

THESE ARE OUR CHILDREN. THIS IS THE COST OF INACTION.

Authentic Audio Recordings of a Second Semester 4th-Grade LCSD1 Student in Crisis

We are sharing authentic audio recordings of a 4th-grade child in LCSD1 experiencing a full emotional breakdown—devastated because he cannot read the words on the page.

His suffering is not the result of dyslexia alone.

His suffering is the result of a system that has repeatedly failed to provide the evidence-based instruction that dyslexic students are legally entitled to receive.

REAL CHILDREN. REAL VOICES. REAL HARM.

Every moment of unnecessary struggle is preventable when schools adopt and implement structured, evidence-based reading instruction with fidelity—as required by science, federal law, and basic human decency.

Wyoming legislators and school leaders have the power—and the responsibility—to end this preventable harm.

AUDIO 1 — TRANSCRIPT (May 31, 2023)

Parent: "Come here, do you not like the classroom?"

Child: "No. Ms. _____ is always rude."

Parent: "How is she rude?"

Child: "She always yells at everybody."

Parent: "Does she yell at you in particular or just the whole class?"

Child: "Sometimes me."

Parent: "Sometimes she yells at you...what does she say?"

Child: "I ask for help and she just says read, go through the book."

Parent: "Go through the book?"

Child: "Mm-hmm. When I ask for help, she just says go back and look at the book."

Parent: "Mmm, I got it."

Child: "The chapter book."

Parent: "OK, I understand."

CHILD: "I WANT THIS TO BE MY LAST DAY!"

Parent: "OK, OK."

Child: (*sobbing...*)

Parent: "I don't want you to be embarrassed; we're going to figure this out."

CHILD (SOBBING, POUNDING FIST): "I WANT THIS DAY TO BE MY LAST DAY!!!"

Parent: "OK, alright, we'll talk about it in a minute... You're going to go in this morning because you've got to see Ms. K this afternoon, OK?"

Child: "I know. I want this day to be my last day!"

AUDIO 2 — TRANSCRIPT

Child: (*crying, meltdown...*)

Parent: "What's the matter, what's the matter, huh? What's the matter?"

Child: (*continues to meltdown*)

Parent: "You need to talk to me—what is it? Come on... You're struggling in reading at school?"

CHILD: "I CAN'T READ. I SUCK AT EVERYTHING."

Parent: "That's not true."

Child: "Yes, it is." (*continues to meltdown*)

Parent: (*sighs*) "Listen to me... where's all this coming from? You're just telling me tonight... Have you been thinking about it, huh?"

Child: (*pulls covers over head*)

Parent: "OK, so what exactly happened at school? Come here, I need to see your face... OK, I'm going to go out then if you won't talk to me."

Child: (*uncovers face*)

Parent: "Listen to me... What kind of things can't you read? What are they doing at school that you can't read?"

Child: "I have to read tricky words."

Parent: "You have to read tricky words? Who makes you read tricky words?"

Child: "No one. You just have to... to read stuff... and I can't."

OUR CHILDREN CANNOT WAIT.

These recordings may be emotionally difficult to hear. They include:

- a child sobbing and in severe frustration
- statements of hopelessness and self-blame
- moments of panic, fear, and emotional collapse
- descriptions of unmet reading needs at school

This content is shared with the permission of the child's parent for the purpose of informing Wyoming legislators, educators, and the public about the very real, preventable harm caused when schools fail to provide evidence-based reading instruction.