



Loudoun SEAC Specialized Programs and Services Specialized Reading Subcommittee Virtual Meeting Minutes February 15, 2023

1. Call to Order & Introductions, 5:30 p.m.

Attendees:

Margaret Ausberry
Dr. Paige Carter
Liz Crotty
Shehnaz Khan
Elizabeth Bayard
Beth Carlson
Sharon Tropf
Deepika Sood
Sarah Georgelas
Kathy Lambert

2. Old Business –

1. January 18, 2023, Meeting Minutes
 - i. Meeting minutes should be posted on SEAC website shortly
2. Screening & Notification (policy 5350)
 - i. MTSS Staff to respond to Subcommittee concerns regarding LCPS's continued use of the DRA and PALS as effective literacy screening tools.
 1. MTSS staff were unable to join the subcommittee meeting, they will be joining the March 7th subcommittee work session at 11AM. The focus of the March work session will be an opportunity for MTSS to address subcommittee concerns. LCPS is in talks to "soft launch" the VLP (PALS replacement) for the 2023-24 school year. LCPS continues to evaluate current and alternate screeners. Please reach out to Katherine Neal (Supervisor, Early Literacy and Elementary Reading and Writing) for any additional feedback.

- ii. MTSS Staff to respond to Subcommittee question about the specific progress monitoring tools used for middle school and high school students who fail to meet expected literacy benchmarks.
 - 1. Coupled with next item below. These are questions for the MTSS staff, Ms. Ausberry has collaborated with MTSS staff to get the following information: LCPS uses FastBridge for students at the secondary level who are not meeting literacy benchmarks. FastBridge only goes to the 8th Grade level, for those above 8th Grade, 6 Minutes Solutions can be used for remediation as well as progress monitoring. iReady is the screener at the high school level, MAP at the middle school level. Additional screeners can be used, CORE Phonics Survey, DSA, etc.
- iii. Response from Dr. Picard on iReady protocols regarding default settings (i.e. does 'tested out' of phonics actually mean the student truly mastered the content or at a certain grade level, is the default setting "tested out" due to assumed mastery?) and how the use of a 'read aloud' accommodation is documented in the score reports.
 - 1. Question was asked why LCPS uses iReady in high school and MAP in middle school, why not use a consistent tool across secondary grade levels for easier data trending? Ms. Ausberry will ask Dr. Picard.
 - 2. As a general rule of guidance, LCPS does not recommend read aloud accommodation for iReady – but some students do have access if they have the SOL read aloud accommodation and the IEP team decides that it is best, but then the score is a listening comprehension measure.
- iv. MTSS Staff to respond to Subcommittee's question about the specific literacy instruction that is put in place across all levels (elementary, middle & high school) for students who need it.
 - 1. Core curriculum guidance is being streamlined for school year 23-24 to be aligned with the science of reading. Early textbook adoption is on pause until approved list from VDOE. LCPS also anticipates receiving an "intervention list" from VDOE with interventions options aligned with the science of reading.
 - 2. Question was asked what LCPS is doing NOW until VDOE issues these lists – what guidance is being given to teachers to bridge gaps until new textbook adoption. Current guidance is Units of Study as well as Lucy Calkins phonics and Haggerty. Next year the Lucy Calkins phonics piece will be replaced with a program called UFLI (University of Florida Literacy Institute). Some schools are currently using UFLI - components are structured, cumulative, and evidenced based. It was noted by the subcommittee that staff will need to be trained on how to implement this new program with fidelity.
 - 3. For secondary students – most students in Tier 2 or 3 intervention are seeing a reading specialist or a special education teacher. On the general education side that intervention might be LLI, Recipes for Reading or DSA for encoding. Question was asked about encoding

specifically – what programs are LCPS staff using? LCPS has many teachers trained in IMSE at the secondary level. It was noted by the subcommittee that often once a secondary student makes sufficient progress in decoding, the encoding piece is not focused on as in depth – with the secondary level schedule challenge – how do we support these students? LCPS stated that several middle schools are bringing more focus on word study and spelling for all students in the general education classroom. From a special education lens there are a couple of options.

