

Sample Screening Parent Notification Letter

Sample 1: Dyslexia Screening General Information Letter

Date:

Dear Parents and Guardians:

Learning to read and write is one of life's most fundamental achievements. A student's success in literacy development creates a love of learning, enhances content and skill mastery in all subject areas, and paves the way for future success and a rewarding life. At **[District/School]**, we are committed to providing a high-quality curriculum, supportive relationships, and differentiated instruction to ensure that every child is able to reach their full potential in the area of literacy.

Throughout the year, teachers provide ongoing information to parents about reading progress and appropriate developmental literacy milestones through progress reports and conferences. We are required by the state of Georgia to screen all students in kindergarten and students in grades 1-3 who have been identified through the MTSS process for characteristics of dyslexia. This screening information will be used to help design academic supports and identify students that might need additional assessment.

The results of the dyslexia screening will be shared in **[parent conference, letter, or other method]**. Dyslexia refers to a pattern of specific learning difficulties which mainly affects the development of reading and spelling skills. People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder. An estimated 10% of the population are affected by dyslexia.

If you have additional questions about the dyslexia screening process, please contact **[Administrator]**, **[Title]** at **[email]**.

Sincerely,

[Administrator]

Sample Screening and Intervention Parent Consent Letters

Sample 2: Parent Request for Consent to Conduct Additional Screening

Date: _____

Dear Parents and Guardians:

[District] is directed by Georgia Senate Bill 48 to inform you of assessments your child or children will be administered to assist the district in identifying students with characteristics of dyslexia. Teachers administer universal screenings in reading to all students to help identify students who may need extra support. If the results from the initial screening administered to all students at the beginning of the school year show difficulties in reading, students are provided with instruction and intervention to target areas of concern. We may also request your written permission to conduct additional assessments.

The results from these assessments are not intended or designed to diagnose dyslexia. Their purpose is to identify children who are experiencing reading difficulties that may require extra support and ensure that support is targeted to each student's areas of need.

Dyslexia refers to a pattern of specific learning difficulties that mainly affect the development of reading and spelling skills. Research has shown that the earlier children at risk of dyslexia are identified, the better their needs can be met. Our goal is to identify students who may have characteristics of dyslexia and provide the support they need as early as possible to ensure that they reach and stay at grade level.

We are requesting your permission to conduct additional screening that will give us more in-depth information concerning your child's reading abilities and potential risk of dyslexia. Please sign the bottom of this letter indicating whether you would like for the school's personnel to screen further for characteristics of dyslexia.

If you have questions concerning this letter, please contact **[Designated Person]**.

Please sign on the line below and return to your child's school.

Student Name: _____

Teacher: _____

_____ I give my permission for the school's certified personnel to screen my child for characteristics of dyslexia.

_____ I DO NOT give my permission for the school's certified personnel to screen my child for characteristics of dyslexia.

Parent/Guardian Signature: _____ Date: _____

Sample 3: Parent Request for Consent for Intervention Before Dyslexia Screening

Date:

Dear Parent or Guardian of _____,

[District] conducts universal screening assessments in reading three times a year for all K-5 students. Universal screening helps school staff to determine which students may be “at risk” for reading difficulties. Students whose scores fall below a certain cut-off are identified as possibly needing intervention. The use of universal screenings refines and strengthens our efforts to help all our students be successful by allowing us to take positive and preventative measures as early as possible.

Your student has been identified to receive additional instruction with **[Intervention]**. This intervention will be provided as a part of your student’s literacy instruction to improve your student’s **[skills targeted]**. Frequent assessments will be administered to monitor your child’s progress.

If a student who is participating in **[Intervention]** is not making adequate progress, he or she may need to be screened for characteristics of dyslexia. Students who exhibit characteristics of dyslexia *may or may not have dyslexia* but will still benefit from a more intensive intervention program. If assessment and progress monitoring indicate your student may need a more intense intervention program, your child's teacher will contact you to continue the screening process.

If you have any questions about the intervention programs, please email or call me.

Sincerely,

[Designated Person]

Email:

Phone Number:

Please check the box indicating your consent, sign at the bottom, and return to your child’s teacher.

Student Name _____

*Signature of Parent/Guardian _____ Date _____

- YES! I DO want my child to participate in the reading intervention.
- NO, I do not want my child to participate in the reading intervention.* (If at any time you change your mind and want Tier 2 intervention services for your child, please notify the school so they can begin intervention.)

