

**Dyslexia Committee**  
**April 4, 2018**  
**Administration Center Room 208**  
**4:30 PM - 6:30 PM**

**Members Present:** Sam Ames, Becky Anderson, Jen Benson, Erin Chargualaf, Bruce Cordingly, Renita Degraff, Kristie English, Donna Gallagher, Aileen Hammar, Sherry Krainick, Elizabeth Meza, Heather Miller, Milt Miller, Denise Need, Krystal ParkerMeyer, Krithika Rangan, Karen Rogers, Pamela Stevenson, Jen Welch.

**Unable to Attend:** Christy Clausen, Audee Gregor, Sam Ramirez, Leah Sawyer

**Welcome**

The minutes, agenda and some documents to review were sent out by email for review prior to the meeting. Becky asked committee members to let her know if they did not receive them.

**Old Business**

- 1) Minutes from the March 14<sup>th</sup> meeting were reviewed. It was noted that Janet Prendergast was listed as both present and not present. She did not attend the last meeting – that will be corrected in the final minutes. Minutes were approved as corrected. They will be posted on the District’s Dyslexia website.
- 2) Heather asked if there were any questions regarding the documents sent to members via email:
  - a. Legislative Bill 6162
  - b. DSM5 informationAileen came across an American Psychiatric Association fact sheet that contains information she found interesting and pertinent to this work. She will send the link to Becky to send out to the group.
- 3) Status/process check: A Kahoot survey was presented to members to gauge their current level of understanding and identify needs going forward.

**Continued Business**

What is MTSS? A “Multi-tiered System of Supports”. There are two sides to a full MTSS model: RTI (Response to Instruction/Intervention) and PBIS (Positive Behavior Interventions and Supports). All 31 of Northshore’s schools are participating in PBIS. The last cohort group was added this year. It was decided to roll PBIS out over time in three cohort groups, rather than to all 31 schools at once. Dr. Clayton Cook agreed to help train each cohort group as they came aboard.

- RTI (Academic side of MTSS)

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- Response to Instruction and Intervention
- Focuses on individual students who are struggling academically
- Pulls together resources (school, district and community) proactively (vs. reactively)
- Systemic and data-driven
- PBIS (Social-Emotional side of MTSS)
  - Positive Behavior Interventions and Supports
  - Focus on the emotional and behavioral learning of students
  - Increases engagement and decreases problematic behavior
  - Organizing evidence-based interventions

*MTSS is a framework that brings together both RTI and PBIS and aligns their supports to help serve the whole child*

Keywords are *framework, proactive, academic* and *social-emotional*. NSD began by focusing on the PBIS (social-emotional) side, and are now starting to explore on the academic side (RTI).

- Framework
  - Aligns initiatives and resources of an entire system
    - Systemic and sustainable
  - Problem solving process
    - Identify problems
    - Develop interventions, and
    - Evaluate effectiveness
  - Provides support and sets high expectations for all students
- Endorses Universal Design for Learning – how to create entry points into a system for students to participate (i.e. students who speak another language, are accelerated or behind academically, etc.)
- Supports high-quality standards, research-based, culturally and linguistically relevant instruction
- Integrating data collection and assessments system
  - Universal screening
  - Diagnostics
  - Progress monitoring

Question from committee member: How much training has the district done around Universal Design for Learning? **A:** A little, but more is planned as it was incorporated into the technology levy that was just passed. It's not just about technology, but that is a strong component to Universal Design for Learning.

Becky showed a video explaining MTSS: <https://player.vimeo.com/video/153404505>

To illustrate the components of MTSS, Becky asked members to draw a triangle and divide it into three tiers:

- Tier One – *ALL*: 80-90% of students' needs will be met by Tier One supports

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- Universal screening
- Progress monitoring
- Tier Two – *SOME*: 10-20% of students will need Tier 2 supports
  - Small group instruction, Pre-teach/Reteach
  - Mentors, behavior contracting, check-in, check-out systems
  - Progress monitoring happens more frequently, intensity increases, often acute need based on temporary circumstances
- Tier Three – *FEW*: 3-5% of students will need Tier 3 supports
  - Individualized, mental health, home/community supports
  - Monitoring happens much more frequently, intensity increases, more chronic need. Can indicate a need for referral for special education services.

