

Dyslexia Committee
February 12, 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, Donna Gallagher, Audee Gregor, Karen Gunderson, Aileen Hammar, Milt Miller, Denise Need, Krystal ParkerMeyer, Jenny Ross, Kristina Saunders, Pamela Stevenson, Jen Welch

Unable to Attend:

Bruce Cordingly, Kristie English, Elizabeth Meza, Karen Rogers, Leah Sawyer, Kristina Schmidt

WELCOME

We will be audio recording this meeting to make sure to capture everything in the minutes.

We established that we have a quorum of the committee for any voting. Reminder of our consensus voting: 5-support fully, 4-great, still good to go, 3-supporting but have reservations/questions, 2-not really liking the idea, not thrilled, 1-cannot support. Anything below a 3 we will have conversation.

OLD BUSINESS

Minutes for 1/8/20 approved with the following changes: Krystal ParkerMeyer's name spelling correction, add iReady Q & A's are available on the Dyslexia Google Drive.

MTSS Update

The MTSS Framework is part of a 3-tiered model the district has been implementing over time. Over the past couple of years, we began with the social emotional side and now we are adding the response to intervention side. The work is moving forward and informs the strategic action plans at the building level and collaboration of teacher learning communities.

80-90% of our students have all that they need with core instruction. But, in this current year we are wanting to build on the core instruction—we are “shoring up the core.” We are asking schools to focus on strategies to building out core instruction. This is not new work, but has been in process over time. RTI work will be done in cohorts like PBIS.

An assessment process is in place for data to be able to make informed decisions. Also, a data management system is being identified for schools to implement. The resource is called Homeroom. We have identified the first cohort of 12 schools to begin to implement.

There will be conversations with principals to know expectations and create supports and will begin in 20-21. We will be fully implementing the MTSS framework in those 12 schools. We are asking schools to do self-assessment of where they are to then make the next steps using RTI Fidelity of Implementation rubric. They will catalog the various interventions being provided then will provide supports.

The district was identified as having a disproportionality of Latinx students identified in special education. As a result, we are required to set aside resources, 15% of funds (IDEA federal dollars), to address this matter. This disproportionality is a sub component of the MTSS work.

There is room within the framework of MTSS to add additional items. We need to move forward and build in the pieces needed. We will need to make a decision now to be able to move forward. No curriculum has everything. We will add complementary materials.

The Homeroom system will pull data from multiple sources, and be available at all school levels. As an example, IRR data will be available to middle schools from the elementaries.

Comprehensive Literacy in Northshore

The ELA subcommittee is a merging of the NSD Dyslexia and the K-5 ELA Curriculum Review Committee. The K-5 ELA curriculum review team is in its 3rd year of reviewing curricula and making a recommendation. The sub-committee met 4 times last year and 5 times this year.

Sub-committee goals:

Create a common understanding of Tier 2/3 RTI;

Study and analyze the needs of Tier 2/3 students who are struggling to learn to read;

Identify Tier 2/3 strategies within an RTI system to serve the continuum of students.

The team studied research, reviewed MTSS, 5 components of reading, visual graphic on science of reading, and OSPI dyslexic law. Based on the research, they identified the skills students need that struggle with reading and developed structures for serving students in Tier 2 and Tier 3. They asked, 'what are the essential skills that students who struggle really need?' Also, 'what are some structures for intervention that students need to be successful?'

They went back to their charge because questions came up about Tier 1. This year's focus area is Tier 1: What criteria is essential for all students to experience in a core ELA curriculum? This question was the driver. We want something great for all students: students acquiring language, students with disabilities, students struggling with reading involved in Title or LAP programs, accelerated students, students who read at a regular pace.

The sub-committee developed criteria for Tier 1 core curriculum. Knowing the ELA Curriculum Review Team made the recommendation for Fountas and Pinnell Classroom for K-3 and later agreed to it being the top selected resource for 4-5, the Supplemental Sub-Committee looked at F&PC as the main resource. The sub-committee reviewed CCSS and the Staircase of Complexity for Phonics and Phonological Awareness.

There became common themes from both the ELA Curriculum Review Committee and the Supplemental ELA Sub-Committee: decodable readers, handwriting, kinesthetic manipulatives. Our core, Tier 1, is all of the core plus “companion” materials.

The committees reviewed samples of decodable readers (Flyleaf are being used by some teachers in our buildings) and handwriting to study and critique. The team agreed and was excited about the resources and tools. The team was careful to review and think through what is best for all Northshore students. They are wanting to make this K-5 alignment powerful. The team thought through how the supplemental parts could be used throughout the day and gave examples.

The Dyslexia group had some questions and discussion. Is there a writing component? Yes, writing about reading is a component. Also, there is an additional component of writing to come with Fountas and Pinnell. It will be added next year, beginning with the primary grades. Our ELA Curriculum Review Committee agreed to host a pilot of the FPC writing once complete.

What happens to Lucy Calkins and old materials? Old materials will go away—with the exception of writing materials. Benchmark writing or Lucy Calkins writing may stay temporarily to make sure they have enough. We want to keep the fidelity of the materials as they are intended.

Where do the materials go? Much thought has gone into this, but not yet determined.

There was a concern about the many changes coming to schools, will people be able to do it all? PBIS, RTI, elementary band/orchestra changes.

The three committees have to align and agree on Tier 1 and companion materials before taking to Dr. Reid. Dyslexia Committee needs to come to a recommendation and consensus as well as the Supplemental Committee and CMAC. We are focused just on Tier 1 right now.

There was a concern regarding the Dyslexia Committee being asked to vote on FPC as a core curriculum as well as for companion items. We must go back to our charge. It's not our job to choose the curriculum. Our charge is to meet the tiered instruction need. As a committee we are saying that whatever is chosen as the curriculum, here are the companion items that are to be included.

A workshop model of curriculum meets the “ALL”. It gives each student chance to practice what they know while the teacher does small group instruction. FPC gives opportunity to be efficient and effective. Multi-faceted instruction and resources are included.

Draft Recommendations/Approvals

Final Proposal for Tier 1 Curriculum

Decodable Readers (e.g. Flyleaf)

Handwriting Program (e.g. Handwriting without Tears)

Kinesthetic manipulative for learning modalities (e.g. magnetic letters)

Audio Books

Can we move forward and support this? The committee is being asked, ‘do we want to move the curriculum forward with the companion pieces?’

Reminder of fist to 5 voting:

5-support fully, 4-great, still good to go, 3-supporting but have reservations/questions, 2-not really liking the idea, not thrilled, 1-cannot support.

Anything below a 3 will have conversation.

Statement:

We are in favor of moving forward with all 5 of these resources, being packaged together, and considered as our Tier 1 core curriculum for schools

The committees before us have done the due diligence needed to bring us to this place—these companion pieces with the adoption committee choice. A separate committee has gone through the process and due diligence to choose FPC.

Are we in favor of the companion pieces with Tier 1 curriculum materials?

Vote: 15 people

5’s – 9

4’s – 3

3’s – 3

2’s – 0

1’s - 0

Note: A discussion of committee members led to the agreement to draft a resolution to support the inclusion of the companion materials in the adoption of K-5 ELA instructional materials. A resolution will be drafted by Aileen Hammer and sent to the committee for review and approval.

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

Wed Mar 4, 2020 Room 208

Wed Apr 1, 2020 Room 208 (if needed)