

From: Special Education Advisory Committee (SEAC), Poudre School District

Date: January 22, 2025

RE: PSD's 3-Year Plan for Addressing Dyslexia

On Wednesday, January 22, 2025, the PSD Special Education Advisory Committee (SEAC) was joined by Julie Woolner (PSD Teaching and Learning Facilitator) and Nora Love (PSD Integrated Services Assistant Director of Teaching and Learning). Julie and Nora provided information on PSD's 3-Year Plan for Addressing Dyslexia. SEAC offered feedback on the specific questions that the presenters provided, which is outlined below:

### **What do you think families want to know about dyslexia?**

1. If their child has dyslexia, transparency about indicators, the services available, and accommodations that would be helpful
2. How to request an evaluation
3. Support and hope – normalize a common condition
4. Early identification and an explanation of the dyslexia continuum – What do I do? What are my next steps?, How do I get help for my child?
5. Family support – how to talk to students about dyslexia, local resources, strengths of the student, benefits of a diagnosis (community care)
6. Understanding district practices – evidence of support continuum, explanation of teacher training, explanation of programs (transparency)

### **What are your suggestions for family engagement opportunities about dyslexia?**

1. A way to reach families other than email
2. Transparency on services available
3. Help with the social/emotional impacts of dyslexia (ex. school aversion)
4. Provide examples of IEP goals and a menu of accommodations (and how accommodations can improve the student's life)
5. Explanation of the types of dyslexia (ex. Dyscalculia – math should be on the radar)
6. Provide learning technology training on the apps and tools that are available
7. Find ways to engage families who may not have website access
8. Offer training opportunities to parents, provide transparency around what teachers are being taught

### **What would you add to our PSD dyslexia web page?**

1. Accessibility options such as text to speech and video content
2. Resources beyond PSD (ex. Fish in a Tree, Made by Dyslexia, Sold a Story podcast)
3. Target the website to families rather than educators
4. Provide a menu of accommodations and IEP goals
5. Add the quote you shared during the presentation "Phonics instruction is beneficial to all, harmful to none and crucial for some"
6. Add training videos and more audio on the webpage
7. Add additional languages – translation services
8. Add a plug-in on the webpage to have it read out loud

9. Hot links at the top of the page (accessibility)
10. Add “Frequently Asked Questions”
11. Add a “contact us” form that goes to schools or to Integrated Services that IS then redirects to the school (or some way for parents to get to the right contact)
12. Review Colorado Springs Schools D11 [Dyslexia Page](#) (many of these ideas are included on their page)

**What other input or feedback do you have?**

1. Explain the difference between a diagnosis and identification
2. Screening goal should align with dyslexia statistics (are we identifying 1 in 5?)
3. We need to address the missed/masked cases (particularly in middle and high school) that may not have been identified during the legacy of “don’t say dyslexia”
4. More training in universal learning commitment
5. Make asynchronous training available ASAP
6. Website is dense – get input from dyslexic parents
7. Share stats about dyslexia (can be national) on the website
8. Provide an explanation regarding timeline from diagnosis to support
9. Add resources for teachers to the webpage

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