While RTI focuses on academics and PBIS focuses on social and emotional learning, MTSS encompasses them all. It acts as a way of organizing supports within a school district so that both the academic side and the social-emotional learning side are aligned to serve the whole child.

Committee members asked questions and commented on the information presented:

- **Q:** The way that the tiers are configured here are different than the original tier configurations from years ago, when Tier 3 meant special education. **A:** Becky said that you will still sometimes see that configuration used today, with the third tier representing special education. There is also a model with an additional fourth tier that represents special education. The framework that Northshore is choosing is the three-tier triangle described here tonight.
- **Q:** Is the district planning to move to an RTI model to identify students for special education? **A:** Not at this time, although with a good, comprehensive RTI system that has all the assessment pieces included, we could transfer to an RTI model for identification.
- **Q:** It seems as if the district is moving forward with screening and identifying students for HiCap services without having all the supports in place, but committing to serving the students who are identified. Why can't the same be done for students with dyslexia? **A:** The legislature requires us to have an equitable process to identify students for HiCap services. The screener is a way to provide equity to the identification process, which in the past relied on a nomination process and testing that occurred on a Saturday. That process was not equitable. The universal screener allows all children to first be screened for potential without requiring nomination or testing. After the screener identifies students with potential, the next step is the diagnostic. The district is committed to serving all students who qualify based on the new identification processes being implemented.
- **Q:** Why aren't we doing the same type of screening for dyslexia? The urgency for those students is the same as HiCap students. **A:** It is the charge of this committee to make a recommendation for a screening process for dyslexia.
- **Q:** Did the state provide the funds for the HiCap screening? **A:** No, the screening and testing process is all at district expense. It is the underrepresentation of some students

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of various subgroups including poverty in our HiCap programs that has driven the changes to the identification process. Our state HiCap grant that provides some funding for HiCap services was at risk if we did not change our identification practices. Jen also noted that they are now looking at service models for how to serve the larger number of students expected as a result of the new identification process. Also important is ensuring that staff are well-prepared to serve these students with the necessary resources and curriculum.

Committee members reiterated the sense of urgency they feel with regard to identification of students with dyslexia, and feel that it should be on the same level of urgency as identifying students for HiCap services.

### **New Business**

- 1) Creation of “Why” Statement: An article explaining the importance of a “Why Statement” was distributed, and members also listened to an audio presentation of the information. All organizations have three components to their work: *what*, *how* and *why*. Most people can articulate the *what* and *how*, but many cannot define the *why*. Your *why* is what sets you apart from everyone else – it is your purpose. A *why statement* needs to include your contribution and the impact. Becky asked members to create their own *why statement* around why they are a part of this committee. After creating individual statements, members broke into groups and identified the commonalities among their statements. Groups shared out their statements, which will be compiled and sent out to the group and further discussed at the next meeting.
- 2) NSD Dyslexia definition development: Materials were distributed to members to review for the next meeting to assist in the development of the NSD definition of dyslexia.
- 3) A draft timeline document was distributed to members for review.

### **Possible Future Presentations**

Members expressed an interest in more information on the following:

- 1) District Core Reading Committee
- 2) Deeper dive into MTSS/RTI
- 3) Special Education Supplemental Reading Committee

### **Future Meetings:**

May 2<sup>nd</sup> 4:30pm Room 208

June 6<sup>th</sup> 4:30pm Room 208

### **Acronyms:**

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PD – Professional Developmental

RTI – Response to Instruction/Intervention (academic)

PBIS- Positive Behavior Interventions & Supports (social/emotional)

MTSS – Multi Tiered Systems of Support

LAP- Learning Assistance Program. State funded grant for students who are below grade-level standard in English and math.

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