SD Dyslexia Work Group

Date: August 16, 2016 – 9:30 – 3:30 CTS
Location: MacKay Building – Library Commons
800 Governors Dr., Pierre, SD

Present: Steve Bayer, Tara Boechler, Susanne Brokmeier, Angie Brown, Tana Buresch, Becky Cain, Donavan DeBoer, Lynne Disanto, Lisa Engels, Emily Garcia, Sue Hegland, Thomas Holmes, Kristi Kafka, Gerry Kaufman, Brenda Labau, Ann Larsen, Barb Lindquist, Karin Merkle, Deb Muilenburg-Wilson, Scott Parsley, Linda Turner, Marsha Weiland, Paul Turman, Teresa Berndt, and Bobbie Rank.

Absent: Nancy Rasmussen, Troy Volesky, Val Johnson,

Others in Attendance: Norm Ames - TAESE - Utah State University

Melody Schopp, Secretary of Education, welcomed participants.
Talked about the reason this group has come together and the expectations of the meeting.

Dyslexia Notes

- Noted by Norm that throughout this meeting the group needs to keep the main thing the main thing.
- The group should have gotten an email with a link this will help the group gather the information

Group Norms
- Be Respectful
- Listen to others
- Use time wisely
- Limit Sidebar conversations

Thoughts on Advisory
- Analyzes ideas for the state

Review from June's Meeting
- Guiding Questions
- Letter- Handbook
- Common understanding of what we know, what we agree on, and how it impacts our children.

Common Points
- It is not just a Special Education Issue

- Accommodations
- It is okay to say dyslexia in the school systems
- Where do we differ
- District Evaluations Districts of group delivery- bringing General Education considerations
- Fear of the unknown
- Screenings is reading based and not spelling alone

Reviewed handbook

- Four subcommittee/ subgroups
  1. Training and Knowledge
  2. Evaluation and Identification
  3. Implementation
  4. Accountability
- ❖ Summary of what might need to be done in South Dakota as of now
  - o Team members we all need to be on board with this.
  - o Subgroups
  - o Higher Education
  - o Identify strategies that teachers can use.
  - o Messaging and implementation

Throughout this meeting they will not be using specific students, teachers, and schools, we will be keeping it general for confidentiality reasons.

- ❖ **Group 1 Background/ training knowledge for Educators**
  - It is important that you make everyone aware of the issue, make sure that the school team is all on board and that they take on the issue as a whole.
  - Be brave with it don't be afraid to try and seek help for the students.
  - One message needs to go out and they need to all sync together.
  - They are thinking to educate the teachers that are already in the field that maybe what they should do is make a component with their recertification.
  - Find out in the higher education how many credit hours they are requiring for the issue.
  - Possibly have classes for the teachers that are entering South Dakota making it so they have to take a Dyslexia course
  - For the future teachers making sure that they are taking a course that requires them to be proficient in dyslexia.

  Smaller group for DOE task group- give basic information to the teachers and don't let it end there.

- This group is hoping that DOE will put together some sort of task force to educate the teachers.
- **Melody Schopp Director of DOE-** Brought to the group's attention that all schools have to make state guidelines they all have requirements that they must meet. All of the teachers have to make these requirements before their five year certification renewal.
- Group one feels that the components will reduce the IEP and 504 referrals.
- This will help all of the teachers and the students.

❖ **Group 2 Processes for evaluations/ identification**

- Adding dyslexia to all screenings (Beef it up)
- Ask if there is a family history of Dyslexia
- Districts are required to screen for it say they will occur at the beginning and middle of Kindergarten. Do something with the data that is collected. Many times the schools collect the data but they don't know what to do with it so they just let it sit there.
- **Group stated that Val** brought up the point that they need to screen and make the decision- don't rush right to the evaluation but also don't sit on it.
  *** District can't say they don't evaluate. They can evaluate and have the scores but they often times don't know how to interoperate that data

- The group thought that it was really helpful when the state put on the reading first- they had some of these in the summers however it is up to the school to get on board with these and they may not be using all the resources as a district. This is now known as RTI

❖ **Group 3 Implementation of services**

- Providing good general education teaching meet the needs for all the students.
- Structured instruction approach
- Building SLP-use them they know what to look for and they know what to do to get involved.
- Mention of fluency
- Teachers need to understand, schools need to support and resources
- Give them away to evaluate their report
- Praxis exams might be worth exploring to see if the teachers have enough knowledge on this subject.
- Accommodations work to the potential of the top level goals.

❖ **Group 4 Accountability**

- Ask identification- count on the 504 plans and on the IEP
- Certification- structural validation

- This is not just busy work for teachers we are asking that we see the outcomes.
- Long term outcomes for not dealing with it may be negative
- Get quality presenters to teach the teachers this subject

Overtime

Accountability

- Money and how much money is this going to take.
- Corrective action plan- get data performance overtime look at the smarterbalance report card.
- Continue to monitor the data
- Timeline- how long before getting the legislature involved what action is going to happen.

Implementation

- Provide current teachers knowledge and skills on structured literacy and comprehensive plan instructional strategies
- Next -> teacher prop
- Ensure accountability
- It is not in a box- think of how to meet the needs of all of the student's matrix what to look for.

Evaluation

- Reporting for each district for how to screen – choice menu of proven options
- PAR is one that a few schools use
- One screener might not just do it for certain kid may need to use more than one
- School districts will have to decide where to check and what age area to screen at

Knowledge and training

- General education needs to be the 1st then it needs to be sped avoid mandates
- Literacy initiatives get farther and faster without the mandates.
- Help the teachers help the students.
- Credit components for continuing education.
- Not adding a dyslexia class but a course on instructional literacy. This is not the teacher's issue it is a training issue.

Parkers sup does not think this is going in the right direction. He states that he makes his teachers to this and also makes them do all of these other trainings; this isn't letting them select something that can help them as a teacher. It is something that they will be forced to do and who is to say that they will gain the knowledge needed from this to better them as it is a requirement.

Moving forward 3 important things

Accountability

- Know the screeners that they can use
- Find out the number of students that are identified
- Find out the cost of the screener, which later found it was $7 per student

#2

- What is double –fact sheet
- Priorities screen intervention- admin general ed and sped
- Info needed screening instruments

#3

- Train K,1, and 2 teachers eventually going up to older grades
- Screening tool choices giving options
- Discussion on accommodations impact for higher Ed
- Matrix on criteria
- Higher educational review

#1

- DOE webinar have an overview webinar specific to sped and gen ed
- DOE aggravate resources and where to use them

From group 1 Marsha will do more research
Group 2- Kristi
Group 3- Sue
Group 4- Lisa

Next meeting:
October 19 – 9:30 am – 3:30 pm CST
Pierre, SD
MacKay Building – Library Commons