



# DYSLEXIA DC

**Communications Toolkit for Local Education Agencies (LEAs) to Support Implementation of [DC Law 23-191](#) *Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2022***

**Updated April 2024**

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## SCREENING NOTIFICATION LETTER FOR FAMILIES (SCREENING)

*Note: Add school logo and/or letterhead before distributing to families*

Date

Dear [School Name] families,

This letter is to inform you that beginning on [start date for screener administration] through [end date for screener administration], all kindergarten through grade 2 students will be screened for reading difficulties, including dyslexia. This screening is required by law, specifically [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). Students will be screened at least three times per year (beginning, middle and end of year) and the results of the screener will be shared with you after each administration.

- The purpose of this screener is to identify students who may need additional help in becoming a skilled reader. The screener will be used to identify your child's strengths as well as the areas that would benefit from further instruction and practice.
- **Dyslexia** is a brain-based learning disability that is characterized by persistent difficulties with the foundational skills that contribute to accurate and fluent reading and spelling. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia.
- **Please note that being identified as at-risk for reading difficulties by a screener is not a diagnosis of dyslexia or any other reading difficulty.**
- Research shows that almost all children, whether dyslexic or not, benefit from early screening and additional instruction that targets their growth areas. (Velluntino et al. 1996)

[School Name] has selected the [Screener Name] assessment to conduct this screening. This screener tool was selected because [insert brief description of screener selection process].

If you have any questions or concerns regarding this screener administration, please contact [School POC details].

Sincerely,

[School Leader Name]

[School Leader Email]

[School Leader Phone Number]

## NOTIFICATION LETTER FOR FAMILIES (BEGINNING OF YEAR SCREENING RESULTS)

Note: Add school logo and/or letterhead before distributing to families

Date

Dear [Parent/Guardian Name],

This letter is to inform you that [Student Name] was screened for reading difficulties, including dyslexia, on [date of test administration]. This screening is required by law, specifically [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#), and will be conducted at least three times this school year.

- The purpose of this screener is to identify students who may need additional help in becoming a skilled reader. The screener will be used to identify your child's strengths as well as the areas that would benefit from further instruction and practice.
- **Dyslexia** is a brain-based learning disability that is characterized by persistent difficulties with the foundational skills that contribute to accurate and fluent reading and spelling. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia.
- Research shows that early identification and support of students flagged for being at-risk for reading difficulties can be highly effective in improving long-term reading outcomes, whether they are dyslexic or not. (Lovett, et al 2017) (Velluntino et al. 1996)

**Note: Identification of at at-risk for reading difficulties is not a diagnosis of reading difficulty or dyslexia.**

<b>Results:</b>	<p>[enter child's name] was administered the [enter screener name] dyslexia screener and was flagged as needing additional support in the following areas:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Rapid Automatic Naming</b> (The naming of familiar objects, such as colors, shapes, numbers, letters and/or objects in short, timed trials).</li><li><input type="checkbox"/> <b>Phonological/Phonemic awareness</b> (The ability to recognize and work with the individual sounds that make up spoken words).</li><li><input type="checkbox"/> <b>Sound symbol correspondence</b> (The ability to recognize letter symbols and connect them with associated speech sounds).</li><li><input type="checkbox"/> <b>Phonics/Decoding skills</b> (Using patterns of letter-sound relationships to read printed words).</li></ul>
<b>Next steps:</b>	<p>[Student name] Your student's performance indicates that additional instructional supports may be needed to develop the foundational reading skills checked above. You are invited to</p>

contact your student's teacher to discuss the screener results and the instruction being provided. You can also contact (provide administrative point of contact) at [email address](#) if you have further questions.

**OR**

[Student name] has not currently been flagged for being at-risk for reading difficulties. Please continue to work with your student's classroom teacher to ensure your student continues to make growth in their reading skills.

## NOTIFICATION LETTER FOR FAMILIES (MOY SCREENING)

Note: Add school logo and/or letterhead before distributing to families

Date

Dear [School Name] families,

This letter is to inform you that [Student Name] received their mid-year screening for reading difficulties, including dyslexia, on [date of test administration]. This screening is part of the requirements outlined by [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#) and is the second of three screenings for the school year.

Dyslexia is a condition that can make it difficult for students to read, spell, write, and process the sounds of language. Many students need additional instruction and practice to become skilled readers. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia. Research shows that early identification and support of students flagged for being at-risk for reading difficulties can be highly effective in improving long-term reading outcomes, whether they are dyslexic or not. (Lovett, et al 2017) (Velluntino et al. 1996).

- **Why are mid-year screenings important?**
  - Mid-year reading screeners provide educators and families with an update on how students are doing as they develop key reading skills. Mid-year screening can help teachers see who is making progress and who may need additional support.
  - The information from the screener shows teachers the specific skills that students need to strengthen to improve their reading.

