

**Oregon Department of Education**  
**Oregon Dyslexia Advisory Council (ODAC) Meeting**  
**May 17, 2018 ~ 1:00 - 4:00**  
**Public Service Building - Basement A**

X	<i>Morgan Allen</i>	X	<i>Paulina Larenas</i>		<b>Guests:</b>
X	<i>Cheryl Anthony</i>	X	<i>Sylvia Linan-Thompson</i>	X	<i>EmmaLee Demianew</i>
X	<i>Mary Apple</i>		<i>Barry Nemec</i>	X	<i>Jamie Goldstein</i>
X	<i>Debbie Armendariz</i>	X	<i>Mariaeugenia Olivar</i>		
	<i>Gina Biancarosa</i>	X	<i>Justin Potts</i>		
	<i>Judith Brizendine</i>	X	<i>David Putnam</i>		
X	<i>Jennifer Cappalonga</i>	X	<i>Betsy Ramsey</i>		
X	<i>Catherine Contreras</i>	X	<i>Amanda Sanford</i>		
X	<i>Chris Demianew</i>	X	<i>Mariana Praschnik-Enriquez</i>		
X	<i>Richard Donovan</i>	X	<i>Bill Stewart</i>		
X	<i>Debra Fitzgibbons</i>	X	<i>Carrie Thomas Beck</i>		
	<i>Marybeth Flachbart</i>		<i>Susan Zottola</i>		
	<i>Lucy Hart Paulson</i>				

<b>Agenda Item</b>	<b>Discussion</b>	<b>Action</b>
<b>Welcome/Introductions/Group Norms</b>	Carrie Thomas Beck, ODE Dyslexia Specialist, welcomed the council members and introduced new council member, Mariana Praschnik-Enriquez from the Department of Equity, Diversity, and Inclusion at ODE. Mariana will be representing the Equity Department in place of Kelly Slater.	
<b>ODAC Tasks for 2018</b>	<p>In her PowerPoint, Carrie shared the timeline for completing the remaining tasks for the 2018-19 school year. Carrie's primary focus currently is developing the list of approved screening tests. The council will also assist with the following tasks:</p> <ul style="list-style-type: none"> <li>• Developing guidance for parent notification</li> <li>• Developing guidance for districts on providing assistance (instructional support) to students who demonstrate risk for reading difficulties, including dyslexia</li> <li>• Identifying best practices for screening students</li> <li>• Including guidance specific to ELs</li> <li>• Drafting a report to submit to the legislature by September 15, 2018 that includes recommendations for future legislation.</li> </ul> <p>Carrie asked interested council members to sign up for one of two workgroups that will meet regularly over the summer via Go To Meetings to complete the above tasks:</p> <ol style="list-style-type: none"> <li>1. Screening Workgroup</li> <li>2. Instructional Support Workgroup</li> </ol>	

	<p>Workgroups will share progress on tasks to the group at large regularly and solicit feedback. Carrie will send out a Doodle Poll to schedule summer meetings.</p>	
<p><b>Today's Meeting Objectives</b></p>	<p>Carrie shared the objectives for today's meeting:</p> <ul style="list-style-type: none"> <li>● Provide updates on the status of the dyslexia work</li> <li>● Discuss development of the list of approved screening tests</li> <li>● Identify key points for guidance regarding universal screening</li> <li>● Develop guidance on parent notification</li> <li>● Form work groups for summer work</li> </ul>	
<p><b>Update on Status of the Dyslexia Work</b></p>	<ol style="list-style-type: none"> <li>1. OARs for Universal Screening for Risk Factors of Dyslexia were adopted by the State Board of Education on April 19, 2018.</li> <li>2. Carrie is currently working with a group of 14 reviewers from across the state to vet dyslexia-related training opportunities. Nine vendors have submitted training opportunities this year. Carrie has been completing consensus team meetings with the teams of 3 that have been assigned to each vendor to agree upon final scores. Two meetings have been completed to date. The remaining 7 are scheduled for May 18, 21, and 22. Vendors are notified of the results as each meeting is completed. Carrie and the teams are on track for completing the review work and posting an updated list of approved training opportunities by June 15, 2018.</li> <li>3. Adjustments have been made to the dyslexia training grant awards and districts will receive notification of the adjusted awards on May 18<sup>th</sup>. The original per school award was \$2523.24. Adjustments to the grant awards were made based on: <ul style="list-style-type: none"> <li>● Removing awards for district programs</li> <li>● Ensuring that just the charter schools that chose to participate received awards; and</li> <li>● Changing the definition of K-5 school to include K only and grades 1 and up buildings.</li> </ul> <p>The new per school award will be \$2729.89.</p> </li> <li>4. A temporary rule that amended the Definition of K-5 to "any public school that enrolls students in kindergarten OR grade one" was adopted by the Board at today's Board meeting. Carrie will go back before the State Board at the June and September meetings to make this rule permanent and to</li> </ol>	

