

Dyslexia Committee

May 6, 2020

Via Zoom

3:30 – 5:00 PM

Members Present:

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

Unable to Attend:

Donna Gallagher, Karen Gunderson

Welcome and Approval of Minutes.

Reminder that the goal is to continue to move the work forward.

Review and Discussion of Minutes from February 12.

As a reminder, the K-5 ELA review components did not include reviewing audio books and that group will not be meeting again for any further review. Would a recommendation by the Dyslexia Committee be more impactful that Audio Books are recommended for all students, K-12 instead of just for K-5 as being recommended by ELA adoption committee? The Dyslexia Committee should make sure to have audio books as part of our recommendation to broaden the focus to K-12. Will the concern over budget restrictions limit the actual purchase of audio books if it doesn't come from the K-5 adoption? Or will it be just considered aspirational for K-12? We want to be strategic in relationship to district fiscal realities, but we want to be true to the recommendations of our committee. The most important thing is to get our recommendations to Dr. Reid.

The suggestion was made to add the caveat that we recommend audio books for K-12 but if financially prohibitive, we would take K-5. Christy Clausen gave a recommendation of wording to be added to the minutes. "Audiobooks are also an important component yet will be highlighted as a priority in the Dyslexia Committee recommendations to broaden the importance of serving students, K-12."

A recommendation was made to be more specific to the wording around manipulatives and to also add the term and option of virtual. Denise Need made a recommendation of wording to be added. "Not all manipulatives are equal. To this end, randomly colored fridge magnets would not suit; however, letters where consonants in one color and vowels in another should be considered. More sophisticated manipulatives would have vowel teams in addition to singular vowels, and some manipulatives call out r-controlled vowels, for additional study and practice. Further to the point, manipulatives do not necessarily mean only tangible objects; manipulation of tiles may need to be done in person or virtually, through digital means."

Also want to make sure to include a resolution that Dyslexia Committee recommendations came after the ELA adoption committee recommendations and pilot. Aileen Hammar will create a resolution to be included with the final recommendation.

The minutes will be revised to reflect the following changes then sent out for review.

- The addition of a resolution reflecting the agreement to support the inclusion of the companion materials in the adoption of K-5 ELA instructional materials. Sent as a separate document.
- The removal of Fountas and Pinnell Curriculum due to the fact the committee is not charged with the selection of core K-5 instructional materials.

2. Review of Draft Report – Not received.

3. Draft Recommendations/Grid – Final Approval.

The team reviewed the Category Recommendations that were created and reviewed in multiple past sessions. We would like to finalize this set of information. If changes need to be made, send a note to Laurie.

Under “Communication” we list audio books. It should be in the section “Curriculum”.

Additional changes suggested via Zoom Chat:

*Recommended change: Moving audio book language from Communication category to Curriculum/RTI Category.

*Add under Personnel Category: Create and maintain a dyslexia advisory committee to continue to support the work going forward.

* Add under Personnel Recommendations: ‘Create and maintain an expert dyslexia advisory committee to support the work going forward with ELA curriculum adoption and implementation.

* Could we add to the final line of the first box under RTI and MTSS: “practices known to be necessary for student with dyslexia and language based learning issues.

Should we have a 3rd party review our recommendations? Someone with more experience adapting into a district plan. Also, to check for clarity in the communication of our final recommendations. Our work on this committee is coming to an end, but the work will continue and be moved forward—especially around expectations and timelines—we also have timeline recommendations. An oversight advisory group would be a good way to tie this group to the alignment to our recommendations and move the work forward. We can add an advisory committee to our final recommendation. An advisory committee could work to correspond with schools as a resource to maintain the work—to work hand in hand with RTI teams.

A proposal was made to add the recommendation an Advisory Group to support this work going forward to our final recommendations. Can the group support this addition to the recommendations?

Via Chat, Aileen Hammar suggested: “We recommend that Northshore School District maintain a Dyslexia Advisory group led by a staff member with expertise in dyslexia and other language-based learning issues in concert with Assistant Director of Curriculum and Director of Accelerated Programs.”

Via Chat, Audee Gregor proposed adding: ‘The Dyslexia Committee recommends that while things are onboarded, there be an advisory committee to partner with and support the work to be done.’

There was concern that there may be things that we missed. Do we need to be more specific about our expectations? We also don’t want to make our expectations too verbose. We want to fine tune the best that we can. We do need to clean up and make our document the most professional. Any clean up suggestions should be typed up in the comments/chat or sent to Laurie.

The group agreed that we can move forward with this recommendation document with the added recommendation of an Advisory Committee and a final content and format clean-up.

Aileen Hammar will craft the resolution to be included with the May minutes and it will be sent out to the committee.

A final recommendation product will be sent to the committee for a review and a Google survey for input and final review.

There was concern expressed that our recommendations don’t speak directly to dyslexic students but speak more generally to struggling students; that our recommendations don’t address the Science of Reading or Structured Literacy. Others felt that though we don’t name them as such, we are referring to the research in our recommendations.

It was suggested that we think of this recommendation as a living document that could be massaged going forward.

Via Chat, from Aileen Hammar:

There is active research and efforts to translate science into classroom practice and thus the concept of a living document is excellent.

Next steps.

Edits to the minutes

Resolution document from Aileen

Revisions and clean-up to Category Recommendations with the addition of an Advisory Group to support the work.

All will be sent out with opportunity for feedback via a survey and to finalize recommendations

****Minutes approved by the committee via survey, 6.12.2020**