



TRANSCRIPT

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Title: Supporting Students with Dyslexia: Intro, Pop Quiz, Presenter's Lens, Journey

- And, thank you so much for being here today. Really, really appreciate the work you do everyday, on behalf of your students and our students in Orange County. I know it's hard work, but you are making a difference in the lives of these students. So, we're delighted to host you here today and to say, thank you. We also thank you for caring about this vitally important topic that brings us here together today. And, you have wonderful resource people. Pam, introduced a number of them earlier. We want to be your support system at the Orange County Department of Education. Pam, Alyson, Rhonda, Jamie, Nancy, Chris, there are others here. In fact, let's give them a hand. Because, they are just a wonderful team. Wonderful resource people. So, I want to add my welcome, on behalf of our county superintendent, Dr. Al Mijares. We're delighted that you're here. And, we're excited to introduce our colleagues from the California Department of Education, Theresa Costa Johansen, who is program specialist, program services unit administrator. And, Richard Gifford, who is education program consultant. They're here to ground us in the new California dyslexia guidelines required by AB1369, which were released in August of this year. This is an exemplary document that highlights the current research and collective professional wisdom of the Dyslexia Guidelines Work Group. And, it also provides California stakeholders with practical resources for identifying and educating students who are struggling academically because of reading difficulties. Although these guidelines are not legally binding on local education agencies, we hope that as you develop systems of support for all students, this document will support your decision-making, problem-solving, and instructional leadership to address needs of individual students. As our county leads the MTSS effort statewide, we are seriously committed to all means all. And, we're committed to providing supports for all students, so that they're prepared to succeed in college, career, and civic life. So, please join me in welcoming Theresa and Richard. Thank you for being here.

- [Theresa] I don't think we need to talk now. He just said it all. So, you will see that common theme throughout our presentation today. I'm Theresa. I am an administrator at the State Department of Education. Today we're gonna, we'll kinda talk about our background. We'll share a little bit about the guts of the guidelines, if you will. It will not be every single detail, cause you can't do 132 pages, I think, in every single detail. And then, we will also talk about the how. And, Jeff mentioned that multi-tiered system of support in the SUMS Initiative. So, we will talk about how you as site staff and district staff, can take this information and incorporate into your tiered system of support for students in your school. So, thank you Jeff for that lead-in. So, we're gonna, like all good teachers, we're gonna do a little pop quiz at the beginning. So, we call it just like see a fact versus fiction. We're gonna talk a little bit about our lenses and background. Then, Richard's gonna go straight into the dyslexia guidelines. And then, as I mentioned, we're gonna go into next steps and planning. You're holding up your hand for empty seats back there? Okay. This handout, which is our pop quiz, we will make this available to Pam so she could distribute to you. But, this is one of those areas where you're gonna have to talk to your neighbors. You're gonna have to interact. And then, we're gonna do a little share out. So, the first question is, and you don't have to tell me just yet, this is just talk with your neighbor. Children with dyslexia reverse letters. True or false. Talk a little bit. Okay. Who says... You're gonna have to take a stand here. Who says children with dyslexia reverse letters? True.

- [Audience] Some.

- Some is not one of the choices. So, you're gonna have to take a stand. Who says true? Children with dyslexia reverse letters. Who says false? Who says sometimes yes and sometimes... Ha, okay. Alright. That is true. Some children with dyslexia reverse letters. For some children, depending on age and developmental level, a lot of children reverse letters that don't have dyslexia. So, it can be a developmental thing and it can also be one of the signs of dyslexia. One of the things that's difficult is often times parents will come to you, particularly parents of young children, and say, "My child gets Bs and Ds mixed up. So, I think he or she has dyslexia". Maybe, maybe not.

- [Richard] So, the next question. Dyslexia only affects boys.

- [Theresa] They're laughing Richard.

- They're laughing at me.

- [Theresa] Come on. Talk a little bit.

- So...

- [Theresa] Already.

- Who thinks that that's a true statement? Who thinks that's false? Yes. Absolutely false. The research shows that dyslexia occurs in boys and girls roughly evenly. Though, boys do get identified with dyslexia at a higher rate than girls.

