

MDUSD CAC Dyslexia Sub-Committee Mission

The dyslexia sub-committee of the MDUSD Community Advisory Committee is a gathering place for parents/guardians of dyslexic students to advocate for equitable access to evidence-based service, support, resources and advice for ALL dyslexic students in the district.

MDUSD CAC Dyslexia Sub-Committee Goals 2022-2023

- **Advocate for universal screening of children in the district using a validated screening tool.** *There are many validated screeners being successfully used nationally that we should be looking at—we can't wait for the multitudes screener to be completed or for the state to dictate this implementation. Kids are falling through the cracks NOW.*
- **Advocate for reading specialists at each school site.** *Currently we have sites with district support, sites with no support and sites with PTA/PFC funded positions. All sites should have a district paid specialist. This would aid both general education teachers in providing first-best-instruction as well as potentially prevent the need for SPED services for many students. (**also equity issue**)*
- **Advocate for the use of curriculum and materials in both general education and special education that are focused on evidence-based literacy practices addressing the needs of all students within a comprehensive and collaborative MTSS (Multi-Tiered System of Support) model.** *We learned from the Dyslexia Task Force that WONDERS is the Elementary ELA curriculum for the district and that within this curriculum there are three tiers of instruction already embedded that is aligned with the Science of Reading. Classroom GenEd teachers at all school sites need to be trained on how to find and use these additional, readily available (free) strands of the curriculum. **Kathy Futterman**, MDUSD Dyslexia Specialist and **Joan Cuneo**, MDUSD ELA Curriculum Specialist and Literacy Coach are both great district resources in this area.*
- **Advocate for the strengthening of Academic Success classes to provide greater targeted support and remediation for dyslexic students.** *Through shared experiences of parents/guardians and our students there is so much room for this program to better support SPED students at the Middle and High School level (teacher training, AT training, study skills, executive function and evidenced based remediation.) It is not too late for these students to gain skills and better learn to read. Because there has been no universal screening, we know that both our middle and high schools have students that are functionally illiterate.*
- It is imperative that **district leadership prioritize teacher support and training** so that all classroom teachers (*especially SPED and K-3*) feel equipped and educated on best practices to support the dyslexic learner. (Lower class sizes, reading specialists at all sites, structured literacy training and support materials for ALL elementary teachers). This support may also aid in the retention of our highly qualified staff which has been a challenge for our district.
- **Highlight educators within MDUSD who are implementing evidence-based reading strategies and early intervention and supporting students with dyslexia.** *Elevate what is working with the hopes of sharing/replication.*

*If you have any questions, please feel free to reach out to committee co-chairs:
Heather Martin: heather@emaild.net or Rachel Levy at arlevys@gmail.com*