4. LCPS staff shared that the Teaching and Learning Office is currently evaluating 28 proposals for intervention at the secondary level for reading and writing.
- v. Update from LCPS staff on the development of a ‘parent interpretation guide’ to accompany student test scores such as the Virginia Growth Assessments.
 1. LCPS staff shared that there are more detailed reports available in ParentVue. LCPS is looking to consolidate all reports in one location in ParentVue. The subcommittee noted that there are more detailed reports for MAP, etc, than are typically shared with parents. Also, it was noted that the subcommittee question goes beyond the report detail, but also how parents can understand the data; parents don’t know 1) what to ask for, 2) how to ask for the additional data, and 3) how to interpret the data to know what certain scores/charts mean.
- vi. LCPS to share data from the Office of Diagnostic & Prevention Services regarding any historical data for the number of parent referrals vs. staff referrals for students suspected of having a disability.
 1. Anytime anyone suspects a disability the student is referred for special education.
 2. To be addressed at the next subcommittee meeting when Ms. Richardson is in attendance. LCPS staff trying to see how it might be possible to pull data or a sample of data.
3. Specialized Reading Interventions
 - i. LCPS Staff to share the revised “Instructional Match Matrix Chart” & Input Form
 1. This was discussed at the first work session in February. The form is still in draft – LCPS wants continued input from the subcommittee. One idea is to draft a more comprehensive guidance document and less of a one-page sheet. Please email Ms. Ausberry for access to the form.
 - ii. LCPS Staff to clarify use of terms such as “endorsed” or “supported” on revised Instructional Match Matrix Chart given previous Subcommittee concerns.
 1. Will be discussed with MTSS staff in March at the work session.
 - iii. MTSS Staff to respond to previous Subcommittee concerns on how LCPS is ensuring that the literacy needs of middle school and high school students are currently being met.
 1. This was discussed in the meeting notes above. LCPS understands that there needs to be a focus on secondary school moving forward.

- iv. LCPS Staff to provide an update on findings from division wide review of IEPs & literacy interventions. For example, have any instructional changes been made or any new IEP team guidance been provided to assist IEP teams in their selection of specialized programming?
 - 1. LCPS is doing winter mid-year update and checks. Winter MAP is often a struggle for students – LCPS staff is checking in with teams to see if any follow up assessments need to be done. Once that work is done, Ms. Ausberry will get a revised count of number of students by program.
- v. LCPS Staff to respond to the question about how many students are currently receiving Leveled Literacy Instruction (LLI).
 - 1. Ms. Ausberry is researching and will report back.
- vi. Update on SIF-R outreach to special education teachers regarding IEP goals and instructional interventions. For example, how do the SIF-R's provide 'technical assistance' to IEP teams and check for fidelity of literacy instruction?
 - 1. The subcommittee noted that the SIF-Rs are very valued – but how do we ensure that teachers and parents know that they are an available resource – how do teams get access?
- 4. Specialized Math Interventions
 - i. LCPS update on the rollout of the “Bridges” and “Pirate Math” interventions.
 - 1. Pirate Math rollout is under way, Bridges is being used currently by some schools as a pilot (6 elementary, 5 middle school, 1 high school).
 - 2. Bridges is best suited for students with global foundation math deficits. Isolated deficits might be addressed with a different intervention.
 - ii. When will LCPS offer the Parent Resource Sessions about these math interventions and parent support at home?
 - 1. On April 20th, the SIF-Rs, SIF-Ms, and CT's are going to be doing a session with Parent Resource Services on reading and math interventions at home. This presentation will be mostly new material!
 - iii. Is LCPS currently consulting with 'multisensory' math teachers to ensure staff is trained in how to meet the math needs of students with dyslexia?
 - 1. LCPS is not consulting currently, but it can be considered, if necessary. One SIF-M is trained in multisensory math instruction.

3. New Business

- 1. Literacy Curriculum Selection & Implementation- any update?
 - i. Still awaiting VDOE lists.
- 2. Collaborative 'work sessions' with LCPS and the SEAC Subcommittee
 - i. Update on outcomes from the February 1 session?
 - ii. Invitation to attend the March 7, 2023.
 - 1. Please RSVP if you plan to attend the work session.
- 3. Professional Development for Specialized Reading & Capacity
 - i. Update on February 14, 2023, SIM word mapping training opportunity. For example, how many staff were trained? How will this information be communicated throughout the division?

1. First session held on Feb 14th, 3 administrators and 23 secondary teachers and SIF-Rs attended. Another session will be held on Feb 21st. Following those trainings there will be Community of Practice sessions.

4. **Adjourn, 6:30 p.m.**