

Dyslexia Committee
December, 13 2018
Administration Center Board Room
8:30am – 3:00pm

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

Unable to Attend: Sherry Krainick, Krithika Rangan, Renita DeGraff, Kristie English, Elizabeth Meza

OLD BUSINESS

Minutes Approval:

The committee reviewed the 11/7/18 minutes. There were no changes and the minutes will be finalized as written and posted on the NSD Dyslexia webpage.

Review of meeting with OSPI & Legislators:

The Hamlin Robinson School in Seattle (K-8) is designed to meet the needs of students with Dyslexia. They hosted State Representative Gerry Pollet, Aira Jackson from and OSPI, and Sara Buetow, founder of Decoding Dyslexia Washington, to present on the new Dyslexia legislation (passed March 2018) which requires universal screening by 2021. It was a Q & A format with details of where the bill started, where it is going and what needs to be accomplished by the implementation date. A Washington State Dyslexia Advisory Council has been formed. The Council's time line to identify tools and resources to screen for dyslexia is due by June 1, 2019. Recommendations on best practices is due by June 1, 2020.

Other Information:

Sam and Aileen were asked to speak to the PTSA Special Education Council reps at the building level. Parents were informed that all buildings were given the Dyslexia awareness information. Members of the committee confirmed that the video was sent to all schools and Principals were asked to show it by winter break. The purpose of the video was to generate awareness and questions. Feedback from two schools:

- Milt Miller (Moorlands) – Staff gave the video a great review. It prompted questions about the legislation.
- Audee Gregor (Leota MS) - Teachers loved the video and wanted access to more information.

Continued Business:

Work Team - Gap Students/LAP Services Report:

Led by Jen Benson and Lynn Brewer, a team of 12 participants formed a work group on December 5, 2018 to discuss the correlation between Dyslexia and students served in the Learning Assistance Program (LAP). Lynn Brewer (SpEd/LAP TOSA) joined the group today to discuss their work.

Work group topics were divided into 3 parts:

- 1) Core basics around LAP (state guidance, funding, eligibility)
- 2) District wide data which was collected through a LAP survey (18 of 20 elementary schools responded)
- 3) recommendations (not able to get to this)

A few data points:

- 871 students K-4 were served in LAP in 17/18.
- Total students in NSD 8,782 (based on FTE and not head count)
- 13.6% of students statewide receive LAP - NSD rate is a little lower than the state average
- 76% of student served in LAP state wide are low income. Approximately 26% are EL students
- Legislators increased LAP funding which went to high poverty districts.

Many schools have exceptional LAP models, but due to a limited amount of time, only one school, Moorlands, was selected for a deep data review. The full power [point can be accessed here](#) and shared with buildings.

Each school develops their program around the parameters they are given and each school may look different. The overall focus is success for students.

At the end of the work group session the December ELA newsletter was distributed as a reminder of the literacy model in NSD. The group was asked to reflect on the information and list what came to the surface for them.

Jen Benson & Lynn Brewer were commended for bringing such clarity to the district around LAP.

Other Information:

Christy Clausen gave an outline of Tier 1 Core Curriculum which looks at materials, assessments and practices. Tier 1 core curriculum needs to identify the standards to support teachers and deliver essential skills at grade level to all students. Tier 1 programs should include whole group, small group and individualized attention. 80% of students should be successful and show growth. Tier 2 & 3 sets the intensity, duration and frequency of instruction according to the needs of the student. Christy outlined the curriculum adoption process, the essential components for ELA adoption, and materials needed for students and teachers. Students need opportunities to reach grade level materials.

STAR early literacy is in the pilot stage and teachers will pilot iReady in January. STAR collects data to determine students who are at benchmark, on watch, need intervention or need urgent intervention. A question was asked whether the STAR can capture data on a deeper level? STAR can provide reports on early literacy, foundation skills, literature and early numeracy. Students take an audio test on a device which is administered by a teacher. A committee member expressed interested in hearing the audio to see how it would accommodate students with audio processing difficulties. The test's difficulty level increases or decreases based on the student's answer or if they do not provide an answer. STAR provides assessment information while iReady provides assessment information and a component for practical use.

A committee member stated that kids are taught a skill and when this skill is modeled the hope is that the student can take the skill forward in reading and writing. There is a need for decodable readers but the curriculum that NSD is looking at does not have this. Inclusion for all by 2021 was discussed at the PTSA SpEd Rep meeting. If that is the plan an equity and inclusion element must be present to meet student's needs through explicit instruction. All students need the same general foundation to learn to read. How they access it may be different. All kids need access to basic reading materials in the gen ed classroom. We need to adopt a curriculum that provides equity to dyslexic students. When we look at what all kids need we need to look at it in the Tier 1 setting.

Clarification regarding the source of the comment on "inclusion for all by 2021" was asked as this has not been communicated by the district. The response was that it came from a parent.

Christy shared that leveled books have many factors – the decodable factor is one aspect of several. Leveled books are based on a child's reading capability/development. Decodable readers and leveled readers have a different philosophy/ concept. Decodability is a key piece for struggling readers.

The task of Tier 1 core curriculum is to teach reading to all students. We need to be able to recommend a core to reach the full continuum of students. We then look at how we can augment the core curriculum.

