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**COLORADO**  
Department of Education

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# **Dyslexia Working Group Meeting**

May 5, 2023  
10:00am-3:00pm

# MEETING OBJECTIVES

1. Provide updates on dyslexia pilot and dyslexia policy
2. Develop/finalize annual DWG recommendations
3. Identify how to focus energy for the next year of DWG

# AGENDA

1. Welcome/Introduction
2. Pilot Update & Q&A
3. Dyslexia Policy Updates
4. Develop Recommendations for annual report
5. LUNCH [30 minutes] 12:00-12:30
6. Recommendations + feedback and revisions
7. Closing

# NORMS FOR PUBLIC OBSERVATION (IN PERSON)

DWG meetings are open to the public. The public can observe but not participate. While in the meeting, please observe the following norms:

1. Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
2. Be respectful of time. If you cannot stay the whole meeting, then please plan on staying until a break (e.g., lunch) in order to limit disruptions.
3. Be quiet and respectful of all DWG conversations and opinions.
4. Be mindful of technology use - cell phones should be muted and calls should be taken outside.
5. Be respectful of others in the audience who may have differing views.
6. Be seated in the designated seating area only.
7. When you leave a room, hold your conversations until your entire group has left the room and the doors have closed.
8. Keep your conversations in the hallways quiet to avoid disrupting the proceedings.
9. Be aware that photography and videography are not allowed



# NORMS FOR PUBLIC OBSERVATION (VIRTUAL)

While in the meeting, please observe the following norms:

1. Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
2. Be quiet and respectful of all DWG conversations and opinions. You must remain muted during the meeting.
3. Be mindful of technology use-cell phones should be muted and calls should be taken offline.
4. Be respectful of others in the audience who may have differing views.
5. Using the chat function during DWG meetings will not be allowed and be disabled.
6. Be aware that screenshots and videography are not allowed.



## Presentation from Turman Elementary



## Dyslexia Screening Bill (SB23-181)

- Sponsored by Faith Winter & Kyle Mullica
- Required schools to screen all students in K-3 for dyslexia; and screening for preschoolers in school-based classrooms and 4th-12th grade students who haven't previously been screened for dyslexia in CO, have difficulty reading, or whose parents request it.
- Bill is not moving forward
- Faced opposition from some education groups
- High fiscal note

*What are some lessons learned from this that can inform the work of the DWG moving forward?*

# RECOMMENDATIONS - FORMAT

- Be concise
- Not a lot of jargon
- Should define key terms
- Provide background information/research to describe the “why”. Identify possible root causes of things not working
- Proactively address differing perspectives and/or questions that could impact how well received/feasible the recommendation may be
- Should be mostly suggestive in nature - Use language such as: “flexible”, “consider”, “as needed”
- Must describe how the recommendation is operationalized
- Should note any lingering questions related to the recommendation



# RECOMMENDATIONS - CRITERIA

- Must be feasible
- Must be relevant to all (regardless of demographics, geography)
- Must include evidence-based reasoning
- Must be “in scope” of the working group
- Must draw on learning about what worked or didn’t work in the past
- Must consider what resources would be needed to implement the recommendation

# TASK: DRAFT RECOMMENDATIONS

1. In small groups, draft recommendations for your topic using the format and criteria we have discussed.
2. Post your draft recommendation on flip chart paper.



**Recommendations**

# TASK: PROVIDE FEEDBACK ON RECOMMENDATIONS

As a small group, find a draft recommendation (not your own), review/discuss it, and write down ideas/suggestions. Facilitators will tell you when to rotate to the next station.

When reviewing, consider the following:

- Does the recommendation meet the criteria for a recommendation?
- Does the draft recommendation follow the format suggestions?
- What other groups'/coalitions' work could be aligned or leveraged in support of the recommendation?
- Do the recommendations take into consideration stakeholder perspectives (e.g., student, parent, educator, administrator, etc.)?

# NEXT STEPS

- Terms ending for group members/new members
- Scheduling follow up small group meetings (if needed to finalize recommendations)
- Anything to check in on or work on over the summer?
- Member appreciation