

Dyslexia Committee
January 8, 2020
Administration Center, Room 208
4:45pm-6:45pm

Members Present:

Heather Miller, Michael Tolley, Sam Ames, Edna Bicksler, Amity Butler, Erin Chargualaf, Christy Clausen, Bruce Cordingly, Donna Gallagher, Audee Gregor, Aileen Hammar, Milt Miller, Denise Need, Krystal ParkerMeyer, Karen Rogers, Jenny Ross, Kristina Saunders, Leah Sawyer, Kristina Schmidt, Pamela Stevenson, Jen Welch

Unable to Attend:

Kristi English, Karen Gunderson, Elizabeth Meza

I. Minutes.

Minutes from the December 4 meeting were approved with changes made to the final draft.

II. i-Ready Questions.

The i-Ready Q & A that was provided by Niki and Derek was reviewed. The Q & A document has been added to the Dyslexia Committee Google Drive. Any additional questions can be emailed to Laurie Lundberg to be submitted to Niki and Derek.

III. Dyslexia Webinar.

Several of the team watched the webinar from OSPI. Heather and Christy shared some of the takeaways and updates.

IV. ELA Supplemental Curriculum Committee Update.

The committee studied Tiers 1, 2, and 3 instruction and intervention to build ELA background and understanding.

Because Fountas and Pinnell Classroom curriculum is the currently recommended resource for a K-3 adoption, the team spent time learning about those materials. They received an overview of the resource and specifically spent time studying the phonics and phonological awareness components.

In their work they asked the question, "What more might students benefit from as a supplement to support their specific learning needs?" The team identified critical elements of a core curriculum along with essential phonics and phonological skills by grade. They studied the sequence of skills of the phonics component within the Fountas and Pinnell Classroom curriculum for Tier 1 instruction—which is core curriculum for all

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students. Supplementing can also be accomplished by individualizing in level and by skill.

Tier 2 and 3 supplemental materials will be discussed further in future meetings of the committee and will focus on identifying key interventions for those who struggle with reading. Some aspects of writing have been included in the pilot process. An additional writing resource will be reviewed in the future.

V. Sequence of Recommendations.

Teams reviewed the 5 categories and organized recommendations, then shared changes. We will review one more time in February.

A Gantt chart was introduced to look at the sequencing over time. The timeline was a request from Dr. Reid. It was created based on best guesses and new law requirements. Groups reviewed information on the chart specifically for their categories and edited.

RESOURCES & ANNOUNCEMENTS

At our next meeting in February, we will look one last time at recommendations before they go to Dr. Reid—along with other documents. Also, we will relook at the charge for the committee to make sure we are fulfilling requirements and also in compliance with state law.

Books shared by Aileen Hammar:

Equipped for Reading Success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition. By David A. Kilpatrick, Ph.D.

Essentials of Assessing, Preventing and Overcoming Reading Difficulties. By David A. Kilpatrick, Ph.D.

2019/2020 Meeting Dates 4:45-6:45pm

Wed Feb 12, 2020	Room 208
Wed Mar 4, 2020	Room 208
Wed Apr 1, 2020	Room 208
Wed May 27, 2020	Room 204

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