Assessment

Derek Tucci & Niki Arnold Smith will come to the February 28th meeting to provide STAR and iReady information. The community viewing is tonight 12/13/18.

As we talk about Assessment screening, progress monitoring, benchmarking – we may want to talk about screeners and a broader tool.

The Dyslexia Time Line of Tasks was reviewed along with the Interim Report that was submitted to Dr. Reid in June – cover letter, charge, norms, members at the time, Why, elements of reading approach.

New Business

Identify sub committees & charges

- 1) Gap Students/LAP Services: Pamela, Milt, Donna, Lynn Brewer, Jen Benson, Krystal
Continue the work started to determine recommendations for meeting the needs of “gap” students
- 2) Assessment: Audee, Bruce, Sam, Aileen
Creation of recommendations for screening and progress monitoring.
- 3) Response to Instruction (RTI): Erin, Karen, Leah, Christy Clausen, Denise, *Kristie English, *Renita
What is the model, what happens at each tier, what is the recommendation. Standard treatment protocol – Problem solving methodology. Becky will provide RTI websites
- 4) Parents as Partners: *Elizabeth, Jen Welch, Jenny, *Sherry, *Krithika, Sam
Create a plan for parent inclusion and how they will be involved as we roll out MTSS

(*Absent and did not participate in the work group on 12/13/18)

Professional Development will be a component of each sub-committee and the equity checklist will be incorporated throughout.

The 3 tiers of the MTSS pyramid were reviewed. The three tiers of services are all general education services. Special Education comes after the implementation of the three tiers. It was noted, however, that the Sped referral process can happen at any time during the RTI process even if a student has not gone through all 3 tiers of RTI. Building teams would process the referral and make decisions based on available information.

Future Business

It was requested by a committee member to have Adra Davy present a Phono-Graphix update at the January 9, 2019 Dyslexia meeting.

Dyslexia Committee Group Share Notes

RTI

Erin, Leah, Karen, Christy, Denise, Kristie

The RTI team worked on defining several terms commonly associated with instruction and teaching students with dyslexia. The definitions include content-related vocabulary (e.g. phonological awareness, print concepts, etc.) as well as general pedagogical terms (e.g. explicit, systematic, scaffold). As the team reviewed notable sources to locate such definitions, a bibliography was started for listing references cited. In addition to defining common terms, the RTI team worked on descriptions for each of the tiers of the RTI side of the MTSS framework.

The RTI team will continue with the work of describing tiers 1, 2, and 3 of the models.

LAP/Gap Group

Lynn, Jen B., Donna, Krystal, Pamela, Milt

Supplemental resources – Understanding the reading development process and how does one skill build upon another. Interventions need to include exposure to rich text. It needs evidence based and in include decodable readers.

People who provide interventions have certificated oversight.

Balanced literacy.

Structure of lesson: Literacy blocks and time use.

Lit activities: PD should be mandated for staff/LAP providers—people who provide intervention services need to be highly qualified and certified. Certified person can oversee classified person.

Writing components needed.

Hand writing: instruction and letter formation

Guidance for support services...supplement not supplant

Grade bands for protection of core instruction

Parent communication- how to get parents involved, support at home, knowing what services kids are getting?

Thorough action plan on staying up to date on research to inform practices and future planning

Key recommendations will be made in next work session...possibly phase ins.

Assessment

Aileen, Audee, Bruce, Sam

Definition of terms is important:

Screening- 1x/year - First effort in the fall followed by

Benchmark- 2x/year (Winter/Spring)

Survey level assessment—what areas of weakness to plan intervention

Progress monitoring- scheduled test- time TBD. A way that is sensitive to incremental change.

Areas to assess based on grade level

Other needs:

Penmanship

Ear reading available options/Book share—letting teachers and community know

Learning ally—subscription \$30,000 for district license.

Increased anxiety and social emotional issues --Assessing the whole child and family history

Recommendations:

PD-help teachers with assessment 101. How and why fidelity. Brain basics around the assessment.

Parent as Partners

Denise, Elizabeth, Jen W., Jenny, Sherry, Krithika

Definitions needed.

Superintendent level support to advocate for ESD's to provide and promote dyslexia and reading resources and PD at ESD level.

Provide centrally managed information system with parent friendly language.

District dyslexia plans promoted through district website, community ed, materials. Community forums for curriculum.
Recognize Dyslexia Awareness-October. Encourage testimonials and success stories.

Promote parent input/feedback at elementary level for struggling learners especially during 1st Q conference times.

Book share options and opportunities

Share methods and materials with parents—not a mystery. Including what is happening in gen ed classrooms—concepts, skills, etc. Dialog with parents about needs—both with teachers and with parents. Advocating.

Official speak vs. parent speak. Sharing information not assuming everyone understands what to look for. Include family history—50% of children with Dyslexia have a relative with difficulty.

Next meeting January 9 at 4:30.

We will continue the group time and finalize the work. Bring information to complete. Becky and Heather will bring a framework for recommendations. Goal for February meeting to probe and ask questions of the work of the groups.

Recommendations for May 1.

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

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| 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 8:30AM – 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 |