**Students do not need a signed form to begin intervention. However, before a student is denied intervention, we MUST have a parent signature declining intervention.*

Sample 4: Parent Request for Consent for Intervention After Dyslexia Screening

Date:

Dear Parent or Guardian of _____,

[District] conducts universal reading screening assessments three times a year for all K-5 students and screening for characteristics of dyslexia for all kindergarteners and students in grades 1-3 who are identified through the MTSS process. Universal screening helps school staff to determine which students may be “at risk” for reading difficulties. Students who exhibit characteristics of dyslexia as a result of screening *may or may not have dyslexia* but will still benefit from a more intensive intervention program. The use of both types of screenings refines and strengthens our efforts to help all our students be successful by allowing us to take positive and preventative measures as early as possible.

Your student has been identified to receive additional instruction with **[Intervention]**. This intervention will be provided as a part of your student’s literacy instruction to improve your student’s **[skills targeted]**, which were identified through the screening for characteristics of dyslexia. Frequent assessments will be administered to monitor your child’s progress. If assessment and progress monitoring indicate your student may need a more intense intervention program, your child's teacher will contact you to discuss further steps.

If you have any questions about the intervention programs, please email or call me.

Sincerely,

[Designated Person]

Email:

Phone Number:

Please check the box indicating your consent, sign at the bottom, and return to your child’s teacher.

Student Name _____

*Signature of Parent/Guardian _____ Date _____

- YES! I DO want my child to participate in the reading intervention.
- NO, I do not want my child to participate in the reading intervention.*

**Students do not need a signed form to begin intervention. However, before a student is denied intervention, we MUST have a parent signature declining intervention.*

Sample Screening Result and Intervention Letters

Sample 5: Parent Notification of Screening Results and Next Steps Letter

Date:

Dear Parent or Guardian of _____,

[District] is directed by Georgia Senate Bill 48 to inform you of assessments your child or children will be administered to assist the district in identifying students with characteristics of dyslexia. Teachers administer **[assessment tool(s)]** to all students in kindergarten and students in grades 1-3 who are identified through the MTSS process to help identify each student's needs. *The results from the screenings are not intended or designed to diagnose dyslexia.* **[Its/Their]** purpose is to identify children who are experiencing reading difficulties that may require extra support.

If the results from the initial screening show difficulties in reading, students are provided with instruction and intervention to target areas of concern. We may also request your written permission to conduct additional assessments.

The results from the screening indicate that your child had difficulty in the following areas:

- | | | |
|---|---|---|
| <input type="checkbox"/> Phonological awareness | <input type="checkbox"/> Sound-symbol recognition | <input type="checkbox"/> Alphabet knowledge |
| <input type="checkbox"/> Decoding skills | <input type="checkbox"/> Encoding (spelling) skills | <input type="checkbox"/> Rapid naming |

[Any next steps, such as specific intervention, can be included here.]

Dyslexia refers to a pattern of specific learning difficulties that mainly affect the development of reading and spelling skills. Research has shown that the earlier children at risk of dyslexia are identified, the better their needs can be met. Our goal is to identify students who may have characteristics of dyslexia and provide the support they need as early as possible to ensure that they reach and stay at grade level.

If you have questions concerning this letter, please contact **[Designated Person]**.

Respectfully,

[Name]

Sample 6: Notification of Risk and Intervention Letter with Areas of Need

Date:

Dear Parent or Guardian of _____,

Our team at **[school name]** is committed to identifying and addressing the needs of each student to understand and maximize his/her potential. To assist with this goal, all **[grade level]** students participate in a reading screening three times per year. These screenings are designed to give valuable information to help school staff develop and implement reading instruction that meets students' needs, particularly for those students who may show some signs of risk for reading difficulties.

Based on the screening results, our team has determined that your child would benefit from targeted, supplemental instruction in **[areas of need]**.

To help your child reach grade level reading benchmarks, the following supplemental reading support will be provided in addition to core reading instruction:

Name/Description of the Intervention:

Minutes Per Day: _____ /Days Per Week: _____

Delivered by: _____

A school team will monitor the progress of your child every _____ weeks to help make decisions regarding needed adjustments to the reading support. You will be updated on the progress of your child and any plans for changes to the instructional support.