- [Theresa] Okay. How about this one. People who are dyslexic are unable to read. I'm gonna bring you back together. We're actually on 50 seconds now. 55 seconds. Okay. Who says people with dyslexia are unable to read? Anybody think that? Okay. Who says people with dyslexia can learn to read but they may struggle? So, definitely. What the research is bearing out is that the brains of individuals with dyslexia have to devote more energy to the task of reading than for individuals that are fluent readers. And, so that's one of the things that we'll talk about later on. And, when we talk about the social emotional, and the behavioral-impactive dyslexia and how it manifests in the classroom.

- [Richard] The next question. Dyslexia only manifests in people who speak certain languages. So, who thinks that is a true statement? Who thinks that is false? Yes. It's a false statement. But, again, the research shows that dyslexia manifests across, I would say, most languages. But, it manifests differently depending on the type of language. We're not really gonna get into it today, but there's the whole issue of whether your language has a deep orthography or a shallow orthography. And, depending on that, that affects how dyslexia will manifest.

- [Theresa] How about this one. There are no clues to dyslexia before a child enters school. Okay. In reality there are potential clues to dyslexia before a child enters school, including some speech delays, inability to recognize rhyming words. So, those are some of the little clues. There's some research showing out of university, UCSF, they have a dyslexia center. And, there's some research there that you can identify it in some cases as early as age of three, three or four. So, they're looking at some very early intervention options there at UCSF.

- [Richard] The next question. Dyslexia tends to run in families and appears to have a genetic component. Who thinks that's true? Who thinks that's false? Yeah. It's true. In fact, it's a significant red flag if you have a student who is struggling to read and you know that their brother or sister or a parent also struggled to read. Or, was identified with dyslexia. That's a warning sign for sure.

- [Theresa] And I'd just like to add on to that one. Any of you ever been in a parent conference? Parent-teacher meeting? IP meeting? And, handed the parent a piece of paper and had the parent put it down on the table. And say something like, "I don't read" or "I can't read this" or "I don't have time to read this right now". Anybody had that experience? I've had it a lot in my career. That's a red flag right there. Even a child that says, particularly like middle school and high school, "I don't like to read" or "I don't read". Red flags. How about this question. Smart people can't be dyslexic. If you're smart you can't have dyslexia. You're laughing. That was a no-brainer. So, yes. Smart people can be dyslexic. Very gifted, intelligent, and successful individuals have been diagnosed and identified as having dyslexia.

- [Richard] And, our last question. Around 85% of students identified with a specific learning disability have a primary disability in reading or language. So, who thinks that that's a true statement? Who thinks that's false? Now, that's accurate. It is around 85% of students identified with specific learning disabilities have their primary disability in reading or in language processing. And, I'd say that was a surprise to me when I found that out. And, I've worked in the field for more than 20 years.

- [Theresa] So, what we're gonna... What we're gonna move into next is our lenses and the journey that Richard and I have been on. I don't know about you guys, but when I was a teacher, and I would have somebody come in and do PD or presentation, I'm always like, "Yeah. Why do they think they get to tell me how to teach Science". So, I always wanna know people's background and why they actually feel like they're qualified to be there talking or training me. So, we're gonna talk about that a little bit.. So, we'll share our lenses and our journeys And, I already said that Richard's gonna talk about kinda the guts of the guideline and then we'll move into sorta that systems approach. So, this is what I call the provisos and fine-print section. So, today's presentation is by design an overview. It's not gonna get into the weeds of dyslexia and all the brain cells and the brain research. It's an overview, okay. There may be things we leave out. There may be things that we say that you're like, "Wait a minute. Did she really say that? Did he really say that?". Here's what... And, we understand, we recognize upfront that for many people, experiences with dyslexia have been very personal. There may have been something in your professional background where you had an interaction with a child who was dyslexic. And, the impact of an individual who has dyslexia that's not been addressed can be incredibly profound. So, we understand that there's a very strong, emotional link to this topic, including what generated the legislation in the first place. So, all this work is predicated on AB1369 that require that the state department get a work group together and get these guidelines written. So, we wanna say that upfront. What Richard and I would like to ask you though is, it feels like sometimes, every time we go out and do this presentation, we get a lot emails that are saying like, "Why did you say that?". Or, you know, kind of people that aren't too happy. We make mistakes, okay. My children would attest to the fact that I make lots of mistakes. If you see or hear something in our presentation that you're like, "Wait a minute. I don't think that's right". If you would, just do us that professional courtesy of giving us a call. You'll have our contact information. Or, send us an email or even say, "You know what, I read page 47 of the guidelines, and I don't quite get that. That doesn't seem quite right to me". Just do us that professional courtesy. It would really help us because, we want to

make this useful for you. But, we're not intentionally going out and spreading this information. We're doing the very best we can. Okay. Thank you.

