local co-op will determine which IDOE approved Level 2 Screener to administer.

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
- October - Kindergarten

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.

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

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 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.

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

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.

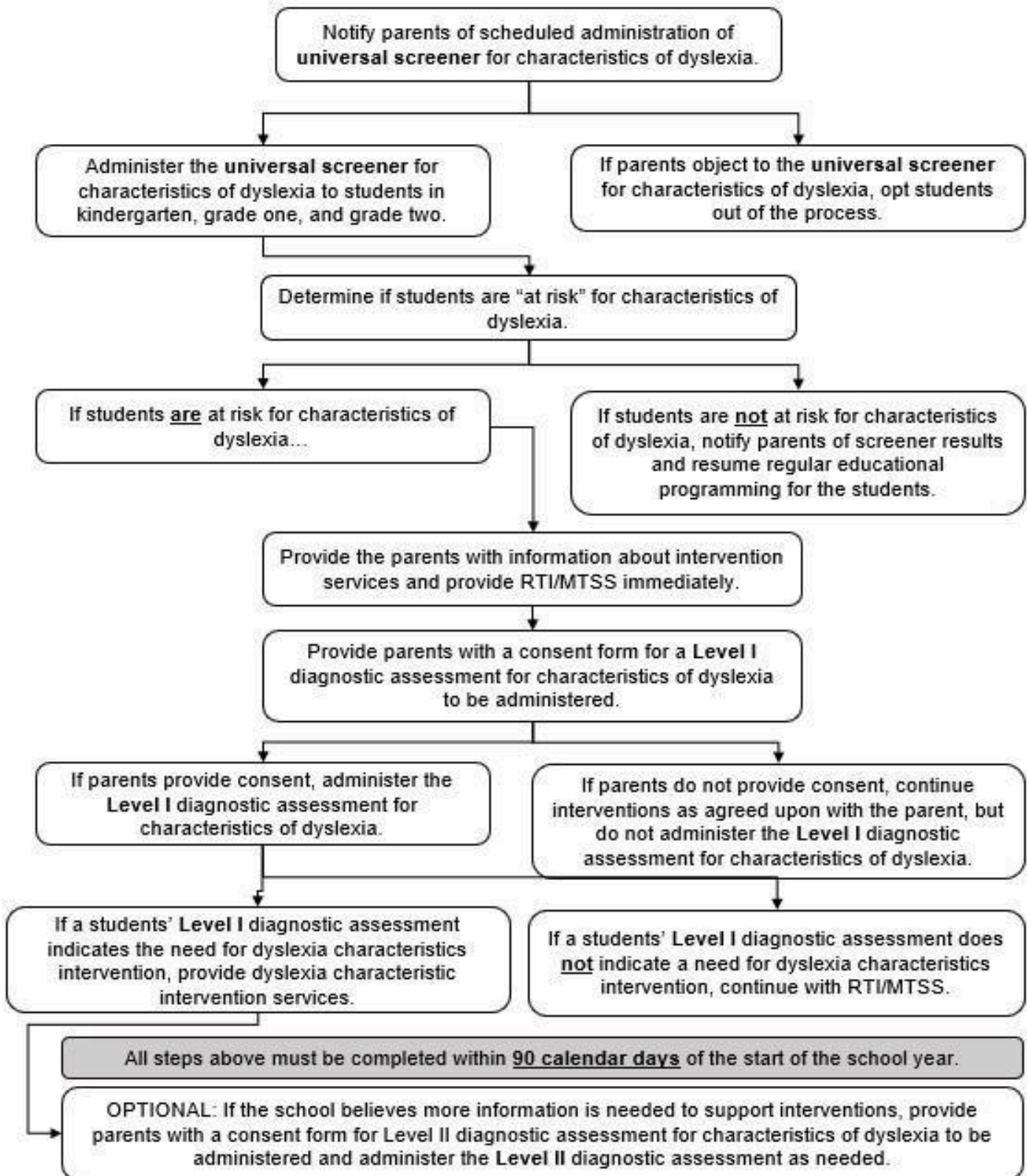
5. Will Frontier have interventions/RTI as a result of dyslexia screening? Dyslexia interventions will be required based upon the screening results. Frontier uses the Reading Horizons Discovery program as an invention.

