

From: Special Education Advisory Committee (SEAC), Poudre School District
Date: February 29, 2024
Re: Dyslexia Discussion with PSD Curriculum Department

On Thursday February 29, 2024, the PSD SEAC was joined by John Passantino, Shaunda Stahl and Julie Woolner from the PSD Curriculum Department. They provided an overview of dyslexia services covered in general education through the newly adopted literacy curriculum and through RTI, Response to Intervention, the MTSS tiered levels of support offered by general education teachers and interventionists. The SEAC group was tasked with identifying gaps in service and offering feedback on how Integrated Services can support students with reading disabilities as they move to special education support. The following reflects the thoughts of the SEAC group:

- Ensure that every staff member who works with students during reading instruction; including preschool, K-12 general and special educators, and para educators, have the Science of Reading training and the skills to teach with fidelity to ensure the greatest growth of students. Continue the training every year to support rich and efficient use of the Science of Reading by staff.
- Work with community partners or add to the screenings that happen 3 times a year in general education, to provide early dyslexia diagnostic/assessment to students in early grades, preschool through 2nd.
- Closely examine/monitor the service delivery system of the general education curriculum. When is it happening? How is it scheduled? How do we ensure that 180 minutes of core reading instruction is occurring in every classroom to all students including Integrated Services, English Language Learners, and General Education students?
- Evaluate the alignment across building levels and within buildings grade to grade.
- Encourage all general education teachers to utilize, thus normalize, the use of assistive technology. This will take the stigma out of needing technology to access curriculum.
- Utilize community partners, such as HABIC (Human-Animal Bond in Colorado), to enrich and expand the interventions in schools.
- Recognize the presence of dyslexia alongside other diagnoses (i.e. dyslexia and down syndrome, dyslexia and ADHD, etc.)
- Continue to support State Teacher Requirements by offering trainings in-district at a reasonable cost.

Thank you for bringing this topic to the SEAC for feedback and consideration.

CC:

Dennis Rastatter, Executive Director of Integrated Services

Jodie Rommel, Director of Integrated Services

PSD SEAC Members