

Iowa Dyslexia Board

Meeting Minutes – March 30, 2022

Meeting minutes taken by Kathy Bertsch.

CALL TO ORDER

Brad Niebling called the meeting to order at 10:05 a.m.

Present: Kristen Craig, Matt Cretsinger, Katie Greving, Nina Lorimor-Easley, Brad Niebling, Kay Stork, Shane Williams, Kara Wishman

The board welcomed new member James Northwick, principal, Atlantic Community School District.

Absent: Mark Hennigar, Deborah Reed

1. Welcome

- a. Matt Cretsinger made a motion to approve the agenda and Nina Lorimor-Easley seconded the motion. The motion carried.
- b. Matt Cretsinger made a motion to approve the October 20, 2021 meeting minutes and Kristen Craig seconded the motion. The motion carried.
- c. The board heard public comments from Lindsay Grow and reviewed electronic comments from Bambi Boggs.
 - a. There were no board member announcements/updates.

2. Board Goals

The board reviewed and discussed drafted board goals. Regarding goal 2.3 the board discussed if they are intending to promote evidence-based programs or strategies or both. The board made suggested revisions to the goals. Katie Greving made a motion to approve the goals and Nina Lorimor-Easley seconded the motion. The motion passed unanimously.

3. Subcommittee Formation & Assignments

The board reviewed drafted subcommittee bylaws. They discussed if they should develop more structure for how subcommittees engage stakeholders. This idea was tabled until subcommittees develop action plans. Subcommittees were formed and the board agreed to follow-up on board assignments with absent members during the May meeting.

4. Approve Bylaws

- a. The board reviewed bylaws and discussed if they want to meet more often than quarterly. This consideration was tabled since subcommittees can meet in between board meetings and bylaws allow the board to hold meetings more often than quarterly if they choose.
- b. Katie Greving asked that the board be able to vote by phone/electronically. Brad Niebling noted that public board meeting laws required board business to be held in person.

- c. Katie Greving asked that the public comments are sent to the Dyslexia Board, State Board and placed in the Legislative Report. Bylaws were revised to address this request.
- d. Matt Cretsinger suggested revisions to the subcommittee bylaws to ensure subcommittees report regularly to the board. Subcommittee bylaws were revised.
- e. Nina Lorimor-Easley motioned to approve the bylaws, Matt Cretsinger seconded it. The motion passed unanimously.

5. Subcommittee Meetings

- a. The board met in subcommittees to review and make edits to board actions, and develop next steps for implementing board actions. Subcommittees reported their progress.
- b. *Committee #1: Ensuring Dyslexia Requirements and Recommendations are Communicated*
 - i. Regarding *Goal 1.1: The board will collaborate with and support the IDOE to facilitate issuance of guidance regarding a consistent response to dyslexia and effective instruction as outlined in the Dyslexia Task Force report*, the committee reported that they see the board's role as responding and providing feedback to the Department on their work around this goal. They reported that it is important to ensure work that supports students with dyslexia is organized and fits together.
 - ii. Regarding *Goal 1.2: The board will promote the legislated dyslexia requirements to increase the percentage of educators who engage in the legislated requirements*, the committee provided feedback on the Department's dyslexia consultant position description and drafted dyslexia guidance. They plan to meet to continue to work through goal 2.
 - iii. All board members were invited to provide feedback on the Department's dyslexia consultant position (by 4:30 3/31/22) and dyslexia guidance (by 4:30 4/1/22).
- c. *Committee #2: Ensuring a Consistent Identification of and Response to Dyslexia*
 - i. Regarding *Goal 2.1: Promote effective methods of identifying students at risk for dyslexia to ensure explicit and systematic instruction and early intervention is made available in an increasing number of districts in the state*, the committee noted it will be important to define screening and Iowa's screening process including collaborating with stakeholders and receiving feedback on the process.
 - ii. Regarding *Goal 2.2: Promote effective instruction of foundational literacy skills at both universal and intervention levels to improve literacy outcomes for K-3 students with and at-risk for dyslexia*, the committee see's their role as defining effective literacy instruction practices, the data, how to interpret and make decisions on that data and aligning definitions with those in IDEA (special education). This would include developing tools and protocols to help educators in schools. A leveled recognition program may be important in the future but is not a priority right now.
 - iii. Regarding *Goal 2.3: Promote materials aligned to effective literacy instruction for*

students with dyslexia to increase the percentage of evidence-based programs and interventions used in Iowa schools, the next steps would include establishing a rating system for programs including: how they are going to be rated, how the ratings would occur, how ratings are shared, how data would be collected from stakeholders on program use, how to keep progress reports in front of the state board and legislative groups, and how to inform the public on the goals and accomplishments.

- iv. Overall, the committee noted that there are many tools and resources already available and developed and much of the work of the committee is bringing the work under Iowa's umbrella.

d. *Committee #3: Promoting High Quality Dyslexia Related Preservice and Inservice Learning for Educators*

- i. Regarding *Goal #3.1: The board will promote preservice and in-service training opportunities to increase the percentage of educators who know the definition of dyslexia, understand how the term "dyslexia" should be used in schools, and can accurately identify the characteristics of dyslexia*, committee noted that actions are about having a consistent and coherent message about dyslexia across the state and leveraging resources across the state to deliver that message. The message would include, among other things, such things as what dyslexia is and how it fits within a noncategorical model.
- ii. Regarding *Goal #3.2: The board will increase the percentage of individuals with a reading endorsement, reading specialist certificate and/or dyslexia endorsement who are knowledgeable of the characteristics of dyslexia and practices of explicit, systematic literacy instruction (i.e., instructional strategies most effective at preventing severe reading problems and responding to students with dyslexia)*, the committee indicated that there needs to be a systemized method across higher-education from preservice through Inservice. A tight framework for messaging will be needed with the goal of raising the level of quality reading instruction for all students.
- iii. Overall, the committee indicated there are a lot of stakeholders and work to do in this area from families to schools to higher education to educational stakeholders. The committee plans to meet to work through action steps.

- e. Brad Niebling indicated that during the next board meeting the board would work to calibrate action steps so they align to board authority and there will be time for subcommittees to meet during the board meeting to continue work toward board goals and actions.

6. Other Business:

The board will schedule meetings for 2022-2023 during the May board meeting.

7. Adjourn