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

Image 1: Dyslexia Screening and Intervention Process Overview



Appendix A - Parent Universal Screener Letter



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Notification of Administration: Universal Dyslexia Screener

Dear Parent or Guardian,

Indiana Code 20-35.5 requires all Indiana schools to administer a universal screener for learning characteristics related to dyslexia within the first 90 days of school. Approved universal screeners and Level I/Level II diagnostic assessments for learning characteristics related to dyslexia are available on the Indiana Department of Education's (IDOE's) [Dyslexia webpage](#).

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called a reading disability, dyslexia affects areas of the brain that process language (Mayo Clinic, 2017).

All students in kindergarten, grade one, and grade two will be given the screener within the first 90 days of school. Parents of students who are determined to be “at risk” or “at some risk” for learning characteristics related to dyslexia will be notified of screener results and be provided with the next steps of intervention. Parents will be asked for permission to administer Level I and Level II diagnostic assessments. Parents of students who are not at risk for characteristics related to dyslexia will be notified of screener results and will resume regular educational programming.

Please contact your student's school with any questions or concerns regarding the universal dyslexia screener requirements. For more information, please reference the Indiana Department of Education's [Dyslexia webpage](#).

Sincerely,

Reference: *Dyslexia Overview*. July 22, 2017. Mayo Clinic
<https://www.mayoclinic.org/diseases-conditions/dyslexia/symptoms-causes/syc-20353552>.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Notificación de la Administración: Evaluador Universal de Dislexia

Estimado padre o tutor:

El Código de Indiana 20-35.5 establece que todas las escuelas de Indiana deben llevar a cabo una evaluación universal de las características de aprendizaje asociadas con la dislexia en los primeros 90 días del curso escolar. Las evaluaciones universales aprobadas, así como las evaluaciones diagnósticas de Nivel I/Nivel II para las características de aprendizaje relacionadas con la dislexia, se pueden encontrar en la página web sobre dislexia del Departamento de Educación de Indiana (IDOE).

La dislexia es un trastorno del aprendizaje que se caracteriza por la dificultad para leer, resultante de problemas en la identificación de los sonidos del habla y en la comprensión de su relación con las letras y las palabras (decodificación). También conocida como discapacidad de lectura, la dislexia impacta las áreas del cerebro responsables del procesamiento del lenguaje (Mayo Clinic, 2017). Todos los estudiantes de jardín de infantes, así como de primer y segundo grado, se someterán a la prueba de detección durante el primer año de educación primaria.

90 días de clases. A los padres de los estudiantes identificados como “en riesgo” o “en cierto riesgo” de presentar características de aprendizaje asociadas con la dislexia se les comunicarán los resultados de la prueba de detección y se les ofrecerán los pasos de intervención a seguir. Se solicitará el consentimiento de los padres para llevar a cabo evaluaciones diagnósticas de Nivel I y Nivel II. A los padres de los estudiantes que no presenten riesgo de características relacionadas con la dislexia se les informará sobre los resultados de la prueba de detección y se reanudará la programación educativa habitual.

Comuníquese con la escuela de su hijo si tiene alguna pregunta o inquietud relacionada con los requisitos de la prueba de detección universal de dislexia. Para obtener más información, visite la página web sobre dislexia del Departamento de Educación de Indiana.

Atentamente,

Referencia: Resumen sobre la dislexia. 22 de julio de 2017. Mayo Clinic
<https://www.mayoclinic.org/diseases-conditions/dyslexia/symptoms-causes/syc-20353552>.

Appendix B - Level 1 & 2 Consent Form
Nonflagged Dyslexia Letter



Frontier Elementary School

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

Erin Notary, Dean of Students
Nancy Sullivan, Treasurer

Jillian Layton, Principal
Kimberly Musgrave, Secretary

Paula Bulla, Counselor
Amanda Wheeldon, Nurse

November 15, 2024

Dear Parent or Guardian,

Your student participated in a universal screener for learning characteristics related to dyslexia this past semester. This assessment was administered to identify students who may be at risk of experiencing difficulty with reading skills, as required by the Indiana Department of Education (IDOE). The universal screener helps educators focus classroom interventions and instructional approaches to help meet the needs of your student.