- [Richard] So, we've already talked about this a little bit, but I'll just go over it again. The Assembly Bill 1369 directed the California Department of Education to develop guidelines to assist school staff and parents in supporting students with dyslexia. And to do that, CDE put together a work group to assist with the project. And, that work group was made up of psychologists, reading researchers, parents, regular general educators, special educators, and other educational professionals that work with struggling readers and work with students with dyslexia. So, that group came together. They gave us their professional guidance and CDE developed the California dyslexia guidelines. And, it's already been mentioned that the guidelines themselves are not law. They are not binding on districts or other educational agencies. So, when the work group was meeting, that was pointed out before every meeting and we point it out before all of our presentations, cause it's important to remember. As also, as mentioned before, the guidelines have been published. They're available on the CDE website at the address you see below. Or, you can just go to the CDE website and if you type in dyslexia in the search field, the top result you get should be the page where you can download the guidelines.

- [Theresa] So, we're gonna move kind of into our personal journeys. One of the things that I like to remind people about, not in any way to diminish from the work that went into these guidelines, cause it represents about a years' worth of work. And, the people that worked on them and wrote the section were volunteers. They were not paid by the state department to do this work. So, people with really busy jobs and lives and all those things devoted time to come to Sacramento on a regular basis to put this stuff together. But, what I like to share when I do these presentations is that, there's kind of different ways of looking at education particularly special education. So, before Richard and I moved into the policy and programs services unit, we were in a FMTA unit. So, any of you ever been on the receiving end of a comprehensive review from the California Department?

- [Richard] Don't make em' research.

- No, you don't have. Any of you just get the PIR letter not too long ago? Okay, yeah. She's smiling. So, okay. When my children would ask me when I was in a FMTA, which is focused monitoring and technical assistance, my children who are somewhat cheeky would say, "Mom, what do you do for a living "when you work in Sacramento?" And, I would say, "I'm a special-ed cop." Because, our job is compliance. When you're in a monitoring unit, your job is compliance. So, all those notifications if you're in special-ed, and you get notices about case-miss, data identified non-compliant, that was Richard and I. That was part of what we did. Okay. If you got the dispro letter, that was what Richard and I did. PIR, program indicator--

- [Richard] No. Program improvement.

- Program improvement report. See, I didn't have to do PIRs thank goodness.

- [Richard] It's been a while.

- If you got a comprehensive review or verification review, if you got corrective actions based on a complaint, we did all that monitoring kinda stuff. And one of the things that I thought about a lot in doing that monitoring work, is in many cases, you can be the most compliant district in the universe and still not necessarily provide what the students in your district need. So, there's

compliance. But, compliance alone does not necessarily improve student achievement outcomes. So, sometimes when we go do these presentations, people say just tell me what to put in the box. Like, here's the IUP, tell me what to put in the box. Okay, it's more than what you put in the box. These guidelines are really about how do we impact adult behavior? How do we being to engage in different practices? My background is ed. administration, ed. leadership. I look at schools and districts' systems. So, we're gonna talk about, what does it take to alter adult behavior? Often times, when we start to try to go to fix stuff in schools, we focus on the kids. I'm gonna fix these kids, these kids aren't working the way I want them to. I'm gonna fix them. It's really about adult behaviors that create systems that impact or don't impact the kids. And, that's kinda the foundation of what we're gonna talk about today. What I'd like you to do very quickly, you're gonna have to do some more talking, but here's my thought question for you. What would happen if every student in the community, the district, the school, and the classroom where you work or live was reading at or above grade level? What would that look like? Talk to each other. I'm gonna give you a minute. What would that look like? Is anybody willing to share? What would it look like? What would it feel like? What would your schools or classrooms look like if every... Over here.

- [Man] I think the supports would still be there. We would just continue to help the students grow as they become more successful. Basically, help them reach their potential even more so.

- Okay. Someone else. Back there.

- [Lady] Every district would want to know, what are you doing?

- So, you'd be a very popular district. That's very true. What would your little pie charts on the dashboard look like? What color would they be?

- [Lady] Green.

- Green. Okay. Someone else. What would your graduation rate look like? Yeah.

- [Man] We gotta think of this in a larger sense, there'd be less crime, there'd be less referrals--happier individuals most likely.

