

## Email Templates to Gently (or Firmly) Educate a Teacher

**Subject:** Supporting [Child's Name] in the Classroom

Hi [Teacher's Name],

I wanted to reach out and thank you for the work you're doing with [Child's Name] this year. I know every student brings something different, and I'd love to collaborate to make sure [Child's Name] feels supported.

[He/She/They] experience [brief explanation of diagnosis, e.g., ADHD, sensory sensitivities], which sometimes shows up as [e.g., distractibility, emotional reactions, executive functioning issues]. With the right supports, [Child's Name] can thrive. I'm happy to share what has worked at home or with other teachers.

Thanks so much for your care and time,  
[Your Name]

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**Subject:** Concerns About Classroom Support for [Child's Name]

Hi [Teacher's Name],

I'm writing to follow up on some concerns regarding [Child's Name]'s experience in class. As you know, [he/she/they] has been diagnosed with [diagnosis], which impacts [his/her/their] behavior and learning in specific ways.

When [describe behavior], it's typically a sign of [e.g., overwhelm, anxiety, processing difficulty], not disinterest or defiance. I'd like to schedule a time to discuss concrete ways we can better support [him/her/them] in the classroom.

Thank you for your time,  
[Your Name]

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**Subject:** Concern About Recent Situation with [Child's Name]

Hi [Teacher's Name],

I wanted to reach out regarding the situation involving [brief description, e.g., the group project yesterday, the class discussion, the way a behavior was addressed].

I was surprised and concerned by how things unfolded, and I'd like to better understand the decision-making and context. [Child's Name] shared that [brief, non-emotional version of child's

experience], and it seems like the handling of the moment may have left [him/her/them] feeling [embarrassed, unsupported, confused, etc.].

I know that managing a full classroom is incredibly complex, and I'm sure your intention wasn't to cause harm — but I'd appreciate a chance to talk through what happened and explore how we can support [Child's Name] going forward in a way that feels safe and collaborative.

Looking forward to hearing from you,  
[Your Name]

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**Subject:** Quick Overview of [Child's Name]'s Learning & Support Needs

Hi [Teacher's Name],

I wanted to provide a bit of background that might help support [Child's Name] this year. [He/She/They] have been diagnosed with [brief description of diagnosis, e.g., ADHD, anxiety, dyslexia], which means [insert relevant traits — e.g., transitions are tough, attention waxes and wanes, processing speed is slower].

Here are a few things that help:

- [e.g., Short instructions broken into steps]
- [e.g., Visual reminders or task checklists]
- [e.g., Movement breaks, or quiet work areas when possible]

[He/She/They] may not always look like they're struggling, but sometimes behaviors (like avoidance or zoning out) are signs of overwhelm, not disinterest. I'm happy to check in anytime — I want to support you in supporting them.

Thanks for being part of their team,  
[Your Name]

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**Subject:** Concern About Academic Support for [Child's Name]

Hi [Teacher's Name],

I've been reflecting on [Child's Name]'s progress this year, and I'm concerned that [he/she/they] may not be receiving the full academic support needed to make meaningful growth — particularly in [subject or area, e.g., reading fluency, writing stamina, foundational math].

I know learning doesn't always follow a linear path, but we're not seeing the signs of progress we'd hoped for. I'd appreciate a meeting or conversation to discuss what's in place now, what seems to be working, and whether additional supports or interventions might be warranted.

My goal is to help make sure [Child's Name] can access learning in a way that matches [his/her/their] unique needs and style.

Thanks for all you're doing — and for your time,  
[Your Name]

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**Subject:** Concern About Social Challenges for [Child's Name]

Hi [Teacher's Name],

I wanted to check in about how [Child's Name] seems to be doing socially at school. At home, we've noticed signs that [he/she/they] may be struggling with friendships — things like [feeling left out, fearing lunch/recess, making comments about "not having any friends," etc.].

I know that not everything is visible during the school day, but I'd appreciate any insights you have. Is [he/she/they] engaging with peers? Are there supports available — like small group activities or social-emotional learning strategies — that could help [Child's Name] feel more connected and confident?

We're open to collaborating on next steps and would appreciate any suggestions you might have.

Warmly,  
[Your Name]