Oregon Department of Education
Oregon Dyslexia Advisory Council (ODAC) Meeting
April 12, 2018 ~ 1:00 - 4:00
Public Service Building – Room 251 A/B

TC	*Morgan Allen*	X	*Paulina Larenas*		**Guests:**	
TC	*Cheryl Anthony*	TC	*Sylvia Linan-Thompson*			
X	*Mary Apple*		*Barry Nemec*	x	**Grant Wiege**	
TC	*Debbie Armendariz*	TC	*Mariaeugenia Olivar*			
TC	*Gina Biancarosa*	X	*Justin Potts*			
TC	*Judith Brizendine*		*David Putnam*			
X	*Jennifer Cappalonga*	X	*Betsy Ramsey*			
X	*Catherine Contreras*	TC	*Amanda Sanford*			
X	*Chris Demaniew*	TC	*Kelly Slater*			
X	*Richard Donovan*	X	*Bill Stewart*			
	Debra Fitzgibbons	X	*Carrie Thomas Beck*			
	Marybeth Flachbart	TC	*Susan Zottola*			
X	*Lucy Hart Paulson*					

Agenda Item	Discussion	Action
Welcome/Review of Group Norms/Assign Roles	Carrie Thomas Beck, ODE Dyslexia Specialist, welcomed the council members. She had each member introduce him or herself, share his/her current position, and his/her role on ODAC. Carrie introduced the parking lot and asked for off-topic issues to be directed to that area. Always assume positive intentions. The group will not always be in agreement. Carrie assigned roles to members to assist with facilitating the meeting: - Summarizer: Chris - Writers: Jennifer and Richard - Time Keeper: Lucy - Moderators: Mary	
Today's Meeting Objectives	• Develop list OAR's related to universal screening to take to the state board for approval. • Develop guidance on parent notification • Develop guidance for instructional support • Guidance for screening	
Update on the Status of the Dyslexia Work	• Updates about vetting dyslexia training opportunity- Sent out RFI for dyslexia training opportunities which closed on March 15. 9 vendors responded, responses included both face to face and online training opportunities.	

	Received a mix of comprehensive and singular focused areas. Previous vendors need to submit a renewal form each year per the OAR's. Timeline for vetting 2018 responses, deadline is April 12 (Today). 13 people have applied to be a reviewer. All new reviewers that applied had proper background upon first glance at their Vita. Reviewers will be assigned and trained by Carrie- each reviewer will be assigned 2 vendors. If a vendor had minor issues, i.e missing 1 of the standards- we would reach out to them and ask for a resubmission so they have an opportunity to be accepted. Updated list has to be posted by rule by June 15th. This will be a yearly process with the opportunity to attract more vendors annually. Vendors travel to the districts after the district notifies the vendor with interest. Looking over the survey results, roughly 100 teachers had responded and the results showed to be favorable toward the benefit from the dyslexia training. Over 60% of teachers felt well prepared after they graduated college. 99% of teachers recommended that other teachers in their building participate in this training. 80% expressed that they have changed their teaching based on their training and have seen an impact on their students. Many teachers expressed they had a different perception about dyslexia and felt more prepared to recognize the signs in students. Question asked: Will the content from these vendors be evaluated? • Dyslexia training grants- Notification of grants sent to districts via EGMS on 2/27/18. Instructions for submitting a claim is posted on ODE website. Adjustments to grant awards needed based on: -District programs -Charter schools -Definition of K-5 schools Amendments to Dyslexia Training OAR's also needed to address these issues related to grant awards. • Visit OAR's for universal screening Went to board for first read on 3/22. Back on the Agenda for 4/19. Main concerns from report is the timing for screening for family history for reading	• Can we use the data to help the vendor improve based on survey results? • Send Word Document version of the survey monkey results to ODAC members

	difficulties. Waiting too long, characterized as a wait to fail approach. Another issue was documenting the results from screening which is not currently in the language of the OAR's. Discussed possible revised OAR language. Concern expressed that we don't have a grasp around the best practice. In the original plan for screening, family history was involved as a part of the overall first screening process. Received a lot of push back from the field, had to revisit and revise. Language was purposefully written. Discussion about the language on the revised OAR- how to express when the universal screening needs to be done- what happens when a student starts in the middle of the year? Can we say by the end of the year? Can it be labeled as within 3-4 months of starting the school? What happens when a kindergarten teacher does not have the means to provide "core instruction?" A member encourages everyone to keep the language as simple as possible to not change what certain districts have been doing that are working well. Instead of putting out an RFI for screening tools, we will each out to vendors to request information. Predictive indicators in kindergarten are highly quantifiable. Single Point screeners are horrible.	
List of Approved Screening Tests	List to be released at the beginning of May. Any suggestions from the group will be helpful moving forward. If there are any particular Universal screening systems that members know of that haven't been identified, what are they? What info should be included, what resources will districts need? Spanish Screeners? Are there any other systems that we aren't using that are recommended? Yes: I-Ready (adaptive assessment).	• Upload Fact sheet on Universal screening into the Google Folder • Ask government legal affairs team about storing/sharing student records. Tactics of how this has been done before
Guidance on Parent Notification		
Guidance on Instructional Support		

Meeting Closure/Next Steps	Next Meeting is Thursday May 17, 2018 from 1:00 – 4:00 PM located at the Public Service Building- Basement A	
<mark>Parking Lot:</mark>	Response to core instruction vs intensive intervention- By when? By the next Universal Screening? (With caveat for SS who enroll at the end of the year)	

Family History Dot Poster