	<p>eliminate the language in the current OARS that reference LTCT programs.</p> <p>5. Carrie will be presenting on dyslexia at a number of different venues in the upcoming months including COSA Seaside conference and the Teaching, Learning, and Assessment conference. A full day on dyslexia will be offered as part of the preconference at the COSA Fall SPED Administrators Conference again this year. Dyslexia will be one of four choices for an afternoon breakout session for 8 regional trainings presented by the Office of Student Services. Carrie will also be facilitating a state panel of dyslexia specialists at the national IDA conference in Connecticut in October. Betsy Ramsey shared that ORBIDA has upcoming presentations scheduled for OSBA and at the GED Summit in the fall.</p> <p>Members stressed the importance of sending an update out to districts before the end of the school year. The update should include a link to the adopted screening OARS and a timeline for completing the list of approved screeners.</p>	
<p><b>List of Approved Screening Tests</b></p>	<p>Carrie shared a draft rubric for selecting universal screening tools and solicited feedback from the group. Carrie explained that what is considered to be strong in terms of predictive validity in K/1 is relative and that in general, not all of the individual measures on the various screening tools have convincing predictive validity. By administering multiple measures across several points in time, the predictive validity improves. Members expressed concerns about setting the thresholds in the criteria too stringently and ruling out potential screeners as a result. Members recommended collecting the information from test publishers and ensuring that districts have access to the information to help make informed decisions in selecting a screening tool. The group stressed that offering flexibility for districts to select was important.</p> <p>Next steps are for Carrie to finalize the rubric and contact vendors to provide the required information. The goal is to develop the initial list of approved screeners by the week of June 11<sup>th</sup>. The Department will continue to evaluate screening tools in the months of June, July, and August, posting a final list of approved screeners at the end of August.</p>	
<p><b>Identify Key Points for</b></p>	<p>Carrie asked members to share ideas regarding key points to include in the guidance</p>	

<p><b>Guidance Related to Universal Screening</b></p>	<p>to districts regarding universal screening in the following areas:</p> <ul style="list-style-type: none"> <li>• Screening for family history</li> <li>• Screening for PA, L/S, rapid naming, word reading, ORF</li> <li>• Data interpretation</li> <li>• Screening ELs</li> <li>• Monitoring progress</li> </ul> <p>Grant will transcribe all of the ideas by topic and send to the group following the meeting. Members were encouraged to continue to add to the list of ideas once they have reviewed it.</p>	<p>Grant will send members the lists of ideas generated at the meeting.</p>
<p><b>Guidance on Parent Notification</b></p>	<p>Carrie shared original guidance from ORTli on parent notification that was included in the September 2016 report to the legislature. The technical assistance paper from ORTli states that the guiding principle in communication with parents should be to provide information early and seek input often. Carrie uploaded examples of brochures and notification letters from Rtl districts to the shared Google folder for the group. Members noted that the examples looked similar and are a good starting point for developing guidance. They suggested the following ideas regarding notification:</p> <ul style="list-style-type: none"> <li>• Parent-friendly language is critical – avoid education lingo</li> <li>• Include an announcement of universal screening in school newsletters</li> <li>• Include proactive supportive language regarding all the things the school will do for the children to support reading</li> <li>• Give parents time to process the information and contact school before the instructional support begins</li> <li>• Some parents may prefer personal contact vs. a letter – especially as a child moves into more intensive intervention</li> <li>• Some parents may struggle with reading so the letter needs to be sensitive to this</li> <li>• Careful consideration of the way the information is presented so as to not put parents on defense</li> <li>• Strength-based focus – working toward healthy reading outcomes</li> <li>• Communicate what dyslexia is and what approaches work</li> <li>• Include the name and contact info for the dyslexia advisor in the building</li> <li>• Possibly provide resources (e.g., web sites such as Understood.org)</li> <li>• Translate letter to different languages</li> <li>• Consider making a video available</li> <li>• Note that parents have a right to request an evaluation in the letter</li> </ul>	<p>Deb shared a sample letter from GL Assessment and will upload to the Google folder.</p>

	<ul style="list-style-type: none"> <li>• Include a general description of intervention</li> <li>• What to do at home</li> </ul>	
<b>Meeting Closure/Work Group Formation/Next Steps</b>	<p>Members who were interested signed up for summer work groups.</p> <p>Carrie reminded the group that she will be reaching out to the whole group periodically over the summer to solicit feedback and help finalize the report for the legislature.</p>	<p>Carrie will contact council members who were not able to attend today's meeting and inform them of the opportunity to sign up for a work group.</p> <p>Carrie will send out a Doodle Poll to schedule summer work group meetings.</p>

**Parking lot items:**

- Pediatricians/Medical Students/Doctors- What would we like them to know about dyslexia?
- Explore the culturally responsive considerations of screeners and trainings for students groups including but not limited to emerging bilingual students, students who have interrupted educational experiences, recent arrivers, and/or students experiencing disabilities