After analyzing the results from the universal screener, it has been determined that your student is **not** “at risk” or “at some risk” for the learning characteristics of dyslexia. You will find the results attached to this letter.

If you have any questions, please feel free to contact Mrs. Woods at 765-240-2361 or email jill.woods@frontier.k12.in.us

For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Indiana Department of Education Dyslexia webpage at <https://www.doe.in.gov/literacy/dyslexia> or request a printed copy.

Thank you for your continued support.
Jillian Layton, FES Principal

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Paula Bulla, Counselor
Amanda Wheeldon, Nurse

15 de noviembre de 2024

Estimado padre o tutor:

Su estudiante participó en una evaluación universal para detectar las características de aprendizaje relacionadas con la dislexia el semestre pasado. Esta evaluación se administró para identificar a los estudiantes que pueden estar en riesgo de experimentar dificultades con las habilidades de lectura, según lo exige el Departamento de Educación de Indiana (IDOE). La evaluación universal ayuda a los educadores a enfocar las intervenciones en el aula y los enfoques instructivos para ayudar a satisfacer las necesidades de su estudiante.

Después de analizar los resultados de la evaluación universal, se ha determinado que su estudiante no está "en riesgo" o "en algún riesgo" de tener las características de aprendizaje de la dislexia. Encontrará los resultados adjuntos a esta carta.

Si tiene alguna pregunta, no dude en comunicarse con la Sra. Woods al 765-240-2361 o envíe un correo electrónico a jill.woods@frontier.k12.in.us

Para obtener más información sobre las características de la dislexia, las pruebas, las adaptaciones en el aula y los recursos, visite la página web sobre dislexia del Departamento de Educación de Indiana en <https://www.doe.in.gov/literacy/dyslexia> o solicite una copia impresa.

Gracias por su continuo apoyo.
Jillian Layton, directora de FES

Appendix B - Level 1 & 2 Consent Form
Flagged Dyslexia Letter



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Paula Bulla, Counselor
Amanda Wheeldon, Nurse

November 15, 2024

Dear Parent or Guardian,

Your student participated in a universal screener for learning characteristics related to dyslexia this past semester. This assessment was administered to identify students who may be at risk of experiencing difficulty with reading skills, as required by the Indiana Department of Education (IDOE). The universal screener helps educators focus classroom interventions and instructional approaches to help meet the needs of your student.

After analyzing the results from the universal screener, it has been determined that your student may be “at risk” or “at some risk” for the learning characteristics of dyslexia. With your consent, your student will be administered a Level I Diagnostic Assessment for Learning Characteristics of Dyslexia on (insert date). Results from this diagnostic will provide data to determine specific interventions and services to support your student and determine if additional testing is needed. Please sign and return the bottom portion of this letter to confirm your consent for your student to be administered the Level I Diagnostic Assessment for Learning Characteristics of Dyslexia.

If you have any questions, please feel free to contact Mrs. Woods at 765-240-2361 or email jill.woods@frontier.k12.in.us

For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Indiana Department of Education Dyslexia webpage at <https://www.doe.in.gov/literacy/dyslexia> or request a printed copy.

Thank you for your continued support.
Jillian Layton, FES Principal

I _____ *consent* to my student _____
(Signature) (Child’s name)
participating in the Dyslexia Level 1 Diagnostic.

I _____ *object* to my student _____
(Signature) (Child’s name)
participating in the Dyslexia Level 1 Diagnostic.

Appendix B - Level 1 & 2 Consent Form
Flagged Dyslexia Letter



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Erin Notary, Dean of Students
Nancy Sullivan, Treasurer

Jillian Layton, Principal
Kimberly Musgrave, Secretary

Paula Bulla, Counselor
Amanda Wheeldon, Nurse

15 de noviembre de 2024

Estimado padre o tutor:

Su estudiante participó en una evaluación universal de las características de aprendizaje relacionadas con la dislexia el semestre pasado. Esta evaluación se administró para identificar a los estudiantes que pueden estar en riesgo de experimentar dificultades con las habilidades de lectura, según lo exige el Departamento de Educación de Indiana (IDOE). La evaluación universal ayuda a los educadores a enfocar las intervenciones en el aula y los enfoques instructivos para ayudar a satisfacer las necesidades de su estudiante.

