

## Letter Structure

**Introduction:** Who you are and your role in the community. This is important to board members to know why you are contacting them.

**The Why:** State your concerns with a short back story but be prepared to phrase it in a way that proposes a partnership or a positive spin. Mentioning teachers by name if you are complaining violates data privacy issues. You are, however, able to compliment someone.

**The Solution:** What is the solution? This part of your message needs to give direction and have a positive spin but be honest about where you are and where you should be. This is not a blame situation; this is about how the district moves forward.

**How the District Moves Forward/Conclusion:** This is where your big "ask" exists. You are telling the district how you expect them to move forward and asking for action. Depending on where your district is at, this could be a large or small ask. It is not a time to throw everything at the wall and see what sticks. It is a time to stand firm in what needs to be done and make it obvious to everyone involved that there is one solution that makes sense, and that solution is the one you are presenting.

**Please note:** The school board's role is not management. They cannot direct a teacher or staff member to do anything. They have one employee that they oversee, and that employee is the superintendent. The board provides governance. The board has an obligation to ensure that money is spent appropriately and that schools are run effectively. They do this through their one employee. So, your "ask" should be to direct the Superintendent to act in a specific way. Anything else is beyond their role.

### Example

Your Name  
Your Address  
Your City, State

Date

Name of school official  
Title  
Address

Dear \_\_\_\_\_,

As a parent of a (or put the number of dyslexic students you have) struggling reader(s) with dyslexia I am aware of the daily struggle these students and families face. I am not here to talk about just my child(ren) or dyslexic children. I am here to address concerns about the 41% of students not reading at grade level in Minnesota as well as the approximately 10-20% of students in every school that are dyslexic. As a parent, I want to be able to work with the district to make sure our students are successful.