While the reading screenings are not comprehensive assessments, the results help schools identify students who may show some risk for reading difficulties so that early intervention can be provided. Early screening and intervention can significantly prevent reading difficulties from developing. 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. Parents can be excellent partners with the school to provide extra practice for students to develop essential reading skills. For information about activities to support reading development at home, see the list of resources provided below.

If you have any questions about the screening results, the plan for supplemental reading support, or your child's learning needs and progress, please contact the classroom teacher or **[school representative]**.

[Contact Name of School Representative, phone number, email address]

Sincerely,

[Name]

Sample 7: Notification of Risk and Intervention Letter With Detailed Screening Results

Date:

Dear Parent or Guardian of _____,

Our team at **[school name]** is committed to identifying and addressing the needs of each student to understand and maximize his/her potential. To assist with this goal, all **[kindergarten]** students participate in a reading screening three times per year. These screenings are designed to give valuable information to help school staff develop and implement reading instruction that meets students’ needs, particularly for those students who may show some signs of risk for reading difficulties.

The most recent screening results for your child are presented in the table below:

[This table can be altered to suit a district’s needs or removed altogether.]

Area of Assessment	Name of Measure	What Does It Measure?	Goal	Student Score	Status
Rapid Naming	Letter Naming Fluency	How quickly and efficiently can a child pull information from long-term memory. It is a strong predictor of future reading success.			
Phonological Awareness	Phonemic Segmentation	A child’s awareness that spoken words are made of individual sounds. This is a necessary pre-skill for reading.			
Letter/Sound Correspondence	Nonsense Word Fluency	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words.			

Based on the screening results, our team has determined that your child would benefit from targeted, supplemental instruction in **[areas of need]**.

To help your child reach grade level reading benchmarks, the following supplemental reading support will be provided in addition to core reading instruction:

Name/Description of the Intervention:

Minutes Per Day: _____ /Days Per Week: _____

Delivered by: _____

A school team will monitor the progress of your child every ____ weeks to help make decisions regarding needed adjustments to the reading support. You will be updated on the progress of your child and any plans for changes to the instructional support.

While the reading screenings are not comprehensive assessments, the results help schools identify students who may show some risk for reading difficulties so that early intervention can be provided. Early screening and intervention can significantly prevent reading difficulties from developing. 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. Parents can be excellent partners with the school to provide extra practice for students to develop essential reading skills. For information about activities to support reading development at home, see the list of resources provided below.

If you have any questions about the reading screening results, the plan for supplemental reading support, or your child's learning needs and progress, please contact the classroom teacher or **[school representative]**.

[Contact Name of School Representative, phone number, email address]

Sincerely,

[Name]

Sample Change in Intervention Letters

Sample 8: Notification of Additional Assessment and Intervention Letter

Date:

Dear Parent or Guardian of _____,

We are writing to provide an update on your child's progress in learning to read. He/she has been receiving extra reading help at school since **[date]**.

Based on progress to date, the school team thinks that your child needs more help with certain reading skills. The team will collect information about which skills need more work so that we can create a plan to best teach your child. These are the skills that we will collect more information on: **[list areas for diagnostic assessment]**.

Your child will receive extra reading support as part of a small group of children that will meet ___ minutes per day, ___ times a week to focus on these skills. This small group work will be in addition to the time he/she spends learning to read as part of the whole class.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Students with dyslexia have isolated difficulties with word reading and spelling in spite of strong oral language skills. Dyslexia is a relatively common reading difficulty and individuals experience it with varying levels of severity.

If there is an immediate family member (i.e., a parent or older sibling) who has experienced difficulty with reading, it is possible that the child may experience a reading difficulty as well. Your child's response to intervention will also provide the team with information regarding the nature of the reading difficulty. For example, if a student does not catch up over time, this may be a sign of a learning disability in the area of reading, and the school team may consider requesting your consent to complete a full evaluation.

The information you provide on the checklist will not change how the reading instruction is provided, but it will help the school team better understand the possible cause of the reading difficulties, and your child's progress will continue to be closely monitored. If a student does not catch up over time when provided with extra reading support, this may be a sign of a learning disability in the area of reading, and the school team may consider requesting your consent to complete a full reading evaluation.

Providing early support regardless of the cause of reading difficulties can help prevent later problems with reading from developing. We are committed to your child's school success and will keep you updated regarding your child's progress in reading.

As always, if you have questions about your child's learning needs or progress, please contact the classroom teacher. You may also contact **[name, phone number, and email of dyslexia trained teacher]**, for more information on dyslexia. Additional online resources on dyslexia are listed below.

