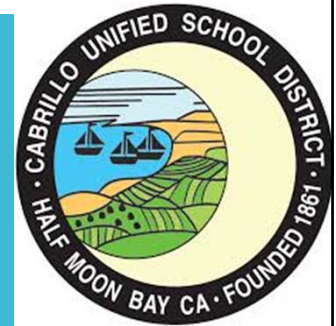


Report to the Governing Board Dyslexia Advisory Committee

Cabrillo Unified School District
Division of Educational Support Services



Holly Wade, Ph.D.
Assistant Superintendent
May 16, 2019

Committee Members

Thea Wallach
Rachael Sage
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Chris Dobie
Misty Veloso
Laura Butterfoss
Diane Siegal
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Emilie Jobson
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Our Charge

To develop processes and procedures to effectively identify and address dyslexia comprehensively to ensure that all students read on grade level.

Recognize the responsibility for teaching students with dyslexia are shared by both the general education classroom teachers and any specialists assigned to work with the student.



Defining Dyslexia:

International Dyslexia Association Prevalence

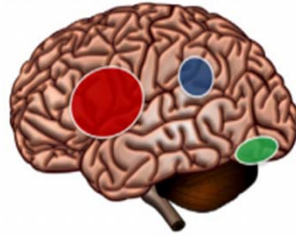
“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.”

It is estimated that 15–20% of the population as a whole—have some of the symptoms of dyslexia, IDA.

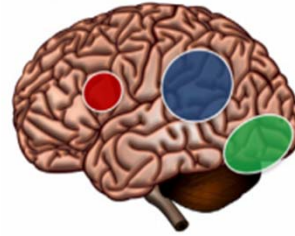


Defining Dyslexia

BRAIN PATTERNS THAT DYSLEXIC STUDENTS MAY SHOW



BRAIN PATTERNS THAT NON-DYSLEXIC STUDENTS MAY SHOW



- **LEFT FRONTAL REGION:** Important for compensation
- **LEFT TEMPORO-PARIETAL REGION:** Important for phonological processing and grapheme-phoneme association
- **LEFT OCCIPITO-TEMPORAL REGION:** Important for orthographic processing

Figure 2.1. Key brain structures that are often impacted in dyslexia. Developed by and used with permission from Fumiko Hoeft.

New Law: AB 1369 CDE, 2015

Included the addition of Phonological Processing to the description basic psychological processes

- California State Guidelines (2017) include:
 - Characteristics of students with Dyslexia
 - Characteristics of students with normal growth and development
 - Strategies to support students with Dyslexia
 - Identification and education of students with Dyslexia



2019-20 Global Objectives

Continue the work of the Dyslexia Advisory Committee

Monitor and evaluate the effectiveness of the plan using a continuous improvement cycle

Provide ongoing parent education series in the area of dyslexia and related disorders



2019-20 Site Level Intervention

- Universal Screener District Wide
 - K-2 2019 Fall, Winter, Spring
- Universal Supports in General Education
 - Tier 1
- Reading Intervention
 - Referral to a Child Study Team Process
 - Tier 2 (Push In)
 - Tier 3 (Pull Out)
 - Referral/Assessments for Special Education
 - TEAMS: School Psychologist / Speech and Language Specialists, Education Specialist



**Essential
Elements
for Success
#ready3**

- Setting Expectations
- Providing Leadership
- Committing Resources
- Engagement of Stakeholders
- Training for Staff
- Ongoing Support



**Every
Student,
Every Day**

Thank you for your support !

- It is an honor to serve this community, its children and you.
- Gratitude to the many hours of dedicated time and expertise of the committee members, please join me again, in thanking them.

