{Insert School Name and Logo}

Date:

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading and math screenings throughout the school year. These screenings are part of RTI2 (Response to Instruction and Intervention), which is a tiered instruction program used for all students. This multi-tier approach allows us to address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI2 Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI2 Tier II or Tier III. Generally, this means small group instruction focused on the skill for which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics associated with dyslexia. It is important to remember that not all students who have difficulties with these skills have dyslexia. A poor reader may appear to “fit the profile” of dyslexia, but with appropriate intervention, increase their ability in reading areas which were which were previously below expectation. Based on performance within Shelby County Schools universal screening process, your child

has been identified with difficulties in the following reading areas:

* Phonological awareness: a broad category including the sounds of words and word parts
* Phonemic awareness: the ability to notice, think about, and work with the individual

sounds in spoken words

* Alphabet knowledge: understanding that letters represent sounds which form words
* Sound/Symbol recognition: understanding that there is a predictable relationship

between phonemes (sounds in spoken language) and graphemes (the letters that

represent those sounds)

* Decoding skills: using knowledge of letters and sounds to recognize and analyze a

printed word to connect it to the spoken word it represents (also referred to as “word

attack skills”)

* Encoding skills: translating speech into writing (spelling)
* Rapid naming: ability to connect visual and verbal information by giving the appropriate

names to common objects, colors, letters, and digits (quickly naming what is seen)

Reports on your child’s progress will be sent to you at least every four and a half weeks.

For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Tennessee Department of Education Dyslexia Resource Guide at [<https://www.tn.gov/assets/entities/education/attachments/dyslexia_resource_guide.pdf>] or request a printed copy.

Some dyslexia-specific resources for parents are as follows:

**IDA Dyslexia Basics:**

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (in Spanish)

**Kids Health Factsheet:**

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>

**Understanding Dyslexia: (NCLD)**

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>

We are committed to your child’s academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. Please contact your child’s school for more information or if you have additional questions or concerns.