

Dear, [REDACTED]

I am a parent of a student in the [REDACTED] School District who has been diagnosed with dyslexia. I am concerned about the lack of support our child has received. Dyslexia occurs on a continuum and crosses racial, ethnic, and socioeconomic lines. It can be remediated with proper instruction and accommodations.¹

[REDACTED] is an amazing school district and that is one of the main reasons we chose to live in this district. [REDACTED] # [REDACTED] families and counting within our district have been meeting to discuss dyslexia. We would like to partner with you to see an improvement in how we are identifying and remediating students with characteristics of dyslexia. We hope that you will use our experiences to guide improvements to benefit all learners.

Within our group an average family spends [REDACTED] per year on private tutoring to enable their child access to lessons in literacy prescriptive to their specific needs. Currently there isn't a universal reading program available for students with dyslexia in our district. It is critical that we meet the specific educational requirements of children with characteristics of or identified with dyslexia to ensure that they are able to meet level reading proficiency.

Here is a list of suggested actions we recommend the school district take to better support students:

- 1) Per the 2015 US DOE [statement](#), dyslexia, dyscalculia, and dysgraphia can be recognized in evaluations, eligibility determinations, or in developing IEP and 504 documents.
- 2) Basic training for all elementary school teachers to identify characteristics of dyslexia and early screening.
- 3) Access to *at least one* highly trained specialist at each school.
- 4) Update the district's Local Literacy Plan to align with state statutes. [MN Statute 120B.12](#) now states that **ALL students should receive alternate instruction/interventions until reading at grade level. The alternate instruction, defined per [MN Statute 125A.56](#), must now be "multisensory, systematic, sequential, cumulative, and explicit."**
 - Reach out to a local specialist in dyslexia to make sure the plan will be effective.
 - **Include parents** in early conversations to determine the best actions.
- 5) Provide a list of resources on the district's website for children who have been diagnosed with dyslexia, a learning disability, or children who would benefit from a direct, sequential, systematic, and alphabetic code-based instruction.
- 6) Develop a transparent process within the district for parents to access before an IEP or 504 meeting. Having a list of common accommodations that other students with a disability have found helpful is a good starting point.
- 7) School licenses to assisted technology programs and digital books to use in the classroom AND at home.

Thank you for your time and consideration. We have children with high academic potential and we hope to work with you soon on improvements within the district to help all students receive a fair and appropriate education. I hope you will contact one of our advocates ([Name - email/phone](#)) to set up a collaborative meeting.

Sincerely,

Name

Parent of a child with learning disabilities