

I'm requesting that the Dear Colleague Letter: "Dyslexia Guidance" dated October 23, 2015 (found at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>) be retained as active guidance. This letter serves an important purpose in correcting misconceptions about the use of the terms dyslexia, dysgraphia, and dyscalculia. There is still misinformation surrounding the use of these terms. Please do not eliminate this important guidance.

"The Dear Colleague Letter" addresses the needs of an underserved population about 15 to 20% undiagnosed and diagnosed dyslexic children in our community. My 11-year old son has severe dyslexia, dysgraphia (moderate), and ADHD Inattentive Type. Like many children with dyslexia, he is bright and gifted in many ways, yet, struggles with language at the phonological processing level.

I have diligently dedicated the past fifteen years of my life to educating both adults and children ranging in ages of 5 to 15. In hindsight, from what I have learned about dyslexia and researching effective methods that would have helped my son, Ethan, earlier; I may have been able to address students with similar needs.

I worry not only for my son but for my unidentified dyslexic students who did not get the help they need to be successful in high school or beyond. I remember their faces and the emotional turmoil they displayed when they failed weekly spelling tests, writing benchmarks, and struggled with reading because neither their parents nor teachers knew enough about Dyslexia to offer them help.

Research shows that early identification beginning in first grade and remediation can tremendously put these children in advantage for making neurological connections in the area of phonological processing that is crucial to narrowing the achievement gap. Thank you for your supporting thousands of students across our country through this guidance which educates teachers, school psychologists and counselors, administrators, and their families.