- Less kids in juvenile hall? Less people in jail or prison, maybe? What about, think in terms... So, again wider. What about like financially in your district? Back there.

- [Lady] My answer to stop the problem with standards would probably have to change a lot. Okay, over here.

- [Lady] I would say there'd be a lot of special-ed teachers out of jobs.

- Or, special-ed teachers might turn into exceleration gate teachers, right. But, think of how much money is devoted to special education. And, when you consider, what are the two largest categories of students in special education? Speech language and specific learning disability. Think about that. So, fiscally, from a district perspective, your finances would be different. You might have money to invest in other things. Even businesses in the community, if word got out, to the state or to the country, that every student in your community was reading at or above grade level, do you think that would attract people and jobs and businesses? Like the person back there, they wanna know wanna know what you're doing. And, I won't have us

discuss the next two questions. But, just as something to take back to your district, to think about. If that was the goal that every student would be reading at or above grade level, start then drilling down what would need to change in terms of the adult behavior in the schools and in the districts, and in the classrooms. Something to think about. I'm gonna now kinda share my background and my lens. And, I'm a storyteller so I apologize for that. And, I tend to talk too much so I apologize for that. I'll try to make it fast. I live in Butte county. Have any of you heard of a little tiny town called Oroville? Yeah. Cause, we're famous now. Okay. Now we've always said we send all of our water down to southern California, okay. We know this. But, now you at least know where Oroville is, because it's the town that almost flooded when the spillway broke this winter. And in the summer, it almost burned up. So, the.. The good news was, I'm above water level. So, my house was safe when the flood was about to happen. However, the fire burned up to the mailbox across my street. So, it's been a stressful year. Actually, I've lived there all my life and all of my teaching, all of my education background, took place in Butte, Sutter, and Glenn counties. The largest district I've ever worked in maybe had 2500 ADA. Five miles from my house, I live up in the foothills of Butte county, so not too far from the lake. Five miles away from my house, there's a district, it's a K8 district, single school district with 80 kids. That's the whole entire district. Yeah. I know. You have some tiny ones down here, there's one really strange one called like, Elizabeth Lake Union or something like that in LA county that's really tiny. And, where I live we actually have seven feeder elementaries to one high school district, which is interesting, cause the high school itself only has about 2500 ADA. Again, if everybody showed up on the same day. So, all of my background teaching experience training is rural northern California. Primarily taught middle school science, math, language arts, sometimes art, sometimes PE. You know, just kinda vary. Quite a bit of time in the classroom, then I moved into school administration. I was a high school principal. I had charter schools, non-charters. I've been a superintendent principal of a very small school that was a single school district. And then, I did a little stint at the community college and I moved into the State Department little over four years ago. So, I'm just gonna share a couple of stories about my personal experience, both as a teacher and a parent. When I did my undergraduate work, and I went to what I considered to be a really good university, I was a liberal studies major; working on a multiple subjects and a single subject credential. So, I wanted multiple, cause I knew I wanted to teach the middle school or high school. So, multiple and single subject in life science with a lot of math in there too, cause you kinda have to do that. In all that time, I got one class, one linguistics class. That was, I guess, my one class about how to teach kids how to read. But, I don't ever remember that it really was about teaching kids how to read. And I made an assumption going into the middle school classroom. I just assumed that middle schoolers already knew how to read. I knew that there were struggling spellers in my classroom and I knew that there were struggling writers. But, it didn't occur to me for many, many years that I had students in my classroom that really didn't have the fundamentals of reading. And, towards the end of my teaching time, I taught a self-contained classroom for seventh graders and eighth graders that were at-risk. And it was in one of those classes where a student came up to me and said, "Ms. Johansen. I can't read." This is a seventh grader. And, I said, "Well, what do you mean you can't read?" And he said, "Well, I can't read that book that you have on your desk." The book was Hop on Pop by Dr. Seuss. And, still I was kinda dumbfounded. And, I said, "I still don't understand." He said, "I can't read." And then he looked at me and said one of the things that will haunt me for the rest of my professional career. He said, "Ms. Johansen, it don't matter." He goes, "My daddy's in jail and my uncles are in jail. "And I'll probably be in jail too." And, I did not know what to say to that young man. And, I did not know how to help him. From there I moved into high school administration at a tiny charter independent study high school. And a lot of the kids that went to the middle school where I taught, followed me to the high school. And I was like, "Wait a minute. I thought I left you. "I thought you were going to the comprehensive." They're like, "No. We like you. We're gonna follow you." So, they're at the