Después de analizar los resultados de la evaluación universal, se ha determinado que su estudiante puede estar "en riesgo" o "en algún riesgo" de tener las características de aprendizaje de la dislexia. Con su consentimiento, se le administrará a su estudiante una Evaluación de diagnóstico de nivel I para las características de aprendizaje de la dislexia el (insertar fecha). Los resultados de este diagnóstico proporcionarán datos para determinar intervenciones y servicios específicos para apoyar a su estudiante y determinar si se necesitan pruebas adicionales. Firme y devuelva la parte inferior de esta carta para confirmar su consentimiento para que se le administre a su estudiante la Evaluación de diagnóstico de nivel I para las características de aprendizaje de la dislexia.

Si tiene alguna pregunta, no dude en comunicarse con la Sra. Woods al 765-240-2361 o envíe un correo electrónico a jill.woods@frontier.k12.in.us

Para obtener más información sobre las características de la dislexia, las pruebas, las adaptaciones en el aula y los recursos, visite la página web sobre dislexia del Departamento de Educación de Indiana en <https://www.doe.in.gov/literacy/dyslexia> o solicite una copia impresa.

Gracias por su continuo apoyo.
Jillian Layton, directora de FES

Yo _____ doy mi consentimiento para que mi estudiante

(Firma) (nombre del niño)
participe en el Diagnóstico de dislexia de nivel 1.

Yo _____ me opongo a que mi estudiante _____

(Firma) (nombre del niño)
participe en el Diagnóstico de dislexia de nivel 1.

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 3:59 PM
Printed by: JILL WOODS

Performance Level Key

L 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

Appendix C - Dyslexia Screening Results Frontier Elementary
Level 1 Dyslexia Screener Result Parent Letter



Erin Notary, Dean of Students
Nancy Sullivan, Treasurer

Jillian Layton, Principal
Kimberly Musgrave, Secretary

Frontier Elementary School

phone: 219-984-5438 811 S. Railroad St.
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Paula Bulla, Counselor
Amanda Wheeldon, Nurse

To the parent or guardian of: _____,

Attached you will find the results of the Level 1 Dyslexia Screener completed on your child. This assessment's name is the *MA Rooney Reading Foundations*. It was administered by Mrs. Woods in a one-on-one setting. During the assessment, students responded to questions in the areas of:

- Phonemic Awareness - segmenting, blending, and manipulating sounds
- Alphabet Knowledge - letters and sounds
- Decoding - reading letter sounds & words
- Encoding - spelling letter sounds & words
- Rapid Naming - fluency rate

Your child's scores are listed on the next page. Based on those scores, we recommend your child:

1. continue with Title 1 services in addition to regular classroom instruction
2. begin the RtI, Response to Intervention, process to provide additional reading services
3. more information is needed to support interventions. We are sending a consent form for a Level II diagnostic assessment to be completed by our school co-op.

If you would like additional information or clarification, please feel free to contact Jill Woods at jill.woods@frontier.k12.in.us or 765-240-2361.

Sincerely,

Jill Woods
Title I teacher
Dyslexia Interventionist

Name _____ Grade Kdg. 1st 2nd School Year _2024-2025__

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 Above At Some Risk 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 Above At Some Risk 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 Above At Some Risk At Risk
Decoding Rapid Automatized Naming	MA Rooney Fndtl Skills: Sound Assmt., Nonsense Word Fluency, Pattern Based Words(K-1) MA Rooney QPS: Word List (2-12) Arkansas Rapid Naming - number of errors Errors: __	80-100% Above 40-79% At Some Risk 0-39% At Risk *lowest 30% of scores in current grade = at some risk *Lowest 20% of scores in current grade = at risk Above At Some Risk 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 Above At Some Risk At Risk

