

Dyslexia Committee
June 5, 2019
Admin Center, Room 208
4:30pm-6:30pm

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

Unable to Attend: Sam Ames, Jen Benson, Kristie English, Sherry Krainick, Krithika Rangan, Michael Tolley, Jen Welch

I. Welcome & Minutes Approval

The May 8 minutes were reviewed.

Suggestion: Add references to ELA resources for transparency.

- ***10 Success Factors for Literacy Intervention*** (by Susan Hall)
- ***Assisting Students Struggling with Reading: RTI and Multi-tiered Interventions in Primary Grades*** (by multiple authors; distributed by What Works Clearinghouse.
- ***Comprehensive Literacy Plan*** (by OSPI)

May 8, 2019 minutes were approved with the proposed additions (above).

Update from the ELA Subcommittee

Christy Clausen shared the update. The committee reviewed their mission statement and focus. The meeting's purpose included the study and analysis of the needs of students who struggle to read and would benefit from supports within tiers 2 and 3 of an MTSS/RTI system.

What Do Students in Tiers 2/3 Need? We continued our study of recommendations 3, 4 and 5 of the *What Works Clearinghouse* (WWC) report on intervention practices for tiered instruction. Teams completed their posters and displayed a 2-column chart illustrating the needs and structures for tiers 2 and 3. Follow-up reading, discussion and comments by team members were noted for each recommendation.

Research and study on Susan Hall book for MTSS and literacy practices including identifying structures. They have one more meeting and it is a great team.

II. Finalization of recommendations document

Dyslexia Committee report was passed out for all to review. This was downloaded from the Google Doc and converted to a Word Doc. Thanks to Krystal, who collated the recommendations. Becky grouped by content area. No new emails were submitted to the website from outside community or parents.

Common Abbreviations/Acronyms Used: EL (English Learner), Hi-Cap (Highly Capable), LAP (Learning Assistance Program-state funded grant for students below grade level standard in English & Math), MTSS (Multi-Tiered Systems of Support), PBIS (Positive Behavior Interventions & Supports), PD (Professional Development), RTI (Response to Intervention)

Each group should make sure their summaries and recommendations are reflected in each category.

Krystal took all the recommendations and put with similar items. Keeping general categories and summaries and grouping them together. She used the strategic plan as a visual model.

Aileen had concern for the reader of the report since the Fletcher book is a graduate level text. On page 20 is the executive summary. She feels the summary should start the report, followed by the text. References and citations to the book won't be available for the general reader. Becky clarified that the excerpts are word for word—not a summary. The whole section is excerpts, we should clarify that it is. Krystal thought section 2 should become section 1—including the charge of the committee— to make it a more user-friendly document.

Becky felt they should not take out or move the research. Starting with the research establishes the issue. The group discussed and polled all members. Many felt comfortable having the research at the beginning—'it is good foundation for the document' and 'establishes the goals', 'gives authority' and 'is similar to other educational research that begins this way'. Some felt it would be more powerful to show several researchers opinions not just one and to include our "why and our charge."
The consensus: Okay with the order of operations as presented.

There was a request to put a footnote that acknowledges the discrepancy in numbers/prevalence? Remove a portion of the quote? One sentence removed from Prevalence section—agreed by committee.

Each section of the report was looked at for clarity and intent by that sections' work group. Edits and changes were made as needed. The final document will be created based on these edits.

Donna moved to empower a small cadre of committee members to compile and disseminate the report. **10/9/19 Follow-up note: this item was suggested but did not occur.**

Jenny moved we present what we have to Dr. Reid to get her thoughts.

Becky and Heather will work on the document and email the final to all.