

**Special Education Advisory Committee  
Literacy Subcommittee Meeting**

Wednesday, January 19<sup>th</sup>  
8:20-8:40 pm via Zoom

**Minutes**

**Committee Members:** Carolyn Meza, William Olson, and Jennifer Nicolls

**In attendance:** Lauren Golubski, Carolyn Meza, William Olson, Janet Eissenstat, J-Lynn Van Pelt, Cindy Hart

**Agenda & Minutes**

1. Discuss areas of focus of subcommittee
  - a. Lauren recapped from last year about big K-2 literacy initiative, this year they are expanding it to K-5; figuring out recommendations that could work for the upper elementary grades, and check in with K-2 initiative
  - b. Lauren shared scope of work blurb for the sub-committee
  - c. William- focus on the implementation of new curriculum and ideas for curriculum 3-5; also offering as potential areas of focus—specialized instruction to students who need a higher level of the curriculum—what are they providing, curriculum & how are students assessed for learning disability, specifically dyslexia
  - d. Carolyn-also worried that we are missing kids with dyslexia in the identification process; has this been updated with the change of curriculum is this changing the definition of what is on grade level
  - e. William-what is ACPS using to identify grade level--GORT testing—how is that being interpreted and are results being overlooked for students who are at grade level; concerned about not using the terms dyslexia and dysgraphia in the school system—concerned that it is in the statute but is not being specifically assessed; worried about 3<sup>rd</sup>-5<sup>th</sup> students who may have an undiagnosed reading disability and are not being found
  - f. Cindy asked if there is standard screening for Dyslexia
  - g. Lauren—possibly a follow up would be how students are being assessed with Really Great Reading, how are parents being updated, and are there more assessments that are needed
  - h. Cindy talked about providing parents with standardized info when a reading intervention is selected and a report 6 weeks later about the data and will it be continued or not; get it standardized and make sure parents know
  
2. Set potential goals and timeline
  - a. Lauren suggested setting a list of questions for literacy staff at ACPS
    - i. How are they going to expand literacy to make sure they are reading across the content areas?

- ii. How well is the rollout going for students in gen ed, in self-contained, etc? How are the different teachers working together?
- iii. After two years of virtual and varied school, what is being done to assess 3<sup>rd</sup>-5<sup>th</sup> graders who may be struggling in reading? Understanding what is being taught about for the new curriculum and how it builds on K-2?
- iv. There seems to be a need for adapted material for texts in the content area, how is this addressed? How are resources found and used?
- v. How is ACPS addressing all elements of literacy beyond decoding? And how are they working on writing (mentioned handwriting)?
- vi. How are all the pieces of the literacy block and varied resources coming together to teach the larger components of literacy that students need?
- vii. Cindy mentioned OG levels of mastery aligned with leveled readers. Advocate for more teachers to be trained in OG in each building, possibly using the Covid funds to increase OG training across the district
- viii. How many reading specialists are in ACPS? In upper elementary grades? In secondary? Middle schools? Alexandria High School
- ix. What is the intersection of reading specialists and special education reading interventions? How do they communicate? How do they support each other? How is this seen in inclusion? Co-teaching model?

**Next Steps:**

- Invite Dr. Wooster to the next meeting to answer questions
- Susan Neilson said the quorum of a subcommittee is half the committee—can create a google doc in the SEAC account and add edits throughout the month (just can't all be in the account at the same time)

9:22 pm the Literacy subcommittee meeting ended