Sincerely,

[Name]

Sample 9: Notification of Progress Monitoring and Intensified Intervention Letter

Date:

Dear Parent/Guardian of _____,

We are writing to provide an update on your child's reading progress as the result of the supplemental support that has been provided beginning **[date]**.

Your child's progress in **[skill areas]** has been monitored every ___ weeks since beginning the supplemental reading support. The progress monitoring results are included in the graphs below.

[Insert progress monitoring graphs from data management system.]

[Summarize results, highlighting growth that has been made. Note the child's current scores and include the goal for each measure.]

Based on your child's progress to date, the school team has determined that more intensified reading support is needed. The team will collect additional informal diagnostic information that will be used to help design the intensified support. Specifically, the school will collect more in-depth information in the areas of **[list areas for informal diagnostic assessment]**.

This intensified reading support will be developed based on the assessment information that is collected and will consist of small group instruction presented ___ minutes per day, ___ times a week in addition to the core reading instruction.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Students with dyslexia have isolated difficulties with word reading and spelling in spite of strong oral language skills. Dyslexia is a relatively common reading difficulty and individuals experience it with varying levels of severity.

If there is an immediate family member (i.e., a parent or older sibling) who has experienced difficulty with reading, it is possible that the child may experience a reading difficulty as well. Your child's response to intervention will also provide the team with information regarding the nature of the reading difficulty. For example, if a student does not catch up over time, this may be a sign of a learning disability in the area of reading, and the school team may consider requesting your consent to complete a full evaluation.

Early intervention regardless of the cause of reading difficulties can significantly prevent problems with reading from developing. We are committed to your child's academic success and are pleased to have the opportunity to continue to provide your child with the necessary reading instruction and supports. We will keep you updated regarding your child's progress based on the adjustments that will be made to his/her small group reading intervention.

As always, if you have questions about the progress monitoring results, the plan for intensified reading support, or your child’s learning needs and progress, please contact the classroom teacher. You may also contact **[name, phone number, and email of dyslexia trained teacher]**, for more information on dyslexia. Additional online resources on dyslexia are listed below.

Sincerely,

[Name]

Sample Resources that Provide More Information on Reading and Dyslexia

[Decoding Dyslexia Georgia](#)

Decoding Dyslexia GA is part of a network of parent-led grassroots movements across the country. Its goals are to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia.

[Georgia Department of Education Dyslexia Page](#)

This webpage is a central location for Georgia's dyslexia policies and resources.

[Get Georgia Reading](#)

The Get Georgia Reading Campaign is designed to nurture and facilitate collaboration to create the conditions necessary for each and every child in Georgia to be on a path to reading proficiently by the end of third grade. It aims to provide partners and stakeholders with useful resources to learn more and take action.

[International Dyslexia Association](#)

The International Dyslexia Association (IDA) is the oldest organization dedicated to the study and treatment of dyslexia. It is also committed to providing complete information and services to address the full scope of dyslexia and related reading and writing challenges.

[Literacy for Learning, Living and Leading in Georgia](#)

In partnership with the Get Georgia Reading Campaign, the L4GA initiative brings together stakeholders to build capacity in five areas that support the whole child: family and community partnerships, effective leadership, coherent instructional systems, supportive learning environments, and professional capacity.

[National Center for Families Learning](#)

The National Center for Families Learning promotes family education solutions by engaging families, educators, administrators, and advocates to drive results and ultimately reduce education inequities. Its work supports multigenerational learning for families from early childhood through adult education.

[National Center on Improving Literacy](#)

The National Center on Improving Literacy is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education. Its mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

[Reading Rockets - Launching Young Readers](#)

Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help children succeed. Reading Rockets creates and disseminates free, evidence-based information about reading through PBS television programs, online services, and professional development opportunities.

[Supporting Your Child's Reading at Home](#)

Family activities developed by the Regional Educational Laboratory at Florida State University include easy-to-follow plans to help parents support children's foundational reading skills at home. Family Literacy Videos show families engaging their child in the Family Activities.

[Understood](#)

Understood works with educators, health care professionals, researchers, and human resource professionals to provide proven, vetted information and accessible resources that empower people who learn and think differently.

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serve.org

This document was prepared for the Region 6 Comprehensive Center by the Southern Regional Education Board (SREB). For more information about dyslexia policy in states, visit <https://www.sreb.org/dyslexia>.