Name _____ Grade Kdg. 1st 2nd School Year _2024-2025__

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	Above At Some Risk At Risk
Letter Knowledge	To be determined by local co-op	Above At Some Risk At Risk
Word Recognition	To be determined by local co-op	Above At Some Risk At Risk
Decoding	To be determined by local co-op	Above At Some Risk At Risk
Rapid Automatized Naming	To be determined by local co-op	Above At Some Risk At Risk
Encoding/ Spelling Fluency	To be determined by local co-op To be determined by local co-op	Above At Some Risk At Risk Above At Some Risk At Risk
Written Expression	To be determined by local co-op	Above At Some Risk At Risk

Interventions Used / Additional Notes:



Erin Notary, Dean of Students
Nancy Sullivan, Treasurer

Jillian Layton, Principal
Kimberly Musgrave, Secretary

Paula Bulla, Counselor
Amanda Wheeldon, Nurse

Frontier Elementary School

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fax: 765-563-6938 Brookston, IN 47923

Para el padre o tutor de: _____,

Adjunto encontrará los resultados de la evaluación de dislexia de nivel 1 que se le realizó a su hijo. El nombre de esta evaluación es Fundamentos de lectura MA Rooney. Fue administrada por la Sra. Woods en un entorno individual. Durante la evaluación, los estudiantes respondieron preguntas en las áreas de:

- Conciencia fonémica: segmentación, combinación y manipulación de sonidos
- Conocimiento del alfabeto: letras y sonidos
- Decodificación: lectura de sonidos de letras y palabras
- Codificación: deletreo de sonidos de letras y palabras
- Denominación rápida: nivel de fluidez

Los puntajes de su hijo se enumeran en la página siguiente. Según esos puntajes, le recomendamos a su hijo:

4. continuar con los servicios del Título 1 además de la instrucción regular en el aula
5. comenzar el proceso de Respuesta a la intervención (RtI) para brindar servicios de lectura adicionales
6. se necesita más información para respaldar las intervenciones. Estamos enviando un formulario de consentimiento para una evaluación de diagnóstico de Nivel II que será completada por nuestra cooperativa escolar.

Si desea obtener información adicional o una aclaración, no dude en comunicarse con Jill Woods a jill.woods@frontier.k12.in.us o al 765-240-2361.

Atentamente,

Jill Woods
Maestra de Título I
Intervencionista de dislexia

Nombre _____ Grado Kdg. 1ro 2do Año Escolar 2024-2025 .

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		Encima Corre Algún Riesgo En Riesgo
Conocimie nto del Alfabeto		80-100% Encima 40-79% Corre Algún Riesgo 0-39% Bajo		Encima Corre Algún Riesgo En Riesgo
Reconocimi ent 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		Encima Corre Algún Riesgo 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		Encima Corre Algún Riesgo En Riesgo
Nombramie nto 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		Encima Corre Algún Riesgo En Riesgo

Codificación	<p>MA Rooney Fndtl.</p> <p>Habilidades: ejercicios auditivos, palabras basadas en patrones de ortografía, (k-1) MA Rooney QPS: Palabras basadas en patrones de ortografía (2-12)</p>	<p>80-100% Encima</p> <p>40-79% Corre Algún Riesgo</p> <p>0-39% Bajo</p> <p>Encima Corre Algún Riesgo En Riesgo</p>
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Subconjunto	Examen Usado	Puntaje de corte	Puntaje Resultados
Fonologica/ Conciencia Fonológica		Encima	Corre Algún Riesgo En Riesgo
Conocimiento de Letras		Encima	Corre Algún Riesgo En Riesgo
Reconocimie nto de Palabras		Encima	Corre Algún Riesgo En Riesgo

Decodificación Encima
 Corre Algún Riesgo En Riesgo

Nombramiento
 Rápido y
 automatizado Encima
 Corre Algún Riesgo En Riesgo

Codificación Encima
 Corre Algún Riesgo En Riesgo

Intervenciones utilizadas / notas adicionales:

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



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Kimberly Musgrave, Secretary

Paula Bulla, Counselor
Amanda Wheeldon, Nurse

Dear Parent or Guardian of _____,

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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Estimado padre o tutor de _____ :

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:

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