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**Akimel O'Otham Pee Posh Charter 3-5, Blackwater Community School**

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July 27, 2024

Dear 3-5 Parents & Guardians,

Akimel O'Otham Pee Posh Charter School focuses on providing the best high-quality reading instruction to all students each day. Through a process called Multi-Tiered System of Supports (MTSS), all kindergarten through third grade students are screened for reading difficulties and/or characteristics consistent with dyslexia in the fall, winter, and spring using DIBELS This literacy universal screening process is a brief assessment administered to all K-3 students to inform teachers of students who are on track and students who may need more targeted intervention. This screening does *not diagnose* for reading disabilities, nor dyslexia.

Per the universal screener, students who are not on benchmark are administered a deeper diagnostic assessment. This diagnostic information provides teachers and specialists with the specific skills needed to target in intervention and those interventions are started immediately, working to close the gaps. This diagnostic assessment does not diagnose for reading disabilities, nor dyslexia. A change in intervention curriculum, group size, level of intensity, frequency, and/or duration may be needed. More intensive time, duration, and frequency in intervention may be needed and can take place with the classroom teacher or a specialist, such as a reading interventionist. This is considered intensive Tier 3 intervention. The progress of all students receiving intervention is closely and frequently checked. Parents are essential to this entire process. Following the Universal Literacy and Dyslexia Screener, and diagnostic assessments, you will be notified if your child is not at grade level.

Arizona's Move On When Reading (MOWR) legislation places great importance on this process beginning in kindergarten. This ensure all students remain on track to be reading at grade level by the end of 3rd grade. Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade statewide exam, he/she will not be promoted to 4th grade until the student makes sufficient progress in reading proficiency. It is understood that each child is unique, therefore exemptions have been established for students to be promoted to 4th grade. Those exemptions are available at [www.azed.gov/mowr](http://www.azed.gov/mowr).

A variety of factors, in and outside of school, can influence a child's educational path and progress. It is important for parents to share in the educational journey, through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur. Please reach out to us if you have any questions. We look forward to a successful school year.

Sincerely,

Jagdish Sharma  
Principal  
Jagdish.sharma@bwcs.k12.az.us

Akimel O’Otham Pee Posh Charter 3-5, Blackwater Community School

September 6, 2024

Parents/ Guardians of \_\_\_\_\_,

As a reminder, all kindergarten through third grade students is administered a Universal Literacy and Dyslexia Screener at least three times a year per Move On When Reading legislation. This screening does *not diagnose* reading disabilities, nor dyslexia. Based on the most recent screening administration, it is in the best interest of your child to receive targeted interventions at school and receive additional reading support at home.

This letter is to inform you of your child’s current level of need and the plan Akimel O’Otham Pee Posh Charter K-2, Blackwater Community School is taking to help close this learning gap.

- Approaching Benchmark (Has reading difficulties and needs intervention)
- Significantly At-Risk (Needs significant and intensive reading intervention)

Regardless of the cause of reading difficulties, providing early support can help prevent later reading problems. Arizona statute requires that third grade students meet the Move On When Reading cut score on the reading portion of the 3rd grade statewide exam. A student who fails to meet this score may be retained unless an exemption is met. More information about Move On When Reading can be found at [www.azed.gov/MOWR](http://www.azed.gov/MOWR). Your child will receive the following instructional supports to build upon their strengths and address reading needs.

In addition to our Tier 1 core curriculum, **HMH Journeys**, your child will receive additional intervention in small groups outside of the 90-minute core reading block. This intervention will be targeted to fill learning gaps based on diagnostic assessments. Information provided by our DIBELS Universal Literacy and Dyslexia Screener and additional diagnostic assessments, your child will receive intervention to build mastery in the literacy skill(s) marked below.

Also, see the attached parental strategies to help your child with the identified area(s).

<input type="checkbox"/> Phonological/Phonemic Awareness	<input type="checkbox"/> Basic Reading and Spelling Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Comprehension
Difficulty with sounds: <ul style="list-style-type: none"> <li>• Sound Segmentation*</li> <li>• Initial Sound*</li> </ul>	Difficulty with letter sounds, reading real and nonsense words: <ul style="list-style-type: none"> <li>• Phonics*</li> <li>• Nonsense Word Fluency*</li> </ul>	Speed & accuracy of oral reading: <ul style="list-style-type: none"> <li>• Rapid Naming*</li> <li>• Oral Reading Fluency*</li> </ul>	Understanding word meanings:	Understanding of what was read: <ul style="list-style-type: none"> <li>• Retell</li> <li>• Maze</li> <li>• Cloze</li> </ul>

\*Possible indicators of characteristics consistent with dyslexia.

3652 East Blackwater School Rd., Coolidge AZ 8512

Office: 520.215.5859

Sometimes difficulty learning to read can be due to problems that are common to individuals with dyslexia. Dyslexia is a common reading disorder, and each person has slightly different signs and symptoms with varying levels of severity. Students who have weaknesses in the areas of phonological awareness, phonemic awareness, rapid naming skills (RAN), correspondence between sounds and letters, and/or nonsense word fluency may have characteristics consistent with dyslexia. This does **not** correspond with a diagnosis.

The following supports are being provided to help your child improve their reading:

Tier 2/Tier 3 Intervention Small Groups

- Instructor(s): \_\_\_\_\_
- Program(s): \_\_\_\_\_
- Session: (before, during, after) \_\_\_\_\_
- Days per week: \_\_\_\_\_ Minutes per day: \_\_\_\_\_

Additional support that will help close reading gaps is also available to your child. *(Select all available)*

- Reading Intervention Services (before or after school)
- Computerized Reading Intervention
- Individual Tutoring
- Add/edit as needed**

These interventions are in place for as long as they are needed to get your child on grade-level. Your child's progress will be closely and frequently monitored during this Multi-Tiered System of Supports (MTSS) process. Progress monitoring is used to inform instruction and monitor skill mastery. At any time, a change may occur in intervention curriculum, group size, frequency, duration, and level of intensity to support your child's growth.

Communication with your child's teacher is key and will help build a positive plan for your child. Please share with the teacher/school your child's learning strengths and if they were slow to speak, had/have trouble with rhyming or with learning letters or sounds, as these could be early warning signs of dyslexia. Parents can be excellent partners with the school to provide extra practice for students at home. Recommended activities for student support are attached to this letter.

We appreciate the opportunity to partner with you to meet the needs of your child for continued success. Ongoing communication regarding your child's progress will be provided by the classroom teacher.

Sincerely,

Jagdish Sharma, Principal

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**Akimel O'Otham Pee Posh Charter K-2, Blackwater Community School**

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July 27, 2024

Dear K-2 Parents & Guardians,

Akimel O'Otham Pee Posh Charter School focuses on providing the best high-quality reading instruction to all students each day. Through a process called Multi-Tiered System of Supports (MTSS), all kindergarten through third grade students are screened for reading difficulties and/or characteristics consistent with dyslexia in the fall, winter, and spring using DIBELS This literacy universal screening process is a brief assessment administered to all K-3 students to inform teachers of students who are on track and students who may need more targeted intervention. This screening does *not diagnose* for reading disabilities, nor dyslexia.

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Jagdish Sharma  
Principal  
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Akimel O’Otham Pee Posh Charter K-2, Blackwater Community School

September 6, 2024

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