high school. Kid walks into my classroom one day and says, "Ms. Johansen, I can't read." Not the same kind, okay. This student was a junior. I said, "Tucker what do you mean, you can't read?" And, he goes, "It's not that I can't read. "Well, I start at the top of the page and when I get to "the bottom of the page, I don't remember what I read "at the top of the page." And I was like, something's going on there. At the same time, I had a little boy who was four years old at the time. But, these two sorta stories parallel each other, because as my son began to grow and mature, I saw a pattern as he entered school. So, this boy went to kindergarten. And, after two weeks of kindergarten, its the same kinder... All my kids had the same kindergarten teacher. I have three, two girls and a boy. She said, "Theresa, I don't know what to tell you, "but, Dane's glitchy." I said,--- I said, "I've known he was glitchy "since the day that he was born. What does glitchy mean?" She goes, "I don't know what to tell you. "He's just glitchy." That was nice. What she said was nice. Because, the rest of the teachers said, he's bad. He's disruptive, he's lazy, he has lack of effort, he off-tasks, he throws things. He still throws things, okay. He's a blurter, he bugs other people, he wiggles too much, he eats too much red dye, you're feeding him the wrong stuff. He won't stop talking, he has terrible hand-writing, he has speech issues. Blah, blah, blah, blah. All of which was true in some ways, okay. I'm gonna fast forward to his eighth grade year. Because, in his eighth grade year, he was suspended for 19 days. And his teachers said, "If he does one more... Or, his principal said, "If he does one more thing, "I don't care what the one more thing is. "I'm gonna give him five days suspension, "which will put him over the number of days "that you can have before you get "recommended for expulsion." And she said, "I'm just gonna tell your right now, "I'm not gonna recommend him... This was December of his eighth grade year. She goes, "I'm not gonna just give him a semester "of expulsion. I'm gonna expel him for the last semester "of his eighth grade year and the first semester "of his ninth grade year." So, he not only is not gonna graduate eighth grade. But, he's going to have his freshmen year messed up as well, because he's gonna miss the first semester of his freshmen year. And she said, "So, just so you know. That's what I'm doing." And I was certain he was gonna do the one more thing, because that was just that was the path we were going on. And, so, that's kinda where the mama bear came out. I had been sharing with his teachers every year that there's something, he is glitchy, something is just not right. I don't know what it is. It's just that mother-teacher intuition that says something's not right. I didn't know what it was. And I pushed for a lot of different assessments, and they all sorta came back inconclusive. So, we actually worked through the regional center and got some assessments. And, one night, when he knew those assessments were about to come back, and we were gonna have a meeting, he was sitting at the dining room table doing is homework, oddly enough. And he broke down in tears. And this is a boy that doesn't cry, but he started crying. And he said, "Mother." My son's not real politically correct. So, I'm not gonna share the exact words of what he said to me. But, he said, "Mother. "If I am "mentally defective in some way... And you can sorta guess the words that he used. But, "If there is something wrong with me mentally, "you better tell me now." And I thought, here's a 13 year old boy, 14 year old boy, who thinks because of what's going on in school, he thinks that something is seriously wrong with his brain. That was devastating for me. But, imagine how it must've felt for him. So, the good news is, this story has a very happy ending. As he matriculated... So, I'll just tell you the sub-context. His mother took him out of school and home-schooled him for that last semester of the eighth grade year. So, the mother bear really did come out. He got some assessments, and sure enough, interestingly, he does have a very subtle learning disability related to like dyslexia type. They would never say dyslexia. They kinda talked all around it. But, I was okay with it at that point. He was matriculating to the high school, a different district. And, basically, got some accommodations that helped him. He never got, like intensive reading instruction. But, he got teachers that were willing to work with his needs. He was able to be successful. He took all of his a to g classes. The only one he really struggled in Spanish, and he refused to take Spanish two. You know when they're a senior and it's kinda hard to argue

with that. He ended up specializing in welding, automotive technology, fabrication. He got accepted into Delta College in the Caterpillar ThinkBIG program, which is a paid internship to learn how to be a diesel technician; coupled with associate of science degree. My middle daughter's working on her teaching credential at Sonoma State and she says, "Now, wait a minute. He's gonna be a caterpillar mechanic? "And he gets his college paid for? "And, I'm gonna be a first grade teacher "and I have to take out loans? So, you know. There is a little dichotomy and irony there. But, the good news is he's a freshman at Delta College. It worked for him. But, not without a struggle. And, I share that because, there may be people in this room who that themselves have been impacted by dyslexia or have children who've been impacted by dyslexia. And, it's personal and it's profound.

