Dyslexia Committee
March 14, 2018
Administration Center Board Room
4:30 PM - 6:30 PM


Unable to Attend: Lana Van Boven, Janet Prendergast, Sam Ramirez, Jen Benson

Welcome

Absent last week, Sherry Krainick was introduced to the committee membership. Lana Van Boven is unable to continue as a Committee member. We are seeking an alternate SLP to fill the role. Janet Prendergast regrets she is unable to continue as a Committee member. Karen Rogers will continue on as the OTPT representative.

Old Business

1) Minutes were reviewed and approved as written. They will be posted on the District’s Dyslexia website.

2) A list of operating Norms compiled from the submitted items at 2/7/18 meeting was presented on table cards. The Committee adopted the following five operating norms:
   • Keep all students, the vision, and purpose of our work at the forefront
   • Acknowledge areas of uncertainty or concern and seek clarification
   • Presume Positive Intent
   • Come on time, be prepared and be present
   • Be open-minded, actively engaged, and invite respectful debate

3) The updated Committee Charge was reviewed. A spelling correction was noted and will be made with final version being posted on the District’s Dyslexia Committee website.

4) Community Questions and Comments. Two visitors attended the 2/7/18 meeting and submitted the following questions/comments:
   a) “Where does writing and encoding fit into the NSD Dyslexia Committee’s recommendations and goals and strategic plan? Symptoms and struggles of dyslexics manifest in writing and encoding not just in reading and decoding.”
   b) “Screening at K-2 is critical! It can include simply knowing if a student has a history of speech delay, family history of Dyslexia, difficulty reading & spelling.”
The visitors did not include their contact information so they could not be contacted personally, however, the Committee’s responses will be posted in the minutes for public view.

The submitted questions were read and presented for discussion by the Committee. It was acknowledged that writing is not specifically emphasized in the district’s strategic plan. The committee could make the recommendation for this to be considered in the next iteration of the strategic plan. The 5 components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) were discussed and it was felt this was addressed in the Committee’s charge #3: “Creation of the District’s definition of Dyslexia with recommendations for the application and use throughout district processes and systems”. It was acknowledged that encoding (spelling and writing) were critical skills to be included.

5) District Dyslexia Website
The Committee viewed the District’s Dyslexia website. It includes the Committee Charge, agenda, meeting schedule, and minutes. A link will be made available to access handouts (if any). A request was made to post the agenda prior to meetings. The District agreed to do this for future meetings.

Continued Business

Understanding Dyslexia: A Scientific Approach.
The Committee viewed a video of Dr. Fletcher presenting at the STEM Education, Learning Disabilities, and the Science of Dyslexia conference in September, 2017. This video along with corresponding powerpoint is accessible at the following link https://www.inresg.org/stemld. The website contains many research presentations on a variety of topics from the STEM conference.

At various times during the video committee members paired to discuss Dr. Fletcher’s lecture keeping in mind the following questions from each member’s perspective: “was there any new learning, reinforcement of current understanding, things not understood, any questions” Key emphasis in Dr. Fletcher’s presentation was use of explicit instruction.

Throughout the viewing the group discussed various points of the presentation. The following is a summary of these discussions:

- The value of cognitive testing
  - Dr. Fletcher indicated IQ testing is not helpful in assessing students for Dyslexia. WA state has a “formula” as one way to determine the presence of a Learning Disabilities (LD). As a Psychologist, Bruce indicated that IQ testing can be helpful in determining how students takes in information, however, other methods can also be used.
A question was asked whether the discrepancy (formula) model (gap between intellectual ability and achievement) can be eliminated? Answer only if applying one of the other methods recognized by the state. One of those methods is through using a process called RTI (Response to instruction/intervention.) This process includes the use of universal screening, diagnostics and progress monitoring;

DSM 5 diagnosis codes were raised. These are diagnostic codes used by clinicians in private practice. Sherry Krainick stated she would share information regarding the use of DSM 5 codes with Becky that she obtained and then Becky would distribute to committee members.

Effective remediation diminishes when students do not receive early intervention by 2nd grade.

“Dyslexia (or any area of Specific Learning Disabilities) should not be identified in the absence of documentation of adequate instruction”. How do we know students are receiving appropriate curriculum?

Professional development is also critical when teaching students to read.

Assessments are critical in measuring and determining the needs to be targeted. Progress monitoring is important in determining a student’s progress or lack of. Summative measures such as the SBA is a one-time end of year measure.

A district K-12 assessment committee has been meeting. Their charge includes looking at screening for math, reading and writing.

Effective intervention - multisensory/multi-modality research was discussed with a copy of a chapter from Dr. Fletcher’s updated book that will be coming out in the summer of 2018 being distributed.

Upon conclusion of watching the video additional comments and discussion items included:

The Committee’s opinion of Dr. Fletcher’s presentation is that teachers need to hear the science behind Dyslexia. Intervene early and effectively. Teachers are clamoring for interventions.

One member suggested a survey for teachers; what do they (teacher’s) know; do they have questions for the Committee?

After seeing Dr. Fletcher’s lecture last year, one Committee member took the information to her school. Teachers were excited about the information but there were many questions about the logistics of getting the right tools and how implementation would take place.

It was pointed out that many interventions, touted as effective, are already being done in the district. Many components are being used to inform teacher’s instruction and they are in place. Finding time to fit it all in is difficult. More support is needed in the classroom. Meeting the needs of all students is challenging.
• A parent representative stated, “Remember that parents are partners.” Working at home with students is important. Parents need to be informed.

• Another comment made referenced the issue with “accommodate first remediate later” which is historically what we do in schools. Words Their Way is not enough; current curriculum is not enough. Certain areas can be beefed up but explicit instruction is needed. The whole district needs to buy-in. Students need the same support as they move on to higher grades.

• Dyslexia needs to be understood throughout the district in order to make recommendations or to implement.

• The Reading Curriculum Adoption Committee is finishing the first year of a two-year process. 2018/19 will be a pilot year.
  - Q. If one reading curriculum is adopted will there be supplemental curriculum?
  - A. Dyslexia may be a missing component. It is another piece/layer of intervention.

• The level of curriculum PD for teachers varies. We need to invest in teachers. Are they trained to teach reading? Do we provide PD to teach the subject or PD to teach the curriculum?

• It was suggested that longer time frames are needed for explicit instruction and to measure progress. This is important for efficacy and fidelity. We don’t have a systemized RTI process or a fully implemented evidence based curriculum in general education at this time.

• A parent representative that serves on the state Special Education Advisory Committee indicated they are focusing on PD for teachers. Information collected by the Dyslexia Committee could be communicated/shared to inform OSPI of needs and possible recommendations.

Legislative update

Sam Ames & Aileen Hammar shared about Senate Bill 6162 that both of them were intimately involved with and resulted in its successful passage. It started in Puyallup when Sylvia Davidson, reading tutor and former teacher, went to Senator Hans Zeiger with her concerns about early screening and interventions. The 10/23/17 WA state legislative proceedings can be referenced/viewed for more information. The original version of the bill was good but it was bad legislation. The bill indicated a student should be referred to Special Education after K-1 screening/testing. Many were in favor of the bill but couldn’t support it as originally written. Changes were made. It passed the Senate and went to the House. Passed 96-2. It is Engrossed 2nd Substitute Senate
Bill 6162 and will be signed into law 3/15/18. Implementation will begin with the 2021-22 school year. Becky will send out electronic copy of the bill.

**Future Meetings:**

April 4th 4:30pm Room 208  
May 2nd 4:30pm Room 208  
June 6th 4:30pm Room 208