

Subject: What Happens After Literacy Screening? Questions for BC Election MLA Candidates

Dear [CANDIDATE NAME],

I am writing as a parent and constituent in [COMMUNITY] to ask about your plans to improve literacy outcomes and educational support for students with dyslexia and other learning disabilities in British Columbia.

BC has implemented mandatory early literacy screening in Kindergarten through Grade 3. This is an important step towards identifying students who may be struggling with reading. However, **screening is only the beginning**. Identifying a student who needs help does not guarantee that the appropriate support will follow.

Students need timely, evidence-based instruction and intervention. Some will require more intensive, individualized remediation, accommodations, or a psychoeducational assessment to better understand their learning needs.

Currently, families can face significant barriers to accessing assessment and support. Private psychoeducational assessments can cost approximately \$3,000 to \$5,000, placing them beyond the reach of many families. Access to assessment through the public school system is also limited.

We cannot rely on families to navigate these barriers on their own or allow students who have already struggled for years to be overlooked while we focus on early screening.

As an MLA, you have an opportunity to advocate for the legislation, policies, funding, and accountability needed to address these gaps across the province.

I would appreciate your response to the following questions:

1. What will you do to ensure literacy screening leads to action?

Will you support provincial legislation or policy that establishes clear expectations for timely, evidence-based intervention, progress monitoring, and access to more intensive, individualized remediation when students do not make adequate progress?

2. What is your plan for students who have already been missed?

What will you do to ensure that students in Grades 4–12 who continue to struggle with reading and writing can access appropriate assessment, intervention, remediation, and accommodations, rather than being left without a clear pathway to support?

3. How will you make assessment and diagnosis more accessible?

Will you advocate for improved access to psychoeducational assessments for students who need them, including exploring publicly funded assessment options so that access to diagnosis does not depend on a family's ability to pay thousands of dollars?

4. Will you advocate for the restoration of dedicated Category Q funding for students with learning disabilities?

Will you support restoring dedicated funding for students designated under Category Q (Learning Disabilities) to help ensure school districts have the resources needed to provide appropriate evidence-based instruction, intervention, intensive remediation, accommodations, and specialized supports? How would you ensure that funding reaches the students who need it?

5. What provincial legislation, policy, and funding will you support to make these changes happen?

Will you advocate for clear provincial standards, adequate ongoing funding, trained staff, and public reporting to ensure that students receive the support they need and that we can measure whether these changes are improving outcomes?

I believe BC has an opportunity to build on early literacy screening and create a system that identifies students' needs and ensures they receive the right support at the right time.

Screening should lead to support. When intervention is not enough, there must be a pathway to more intensive remediation and assessment when needed. Funding must be available to provide appropriate supports, and families should not have to pay privately to access the help their children need.

I would appreciate a written response before [DATE] so I can better understand your priorities and consider them when deciding how to vote.

Thank you for your time and consideration.

Sincerely,

[NAME]

[COMMUNITY / MUNICIPALITY]

[EMAIL]