**Note: Identification of “at-risk” for reading difficulties is not a diagnosis of dyslexia.**

<b>Results:</b>	<p>(enter child’s name) was administered the (enter screener name) screener and was flagged as needing additional support in the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Rapid Automatic Naming</b> (The naming of familiar objects, such as colors, shapes, numbers, letters, and/or objects in short, timed trials).</li> <li><input type="checkbox"/> <b>Phonological/Phonemic Awareness</b> (The ability to recognize and work with the individual sounds that make up spoken words).</li> <li><input type="checkbox"/> <b>Sound Symbol Correspondence</b> (The ability to recognize letter symbols and connect them with associated speech sounds).</li> <li><input type="checkbox"/> <b>Phonics/Decoding skills</b> (Using patterns of letter-sound relationships to read printed words).</li> </ul> <p><b>The items above are critical for reading development. Please see the review on the next page to learn about the next steps.</b></p>
<b>Progress from the Beginning of the Year Screening</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (enter child’s name) <b>made progress</b> from the beginning of the year screener and is no longer being identified as “at risk.”</li> <li><input type="checkbox"/> (enter child’s name) <b>is still being flagged as “at risk”</b> for reading difficulties by our screening tool. <b>Please see next steps below.</b></li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> (enter child's name) <b>did not make progress</b> from the beginning of the year screener and is now being flagged as "at risk" for reading difficulties. <b>Please see next steps below</b></li> </ul>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> [Student name] Your student's performance indicates that additional instructional support may be needed to develop the key reading skills outlined above.</li> <li><input type="checkbox"/> Name of the intervention program: _____</li> <li><input type="checkbox"/> Frequency of intervention: _____</li> <li><input type="checkbox"/> Progress monitoring date: _____</li> </ul> <p><b>Conference Request:</b> Please contact (provide an administrative point of contact or teacher name) at (email address) to schedule a time to discuss these intervention plans further.</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> [Student name] has not been flagged for being at-risk for reading difficulties. Please continue to work with your student's classroom teacher to ensure your student continues to make growth in their reading skills.</li> </ul>

## NOTIFICATION LETTER FOR FAMILIES (EOY SCREENING)

Note: Add school logo and/or letterhead before distributing to families

Date

Dear [School Name] families,

This letter is to inform you that [Student Name] received their end-of-year screening for reading difficulties, including dyslexia, on [date of test administration]. This screening is part of the requirements outlined by [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#) and is the second of three screenings for the school year.

Dyslexia is a condition that can make it difficult for students to read, spell, write, and process the sounds of language. Many students need additional instruction and practice to become skilled readers. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia. Research shows that early identification and support of students flagged for being at-risk for reading difficulties can be highly effective in improving long-term reading outcomes, whether they are dyslexic or not. (Lovett, et al 2017) (Velluntino et al. 1996).

- **Why are end-of-year screenings important?**
  - End-of-year reading screeners provide educators and families with an update on how students have developed key reading skills over the course of the school year. End-of-year screening can help teachers see who has made progress and who may need additional support.
  - The information from the screener shows teachers the specific skills that students need to strengthen to improve their reading.

**Note: Identification of “at-risk” for reading difficulties is not a diagnosis of dyslexia.**

<p><b>Results:</b></p>	<p>(enter child's name) was administered the (enter screener name) screener and was flagged as needing additional support in the following areas*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Rapid Automatic Naming</b> (The naming of familiar objects, such as colors, shapes, numbers, letters, and/or objects in short, timed trials).*</li> <li><input type="checkbox"/> <b>Phonological/Phonemic Awareness</b> (The ability to recognize and work with the individual sounds that make up spoken words).</li> <li><input type="checkbox"/> <b>Sound Symbol Correspondence</b> (The ability to recognize letter symbols and connect them with associated speech sounds).</li> <li><input type="checkbox"/> <b>Phonics/Decoding skills</b> (Using patterns of letter-sound relationships to read printed words).</li> </ul> <p><i>*Rapid Automatic Naming (RAN) is not required during EOY screening if students received a RAN screener earlier in the academic year.</i></p>
<p><b>Progress from the Middle of the Year Screening</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (enter child's name) <b>made progress</b> from the middle of the year screener and is no longer being identified as “at risk.”</li> <li><input type="checkbox"/> (enter child's name) <b>is still being flagged as “at risk”</b> for reading difficulties by our screening tool. <b>Please see next steps below.</b></li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> (enter child's name) <b>did not make progress</b> from the middle of the year screener and is now being flagged as "at risk" for reading difficulties. <b>Please see next steps below</b></li> </ul>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> [Student name] Your student's performance indicates that additional instructional support may be needed to develop the key reading skills outlined above next school year.</li> <li><input type="checkbox"/> Name of the intervention program: _____</li> </ul> <p><b>Conference Request:</b> Please contact (provide an administrative point of contact or teacher name) at (email address) to schedule a time to discuss these intervention plans further.</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> [Student name] has not been flagged for being at-risk for reading difficulties. Please continue to work with your student's classroom teacher to ensure your student continues to make growth in their reading skills.</li> </ul>