

**Dyslexia Committee**  
**November 7, 2018**  
**Administration Center Board Room**  
**4:30pm-6:30pm**

**Members Present:** Sam Ames, Becky Anderson, Jen Benson, Erin Chargualaf, Christy Clausen, Bruce Cordingly, Donna Gallagher, Audee Gregor, Aileen Hammar, Sherry Krainick, Milt Miller, Heather Miller, Denise Need, Krystal ParkerMeyer, Jenny Ross, Leah Sawyer, Jen Welch, Karen Rogers, Leah Sawyer.

**Unable to Attend:** Elizabeth Meza, Krithika Rangan, Renita Degraff, Pamela Stevenson

**OLD BUSINESS**

Minutes from Oct 3, 2018 meeting were read and approved.

**Review of Previous Work/Adjusted Meeting Dates**

A “Timeline of Tasks” was drafted and presented outlining tasks that have been done to date and what additional tasks need to be accomplished for the final Committee report due May 2019.

At last month’s meeting a Doodle poll had been discussed to offer options for full or half day meetings as extended time is needed to work on tasks of the charge. However, due to space and sub limitations there were only two possible dates to offer. December 13, 2018 and February 28, 2019 were proposed to the Committee for consideration as full day meetings.

The following list the final decision on meeting dates:

- December 5<sup>th</sup> and March 6<sup>th</sup> will remain on the meeting schedule.
- December 13<sup>th</sup> will be added as a full day meeting and members will attend based on what their schedule allows.
- February 6<sup>th</sup> will be cancelled
- February 28<sup>th</sup> meeting time is to be determined. The Assessment Committee could be invited to report updates.

The district web page will need to be updated to reflect these changes.

It was suggested that the tasks on the chart could be compartmentalized – divide components into smaller committees. It was also suggested to maximize time, homework could be assigned on a volunteer basis with results shared at the next meeting.

**Report from Dr. Connor’s Presentation**

11/7/18 (in) Final

Common Abbreviations/Acronyms Used: EL (English Learner), Hi-Cap (Highly Capable), LAP (Learning Assistance Program), MTSS (Multi Tiered Systems of Support), PBIS (Positive Behavior Interventions & Supports), PD (Professional Development), RTI (Response to Intervention)

The WABIDA Fall Conference hosted Dr. Connor at Bellevue College on Saturday Nov 3, 2018. Dr. Connor talked about What is Dyslexia, the key components, interventions, and the software application Assessment to Intervention (A2i).

Ten Committee members attended Dr. Connor's presentation and shared topics of interest and take-aways:

- Implementation of the Tier 1 differentiated instruction model.
- Prior research indicates that 3<sup>rd</sup> grade is the end mark by which students need to be readers but the new marker is really by the end of 2<sup>nd</sup> grade.
- Dynamic RtI and how support is needed over a period of years as students transition through grades and subject matter.
- Teacher education programs don't include Dyslexia awareness/training for new teachers. Ongoing professional development must be a priority.
- Code focused and meaning focused instruction (what the teacher & child do together and what the child does on their own).

Dr. Connor uses a variety of screeners, multiple measures and predictors. Executive and regulatory functioning is a piece that needs to be in place for student learning. This is a newer component to Dr. Connor's program. Dr. Connor will be updating her Power Point and it will be made available when complete.

Becky expressed interested in piloting A2i from Learning Ovations.

### **Group Discussion:**

Because there is no single core reading program that will address everything, we need figure out how do we support the K-5 reading curriculum and how do we support the professional development?

While teachers receive instruction in the teaching of phonics instruction in their college preparatory training, there is a misconception that teachers know how to teach phonics to Dyslexic students. There is a need for consistent professional development as well as clear strategies/curriculum. Perhaps we need a research-based phonics curriculum to augment the core to make sure K, 1, & 2 grade students have the right instruction. When Gen Ed teachers are doing interventions, they are not familiar enough to know what the interventions should be.

### **Dyslexia Awareness Video**

A big "Thank You" went out to Bruce and everyone else who collaborated on assembling this production! The video was disseminated to all principals to share with their staff and feedback from was very positive. Teachers are now wanting resources. Aileen shared that the video was also shown to PTA/parents at the Woodinville firehouse and at the NSD Board meeting where it was very well received. Two School Board members inquired about funding.

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From the International Dyslexia Association, Aileen shared Dr. Yaacov Petscher's document of 15 points related to Dyslexia screening and identification.

#### Group Discussion:

- Phonics comes after the phonemic awareness building blocks. Our language should shift to a screening process vs a screener.
- In Oregon they offer 4 choices for a screening process. The state cannot be prescriptive in screening tools.
- iReady or STAR – will these be recommended as screeners? The district is currently piloting these tools for assessment & progress monitoring K-8. They are general screeners but some have more specific components. Wanted to give teachers an opportunity to look at both.
- The recommendation should be what makes a good screener, not actual products.
- WAKids could also be used as data for assessment systems.
- Identify components that makes a good screener; look at what is out there that ticks most of the boxes. Another group would be charged with finding a product that meets the needs outlined by this committee. We must remember that we are not recommending the tool- but rather the components that need to be included to aid in the selection of the process/tool.

Aileen shared an article “Structured Literacy and Typical Literacy Practices; Understanding Differences to Create Instructional Opportunities”. This information could be beneficial to the K-5 Curriculum Adoption Committee when looking at materials and how the selected materials can give Gen Ed teachers the tools to teach, and meet the needs of, students with Dyslexia.

### **NEW BUSINESS**

#### **Short-term needs to fill the gap**

Gap students is an area in our charge that we need to address in our final recommendation report. In the short term is there anything we can do to identify the number of students in the “gap”, and determine a way to support them.

Is there a correlation between Dyslexia and students served in LAP, and could LAP be used for early intervention/identification? Jen Benson, Director of Intervention Services offered to invite a work group to engage in a conversation specific to the LAP service model and how such services might be utilized. Feedback from their meeting will be presented at the next meeting.

#### **Equity Checklist**

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An Equity Checklist was disseminated to use as a filter for all our recommendations.  
Please review and bring back to next meeting.

**2018/2019 Meeting Dates 4:30pm – 6:30pm**

Wed Sep 12, 2018	Board Room
Wed Oct 3, 2018	Room 208, 5-6:30 invite assessment committee
Wed Nov 7, 2018	Room 208
Wed Dec 5, 2018	Room 208 Work group
Thur Dec 13, 2018	Board Room 8:00AM – 3:30PM
Wed Jan 9, 2019	Room 208
Thur Feb 28, 2019	Room 208 Tentatively 8:00AM – 3:30PM (TBD)
Wed Mar 6, 2019	Room 208
Wed Apr 3, 2019	Room 204
Wed May 8, 2019	Room 208
Wed Jun 5, 2019	Room 208

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