- [Richard] So, I'm gonna talk a little bit about my background and education. I started in the field over 20 years ago as a one-to-one aide in a level five non-public school called the Kennedy Krieger Institute in Baltimore. And, as I was working as a one-to-one aide, I was going through my teacher program at John Hopkins. And, when I finished that program I got my teaching credential. Kennedy Krieger hired me to be the middle school English teacher in their program. So, I start out as the middle school english teacher in this level five non-public school. And, what I quickly found out is that the kids I was teaching, I had non-readers at the middle school level. I had the bulk of my students were reading at a first to third grade level. And I was completely unprepared to provide them with the reading instruction that they needed. So, I start to do my own research to find out what kind of reading program I could put in place for this population. What did the research say about affective instruction and reading for these kids? And, I identified a program. I got the training. I got the school to buy the curriculum and start implementing it with my kids. Found it be very effective. And so Kenenedy Krieger saw I was the only classroom doing that at that school at that time. And, they saw the impact it was having. And, they start to implement it institute-wide. And, then Kennedy Krieger started a project with the Baltimore city public schools, where we were contracted to run the self-contained special education classrooms in several of their elementary schools. And, Kennedy asked me to be the reading coordinator for that project. So, I oversaw implementing that same reading program in those schools. And, again, we saw with an intensive intervention it had a really positive impact. And, while I was working in those Baltimore city public schools, the core reading curriculum in those schools was the success for all curriculum; the Success For All reading program. And, some of you may know it. Most of you may not. But, it's a very structured, comprehensive reading program that really pays a lot of attention to providing support for struggling readers. And, I saw that that general ed. reading program had all the components of effective reading instruction that I knew from my own research and my own experience needed to be in place. And it would be effective for all readers, not just students with dyslexia or struggling readers. And, so I went to work for Success For All. It is headquartered in Baltimore and for more than 14 years, I was a developer of reading curriculum and a developer of reading technology for struggling readers. During that time, my family moved to California. And, I continued to work for Success For All for a number of years just remotely while I was here. But, ultimately I came to The Department of Education. And, I came just as the development of the dyslexia guidelines was wrapping up. But, I was really interested in the whole field. And I just, I went to Theresa and Alyson who coordinated the work group and just said, "I just wanna... I wasn't looking for a different job, I just wanna be involved in the development of these guidelines and do what I can to support them. And, luckily, there just happen to be a position open.

- [Theresa] We stole him.

- So, that's what I do.

- [Theresa] We kicked him out of the FMTA bed. Moved him to my unit.

- So, I'm the education programs consultant that was hired to support the implementation of these guidelines.

- [Theresa] And I would just add, in a nice way, part of the legislation was to devote funding to having a full-time position to focus on this critical work. So, we're very fortunate at the department, because that doesn't always happen when a piece of legislation is passed. So, the question is, if it's not mandatory then basically, how do we get it out there. What I can share, and I'll kind of frame this when we go into the last part of this presentation, is framing it within the context of general education because that's where it needs to be. And, it needs to be broader than dyslexia. And so, I'll talk about that a little bit. It's just that most of what the department does, unless it's specifically mandated in Ed. Code or Title 5, it is non-binding. It's not mandatory it's guidance. So, that's why these are called guidelines. They're not legally binding. We just do many of the things that way. That's the way the legislation sort of is written and how it comes to the state department. Pam.

- [Pam] Will you talk at the end about what we're trying to do at Orange County, then we could do the teacher gold way.

- And this is probably kinda, perhaps, a flippant answer as well. Good teaching, good instructional intervention, that's what we're suppose to be about. However, there are districts in this state right now that are being sued because of their lack of response to struggling readers in their district. So, the flip side is, you know you could be one of those districts. You don't wanna go there. I assume... One of the things as a state employee but even as a teacher and a principal, I assume what you call positive intent. I assume that people in school systems come to work everyday with the desire and intent to do the right things by students. So, that to me is like, that's our mandate, that's our job. As a teacher, a school psychologist, whatever we do, we go to work because our desire is to improve outcome for students. So do the right thing and you don't wanna get sued.

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