****

**Sample Parent/Caregiver Letter**

**Schools Can Send After**

**Dyslexia Screenings**

**Details about this Sample Letter**

To support their child’s learning, families want clear, accurate, and understandable information about their child’s literacy skill assessment results. The following letter provides an example for schools to adapt and tailor for the families of their students. Each district should work with staff and families of young children to determine the most appropriate and understandable messaging.

The letter should provide families with:

* a jargon-free description of their child’s skills,
* an understandable, detailed description of the services the school will provide for the instruction the child needs based on the assessment(s),
* how, and how frequently the school will be communicating about the child’s progress with the family,
* ideas for what the family can do to support their child’s early literacy at home, and
* ideas and resources the family can use to learn more about dyslexia and literacy skills in general.

This sample letter was written by Ohio Department of Education state and regional early literacy specialists in partnership with the Ohio Statewide Family Engagement Center at The Ohio State University. If you would like to submit feedback on this sample letter, questions, or your own sample letters/phrases to explain results, please contact OhioSFEC@osu.edu.

**Sample Parent/Caregiver Letter After Dyslexia Screening**

Dear \_\_[parent/caregiver name(s)]\_,

Thank you for trusting us with your child’s education. Each year, in the \_[enter when students are screened, such as beginning, middle, and end of year]\_\_\_ we screen all students at \_\_[School Name]\_\_\_\_ to understand their reading skills and to see if they might have dyslexia. This screening is required by Ohio Law. Why? Because approximately 1 in 5 people have dyslexia. For more information about dyslexia, visit [go.osu.edu/dyslexiaguide](https://go.osu.edu/dyslexiaguide).

Your child was given the \_\_[screener name]\_\_\_ reading screening on \_[date]\_. The screening results are like a gauge on the dashboard of a car. Just like your dashboard tells you about your car, this screener tells us how your child is doing with skills they need to read well. This information is really important for us and also for you and your child to know. Using this screening tool, we looked at your child’s reading skills like letter naming, pulling apart the sounds in words, and matching sounds to letters. Your child’s results are listed below, along with a goal score we hope to see all children reach at this point in the school year.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Task** | **Goal** | **Your Child’s Current Result** | **Status****(Area of Strength or Area Needing More Support)** |
| Letter Naming |  |  |  |
| Sounds in Words |  |  |  |
| Letter Sounds |  |  |  |
| Reading Nonsense Words |  |  |  |

It is normal for children to have strong skills and skills they have not mastered yet. In our experience at \_[school name]\_, once we learn about a child’s skills that need more support we are very successful in helping them become stronger in those areas.

Based on these results, your child will receive additional support for \_[write what areas are in need of more support]\_\_. \_[Write what the teacher will do, such as “I will provide an added 15 minutes of small group instruction every day to work on letter naming, letter sound, and awareness of the sounds in spoken words”]\_.

You can also help your child in many ways at home. I am attaching [list the resources] to this letter. Let me know what you think of the activities and resources. I would like to know if they are helpful or not. If you would like to talk more about your child’s results, feel free to [provide 2-3 ways to contact the teacher] at any time. We will check your child’s progress on each of these reading skills and will send an update to you in [3] weeks.

In the meantime, if you would like to communicate more frequently, I’ve included [write here the ways a family could stay in frequent contact with the teacher about their child’s progress, such as a journal with a practice log].

Don’t hesitate to reach out if you have any questions or ideas about how your child might best learn these skills! I value your ideas.

Sincerely,

Teacher/Staff Name

Phone Number \_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Optional Letter Attachment ideas**

1. Family Early Literacy Activities from [Institute of Education Sciences](https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/index.asp) and the [Ohio Statewide Family Engagement Center](https://ohiofamiliesengage.osu.edu/2022/03/01/adding-family-friendly-content-to-your-schools-reading-improvement-and-monitoring-plan-rimp-communications/).

Select activities most relevant to child’s needs, and add a description here for families for each one.

2. School-to-Home-to-School Communication Log Example:

|  |  |  |
| --- | --- | --- |
| **Goal**  | **Activity we tried** | **How it went****(Circle a face)** |
| Example Goal: Learn letter sounds | Example Activity: Drawing letters in ketchup and practicing sounds during dinnertime | **Smiling face outline with solid fill Neutral face outline outline Sad face outline with solid fill**  |
|  |  | **Smiling face outline with solid fill Neutral face outline outline Sad face outline with solid fill** |
|  |  | **Smiling face outline with solid fill Neutral face outline outline Sad face outline with solid fill** |
|  |  | **Smiling face outline with solid fill Neutral face outline outline Sad face outline with solid fill** |