

## **Reading Instruction Advisory Group Meeting Minutes**

November 7, 2014, 10 am-1 pm

Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777

Conference Room 1-A

Members Present: Angelo Baronello (via conference call), Annice Brave, Juana Burchell, Ann Denoyer, Elizabeth Hanselman, Suzanne Lee, Dawn Michaud (via conference call), Suzanne O'Brien, Joan Panopoulos, John Petitt, Susan Price, Donna Schertz (via conference call), Sally Sover, Kim Spiker, Amanda Elliot, Thomas A. Parton

Members Absent: Yvonne Williams

### **Introductions and Welcome to the Group**

Chairperson Beth Hanselman asked that all members provide EIN numbers, contact information to Juana Burchell and Ann Denoyer. Recognition was given to the efforts of all those who had assisted in forming the Advisory Group including Representatives Bush and Osmond.

Introductions were made by each member including their background and interest in the area of dyslexia.

### **Background Information**

Each member was provided a copy of Public Act (PA) 98-0705, and Beth Hanselman reviewed the legislation, and its mandates: a) The Illinois State Board of Education (ISBE) shall incorporate the definition of dyslexia into Part 226.75, and b) regarding the establishment of an advisory group to develop training module(s) contingent to the availability of funding. The advisory group will be abolished by July 31, 2015. Ms. Hanselman clarified, that despite the lack of funding, the advisory group may choose to develop a resource guide to assist educators and parents in the identification of materials appropriate for serving students with dyslexia.

Information regarding the implementation of dyslexia legislation in other states was shared with the group (New Jersey, Pennsylvania and Texas). An overview of the rule making process was provided along with the timelines.

The group reviewed the International Dyslexia Association definition of dyslexia:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.”

After the review of this definition, the advisory group agreed unanimously that this definition be included into Part 226.75 under definitions.

### **Dyslexia Task Force Overview**

Group discussions centered upon current training and professional development resources available for parents, students and professional working with students with dyslexia. The group agreed upon the following goals: increase dyslexia awareness across educational entities via a communication plan, and to develop a list of existing professional development/training resources.

The Kindergarten Individual Development Survey (KIDS) assessment tool was discussed as it will be given to all kindergarteners. Beth Hanselman will invite the KIDS coordinator from ISBE to provide information at the next RIAG meeting.

The draft rubric for resource materials was reviewed. Group members suggested a research criterion be added as a check box. The rubric will be posted as a Google document for all the members to provide feedback **November 12, 2014**. Advisory Group member have been asked to provide a listing of dyslexia resources which could be. Both the rubric review and list of dyslexia resources are due by the end of business day on **November 24, 2014**.

### **Next Steps/ Schedule Future Meetings**

**Next Meeting: December 15, 2014, 10 am- 1 pm** with the location TBD. Several group members suggested meeting in Bloomington-Normal (instead of Springfield due to logistics and inclement weather) at a school or university facility.

### **Important Upcoming Dates:**

- **November 12, 2014**-Materials posted on Google Docs with follow up email
- **November 24, 2014 by end of business day**-Rubric Feedback and listing of resources due
- **December 15, 2014, 10 am-1 pm**-RIAG Meeting, 10 am to 1 pm, Location: TBD