**Standard Protocol for Documenting Attempts at Screening for Family History of Reading Difficulties**

Oregon law requires that districts universally screen for risk factors of dyslexia in kindergarten (and screen any first grade student newly enrolled in an Oregon public school as a first grader) using designated measures of early literacy skills. The law states that if a student shows risk factors for reading difficulties, including dyslexia, school districts must also screen for a family history of difficulty in learning to read. Specifically, a student is considered to show risk factors for reading difficulties if (a) based on test developer guidelines, the student shows risk on the universal screening test; and (b) the student does not make adequate progress, as indicated by the progress monitoring measures aligned with the universal screener, as the result of evidence-based reading intervention provided in addition to regular core instruction. Districts must screen for family history of reading difficulties for any student meeting **both** of these criteria.

[OAR 581-022-2445](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/oarsuniversalscreeningdyslexia.pdf) provides the requirements for completing a family history screening. One of these requirements is that the screening will be completed and documented by the classroom teacher, data-review team member, or designee of the team. In the event that a district is not able to successfully complete the screening for family history of difficulties in learning to read due to a lack of response from parents/guardians, the district must demonstrate that reasonable efforts were made to complete the screening.

As a standard protocol, districts are required to document the type of efforts or attempts made to contact parents/guardians to complete the screening for family history of reading difficulties. **At least three efforts must be made and documented**. The efforts must include a variety of modalities (including attempts at both written and verbal communication).

Examples of documentation of reasonable efforts include:

* records of calls and results of those calls;
* copies of correspondences and any response received;
* copies of documents sent to parents/guardians and responses received; and
* records of visits made to parents/guardians’ home or workplace and the results of those visits.

In cases where reasonable steps have been taken to gather family history of difficulty in learning to read, and no response is provided by parents or guardians in a written or verbal format, districts are considered to have made due diligence to satisfy the requirements of OAR 581-022-2445.

[Additional guidance on screening for family history of reading difficulties](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/familyhistoryscreening.pdf) can be found on the dyslexia page of the ODE website.

Questions? Contact Carrie Thomas Beck, Dyslexia Specialist, for additional information.