

Iowa Dyslexia Board

Final Meeting Minutes – May 11, 2022

Meeting minutes taken by Kathy Bertsch.

CALL TO ORDER

Brad Niebling called the meeting to order at 10:00 a.m.

Present: Kristen Craig, Katie Greving, Mark Hennigar, Nina Lorimor-Easley, Brad Niebling, Kay Stork, Shane Williams, Kara Wishman, James Northwick (joined the meeting at approximately 10:45)

Absent: Deborah Reed, Matt Cretsinger

1. Welcome

- a. The board reviewed public electronic comments from: Terri Brennan, Rhonda Nelson, Wendy Andersen, Kristy Robertson, Nicki Prati, Shelley Skuster, Beth Madden, Dr. Lindsay Grow, DeDe Small, Mollie Fahrman as well as several other anonymous comments.
- b. Board Member Announcements: Shane Williams noted that Deborah Reed has accepted a new position. The Iowa Reading Research Center will be looking for an interim director and will be seeking a permanent director through a national search. Shane noted Dr. Reed's knowledge, skills and expertise will be missed. Katie Greving noted that the IRRC is going through an evaluation and if persons are interested in sitting on the evaluation committee they should contact Dean Dan Clay (University of Iowa) or Director Ann Lebo (Iowa Department of Education). She noted the work the IRRC has done has been important and would like to see it continue.
- c. The chair made a motion to approve the agenda. The motion carried.
- a. Nina Lorimor-Easley made a motion to approve the March 30, 2021 meeting minutes and Mark Hennigar seconded the motion. The motion carried.

2. Planning for 2022-2023

- a. Membership & Membership Campaign
 - i. Brad Niebling announced that the following board members accepted reappointment to the board:
 - Kara Wishman, representative of Decoding Dyslexia Iowa who is a parent of children with dyslexia
 - Mark Hennigar, representative of Decoding Dyslexia Iowa who is an individual with dyslexia
 - Nina Lorimor-Easley, provider certified in a structured literacy reading program
 - ii. Brad Niebling announced the Department's membership campaign to fill the vacancies for speech language pathologist/psychologist and representative of an institute of higher education. Katie Greving indicated that Decoding Dyslexia Iowa has shared the membership campaign. The board discussed the

requirement that the Board have political party and gender balance and also the necessity to have qualified persons in these important roles. Board appointments are made by the Department of Education.

b. Meeting Schedule for 2022-2023

- i. The board reviewed the proposed schedule. A doodle poll will be sent to consider some additional dates. Meeting dates will be finalized as soon as possible and before July 1st.

c. Chair/Vice-Chair Elections

- i. Nina Lorimor-Easley took over the meeting to take nominations for Board chair.
 - Brad Niebling was nominated for chair. Shane Williams made a motion for Brad Niebling to remain chair, James Northwick seconded the motion. The motion passed with all in favor of Brad Niebling as Board chair for 2022-2023.
 - Brad Niebling took over the meeting to take nominations for Board vice-chair. James Northwick made a motion for Nina Lorimor-Easley to remain vice-chair, Shane Williams seconded the motion. The motion passed with all in favor of Nina Lorimor-Easley as Board Vice-Chair for 2022-2023.

3. Report from the Department

a. Dyslexia Consultant Position

- i. The board reviewed their feedback and revisions on the dyslexia consultant position. Katie thanked the Department for incorporating the feedback into the position. The position is posted and closes later this month.

b. Department Dyslexia Guidance

- i. The board reviewed the summary of Board comments on the guidance drafted by the Department.
- ii. Brad Niebling noted that the Department shared the draft with the State Board and is engaging an internal team to revise the guidance based on Board feedback. He noted that some items may go in guidance, but others in technical assistance or implementation supports.
- iii. Board members discussed the guidance and noted:
 1. They would like the guidance to be understandable for teachers and parents and solve some of the widespread problems reported in the Dyslexia Task Force report and survey.
 2. Guidance for how dyslexia specialists can/should be engaged is important and the AEAs are collaborating to develop uniform guidance (the first cohort of dyslexia specialists receive their endorsement next winter).
 3. Guidance should include “students with/with the characteristics of dyslexia” to ensure it applies to those students who may not have formal

diagnosis but who also need supports.

4. Schools want to know what they should do when they have a student with/with the characteristics of dyslexia.
 5. Stay away from jargon, policy words and make it as clear as possible.
 6. Include a clear message about the importance of talking about dyslexia.
 7. It is important to get guidance out and then technical assistance as soon as possible after that.
- iv. The board discussed possible next steps regarding feedback and timing of the release of a revised version. The Department will work to revise guidance, coordinate and align the language with other entities where applicable, ensure we have legal counsel review and then seek additional written feedback from the Dyslexia Board. The department wants to put out helpful guidance and not something counterproductive.

4. Subcommittee Meetings: Board Actions

- 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. The board noted that actions overlapped across subcommittees. Nina Lorimor-Easley will be working with Kathy Bertsch and Brad Niebling to identify 2-3 common elements to focus on for 2022-2023. Possible actions from those reported by the subcommittees include but are not limited to:

- i. Providing recommendations to the Department for:
 1. Process for informal diagnostic assessment following universal instruction
 2. Elements of and need for effective instruction and appropriate interventions
 3. How schools should address suspected or confirmed dyslexia
- ii. Defining effective universal literacy instruction
- iii. Establishing a rating process for instructional programs
- iv. Communicate to AEAs, IHEs, LEAs and families what dyslexia is and how the term should be used in schools.
- v. Developing tools and resources to help educators understand dyslexia and support educators to talk to families

b. Brad Niebling also noted that it will be important for the Department to summarize their actions and priorities for 2022-2023.

5. Adjourn

- a. The board adjourned at 2:35.