**Build Your Paper Trail**

A parent guide for documenting dyslexia services, baseline and progress

## Your Key Rights (quick anchors to cite)

* IDEA requires comprehensive evaluation using multiple measures (34 C.F.R. §§ 300.304–300.305).
* Dyslexia is included within Specific Learning Disability (34 C.F.R. § 300.8(c)(10)).
* IEP must include measurable goals and progress reporting (34 C.F.R. § 300.320(a)(2)–(3)).
* Prior Written Notice is required when a district proposes/refuses action (34 C.F.R. § 300.503).
* RTI/MTSS cannot be used to delay/deny an evaluation (OSEP Memo 11‑07).
* Stay‑Put keeps current placement/services during disputes (34 C.F.R. § 300.518).
* Endrew F. v. Douglas County (2017): IEP must enable progress appropriate in light of the child’s circumstances.

## What to Save (your paper trail checklist)

* Emails to/from school staff and administrators.
* Meeting notices, IEP drafts/finals, PWNs, Procedural Safeguards receipts.
* Progress monitoring graphs/reports, intervention logs, service minutes, missed/cancelled sessions.
* Evaluation plans, consents, full reports, rating scales, raw scores (if available).
* Staff qualifications for specialized programs (e.g., Wilson certifications, OG training).
* Your dated notes from calls/meetings (who, what, when).
* Dated samples of work showing difficulties and growth.
* Baseline and follow‑up reading videos.

## Baseline Reading Video — How to Do It

1. Pick an unfamiliar, grade‑level (or near‑level) passage. Do NOT practice beforehand—this is a cold read.
2. Record at home in a quiet room. Say the date/time, your child’s name/grade, passage title/source.
3. Time one minute aloud reading; allow 2–3 minutes total to finish. Capture accuracy and stamina.
4. Mark errors on a copy: substitutions, omissions, insertions, hesitations (>3s), reversals; note self‑corrections.
5. Compute WCPM = Total words − Errors; also note accuracy % and comments on prosody/decoding.
6. File name example: 2025‑09‑21\_Baseline\_Grade6\_[Passage].mp4.
7. Repeat every 6–8 weeks after starting Wilson/Structured Literacy; keep conditions consistent to show growth.

**Privacy tip:** Record only your child. Avoid filming classmates/staff. Check district policy and state law before recording meetings. Share your home‑recorded videos with the team as parent‑provided data.

### Simple Oral Reading Data Sheet

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| --- | --- | --- | --- | --- | --- |
| Date | Passage (level) | Total Words | Errors | WCPM | Notes (accuracy %, prosody, decoding) |
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## Use Your Evidence in IEP/504 Meetings

* Email videos/data 3–5 days before the meeting and ask they be considered when reviewing progress (34 C.F.R. § 300.305).
* Request the intervention by name if needed for FAPE (e.g., Wilson with certified instructor, explicit frequency/duration/group size).
* If refused, request Prior Written Notice citing data relied upon and options considered (34 C.F.R. § 300.503; Endrew F.).
* If services are cut during a dispute, assert Stay‑Put in writing (34 C.F.R. § 300.518).

## Quick Email Templates

**1) Share parent‑provided baseline video/data**

Subject: Parent‑provided reading baseline video for [Student] — please include in file

Dear IEP Team,

Attached is a short video of [Student] completing a one‑minute cold read on [date], with a data sheet. Please add these to [Student]’s record and consider them when reviewing progress and intervention needs under 34 C.F.R. §§ 300.304–300.305.

Thank you,
[Parent Name]

**2) Request Prior Written Notice after a refusal**

Subject: Request for Prior Written Notice (34 C.F.R. § 300.503)

Dear [Case Manager/Director],

At the [date] meeting, the district declined to [implement Wilson/adjust dosage/extend ESY/etc.]. Please provide PWN specifying the refusal, explanations, data relied upon, and other options considered as required by 34 C.F.R. § 300.503. Given Endrew F., explain how the proposed program is reasonably calculated to enable appropriate progress.

Sincerely,
[Parent Name]

**3) Request a comprehensive evaluation**

Subject: IDEA evaluation request for suspected SLD/dyslexia

Dear [Case Manager],

I am requesting a comprehensive IDEA evaluation for suspected SLD/dyslexia in all relevant areas. Please provide an evaluation plan and consent. RTI/MTSS may not be used to delay or deny this evaluation (OSEP Memo 11‑07). Please confirm timelines.

Thank you,
[Parent Name]

## Do’s & Don’ts

* Do put requests in writing and save replies.
* Do keep a running service log (minutes scheduled vs. delivered; missed sessions).
* Do print your data sheet and bring it to meetings.
* Don’t film at school without checking policy; keep videos focused on your child.
* Don’t rely on one test; collect multiple data points over time.

*This handout is informational, not legal advice. Citations for advocacy: 34 C.F.R. §§ 300.304–300.305, 300.320, 300.503, 300.518; OSEP Memo 11‑07; Endrew F. (2017).*