Dyslexia Committee
February 7, 2018
Administration Center Room 208
4:30 PM - 6:30 PM


Unable to Attend: Sherry Krainick, parent; Lana Van Boven, SLP

Welcome & Introductions

Introductions and get acquainted activity

Norms

Heather led an activity to develop group norms. Committee members gathered in groups to review sample norms that were distributed and were asked to select their top choices or add new ones. Choices were written on chart paper and put up for display. Becky and Heather will work together to finalize the norms from Committee member contributions and bring back a compiled list for agreement at the next meeting.

Setting the Charge

Dr. Reid joined the meeting and disseminated a copy of the Committee’s charge. Setting the charge is intended to establish clarity about the Committee’s purpose. Committee members read through the charge document and Dr. Reid asked for comments and questions.

A question was posed regarding bullet 5: Reviewing core and supplemental reading for K5 services. “Will the Committee be a part of the decision making process?” While the work of this committee intersects with the district’s ELA work, it is not a decision making body, but rather one to make recommendations to Dr. Reid for consideration. Committee member, Christy Clausen who oversees the district’s elementary ELA

Minutes approved 3/14/18

Common Abbreviations/Acronyms Used: ELL (English-Language Learners), Hi-Cap (Highly Capable), LAP (Learning Assistance Program), MTSS (Multi Tiered Systems of Support), PBIS (Positive Behavior Interventions & Supports), RTI (Response to Instruction/Intervention)
committee also clarified that they are not in the decision phase at this time. It is a two-year process and they are in the development stage. Another question was raised as to whether this work would also include middle and high school students. It was mentioned that Hi-Cap screening could be used to flag students who are not meeting the standard at the secondary level given that data has already been collected. There was discussion regarding the scope and what could be accomplished short-term and the long-term over the course of the next two years. Becky was charged with adding language to that effect.

Another committee member inquired about “how to fill the gap, and how to fill it well? What can we implement, or change for the short term?” Comments provided included: What do we currently have for K12? How can we bridge what the student needs and what the parent thinks the student needs? What about students who are on 504’s/IEPS and are still struggling, or those not already in the pipeline for support? In terms of reading assessments, what about universal screening to identify students who are not able to keep up? There are multiple gaps to fill.

A discussion was held regarding about possible professional development opportunities for staff in order to start the process of closing the gap? Parents see professional development as a positive resource for teachers. Summer Institute was suggested as a possible place to start.

Dr Reid commented that leadership sets the direction. All children will be confident readers. The pace needs to be thoughtful. Next phase of the Committee could be setting the pace and recommend the next path.

One committee member recognized the current communication tool being used by Jen Benson regarding disseminating Hi-Cap strategies. Hi-Cap updates are sent to Principals each week and principals in turn distribute to their staff. This has been working well and teachers are responding and discussing implementation and use of the information. It was suggested that we could do something similar. Becky again was charged with adding information into the charge to address the gap and possible communication/dissemination work that could be considered by the committee.

Visitor contribution: Early intervention is critical prior to 3rd grade. Screening could include history of speech delay, family history of Dyslexia or difficulty reading/spelling. How does writing and encoding fit into the Dyslexia Committee’s recommendations and goals? Writing and encoding are also a manifestation of Dyslexia – not just reading and decoding.

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Binder Walk
Becky reviewed the contents of the binder to familiarize the Committee with each section. The Committee agreed to an email group for disseminate of materials and other information.

The following discussion topics/videos were tabled until the next meeting in an effort to create a common understanding for all committee participants:

Understanding Dyslexia: A Scientific Approach

What is MTSS

The following acronyms were submitted for identification

RTI – Response to Intervention/instruction (academic component of MTSS)
PBIS- Positive Behavior Interventions & Supports (social/emotional component of MTSS)
MTSS – Multi Tiered Systems of Support
LAP- (Learning Assistance Program) State funding with primary focus for students who are below standard in reading K-4.
Title 1 – Federal funding based on poverty (current schools in Northshore are Kenmore – Schoolwide, and Woodin & Woodmoor – Targeted Assistance schools). Typically used for math intervention.

Follow Up Discussion/Questions

How was the committee selected?
After the district made the decision to establish a dyslexia committee a description was developed and an invitation went out from Tim Brittell (NSEA President) to all certificated staff to solicit interested members. The all - call requested representation from various grades and positions. Interested staff emailed Becky Anderson. Teachers were selected by Becky, Heather, and Tim from those who were interested and meeting the required representation parameters. Similarly, parents were selected through an application process. Parent membership was selected by Dr. Reid, Becky and Heather.
Parents not selected were sent individual letters informing them they are welcome to attend and observe any of the Committee meetings. Depending on how we move forward there may be other ways to include parents in the future work.

Heather clarified committee meetings are open to the public for observation. Visitors are always welcome. Heather explained the Visitor Protocol process: Questions should be submitted via note cards at the end of the meeting. The visitor should include their contact information so the appropriate Committee member can contact them and address their questions. Questions submitted will be discussed at the next meeting.

A committee member commented there is a lot of interest about this committee and raised the question about video taping the meetings. It is the practice that committees and Task Force meetings are not recorded. Once approved, minutes from each meeting will be posted on the District Dyslexia website. Committee names, handouts & resource links will be posted as well.

**Announcements/Future meeting dates**

Consensus was reached regarding future meeting dates. All meetings will be held on Wednesdays starting at 4:30. For staff come from a late start school they will let Becky and Heather know if there is any issue of getting to the meeting on time.

March 14  4:30pm  Board Room
April 4  4:30pm  Room 208
May 2  4:30pm  Room 208
June 6  4:30pm  Room 208

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