



## 2023 Summer Conference

Join us for:

- All-virtual online conference
- 15 pre-recorded presentations on structured literacy topics from dynamic professionals, plus a special keynote speaker
- Handouts, tools, and resources from presenters to take straight into your classroom or home
- Upgrade option to earn continuing education (CE) credits
- 3 months of access starting July 31, 2023
- Add-on option for podcast

**Register today at [buildingreadersforlife.com](https://buildingreadersforlife.com)!**



# Our 16 Topics & Presenters

- Keynote: The Ugly Side of Dyslexia with Ameer Baraka
- Phonological and Phonemic Awareness, Oh My! Digging Into Instructional Implications and Putting Theory into Practice with Casey Harrison
- 3 Myths About Dysgraphia: Plus, the Secret Weapon to Writing Success with Cheri Dotterer
- Social Emotional Learning (SEL) in the Classroom with Cigdem Knebel
- Accommodations Camp with Cindy Hall
- Accelerated Blending Routines: Teach Every Child to Blend Using Continuous Blending with Emily Laidlaw
- The Homophone Project: How to Write the Right Word with Diane Talbot
- Inclusion Before Diversity: Creating Lessons that Engage All Learners with Jeannette Roberes
- New School Approach to Making Grammar and the Writing Process Engaging and Fun! with Lauren McClenney-Rosenstein
- Critical Grammar Skills: Why, What, and How to Teach with Lynn Givens
- Optimizing Your Intervention Time In Mathematics With Small Group or One on One Sessions with Maleeta Kitchen
- Using Decodable Texts to Build Fluency Skills with Melissa Orkin and Sarah Gannon
- Feedback and Metacognition for Struggling Readers – Reading More Than the Words on the Page with Nancy Duggan, Kayla Davis, and Camila Perez
- Unpacking Diagnostic Assessment with Peggy Price
- Accelerated Orton-Gillingham Decoding Strategies with Susan Kahn
- Exploring the Power of Language: A Journey Through Reading Comprehension with Sydney Bessard

## How does the conference work?

- All presentations are posted on our learning management platform, Kajabi – you can watch presentations on mobile or desktop
- Starting on Monday July 31, 2023, your access to presentations and materials opens up – we share several per day for the first few days and after that you can watch at your own pace
- Presenters are available for questions and discussions in the comment section of each presentation
- Choose to receive a Certificate of Completion (15 hours) or earn CE credits from the International Accreditors for Continuing Education and Training (IACET) or the American Speech–Language–Hearing Association (ASHA)
- Access closes on October 31, 2023 so be sure to save all your handout materials by then
- There are no prerequisites for any of our presentations
- Presentations last from 45-70 minutes
- At registration you may choose to upgrade to receive:
  - IACET or ASHA CE credits
  - Podcast option to listen to the presentations
  - Access to all presentations from our 2022 conference

## Who is the conference for?

The Building Readers for Life conference is tailored to anyone working with children on topics like phonemic awareness, structured literacy, dyslexia, morphology, reading comprehension, and executive function, including:

- Educators at the elementary, middle, and high school level
- Tutors
- Parents looking for tools to use at home

**Next: How to earn Continuing Education credits**

# Earning Continuing Education Credits

A simple and enriching way to complete those continuing ed credit requirements!

You can now earn continuing education credits for participation in the Building Readers for Life Conference – The Literacy Nest is an accredited provider with the International Accreditors for Continuing Education and Training (IACET) and the American Speech-Language-Hearing Association (ASHA).



**ASHA CE**  
**APPROVED PROVIDER**

The Literacy Nest, LLC

Various Levels

1.35 ASHA CEUs

The **completion requirements** to earn your IACET or ASHA CEs are:

- Choose the CEU option of the conference when registering. You must provide your full name and address for our records. If you are requesting ASHA CEs, we will also need your membership number.
- Watch each of the 15 presentations.
- Take a short quiz after watching each presentation. You may take the quiz as many times as you need to pass with 100%.
- Answer an ungraded written response question in the comments section underneath each video.
- You must complete all the requirements by midnight EST on October 25, 2023.
- **For IACET:** Once you have completed all the requirements, we will issue you a certificate for **2 IACET CEs** via email. The certificates are distributed on a monthly basis.

If requirements are all met by:	Your certificate will be sent by:
September 1, 2023	September 20, 2023
October 1, 2023	October 20, 2023
October 25, 2023	November 20, 2023

- **For ASHA:** If you have completed all the requirements, we will report your completion to ASHA after the October 25 closing date for **1.35 ASHA CEUs**.

- You still have access to the presentations and presenters through October 31, 2023, regardless of when you finish your requirements.
- It is the responsibility of the attendee to find out if a training organization, accrediting body, or school district will accept CEs issued by The Literacy Nest.

**Please note for CEs:** Completion requirements are to watch the video, take and pass the quiz, and respond to the ungraded written question for *all* presentations. Partial credit will not be awarded. You must complete this by midnight EST on October 25, 2023 and we are unable to grant extensions. There will be no refunds offered if you are not able to complete the full requirements, but you will be able to receive a Certificate of Participation. Fees paid to The Literacy Nest to earn CE credits are separate from any membership fees for ASHA or IACET. In order to receive ASHA CEUs, you must enter your full name, address, phone number, and ASHA number during registration.

If you are not an ASHA member but want to earn ASHA CEUs, you can complete the Eligibility to Earn ASHA CEUs web form so that the CE Registry can confirm eligibility. For more information on who is eligible to receive ASHA CEUs, visit the ASHA site at:

<https://www.asha.org/ce/ceus/eligibility-to-earn-asha-ceus/>

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**CERI** (Center for Effective Reading Instruction) will accept The Literacy Nest's completion certificates when you are renewing your certification.



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**Next: Presentation Descriptions & Presenter Bios**

# Presentation Descriptions & Presenter Bios

<p><b>Keynote:</b> The Ugly Side of Dyslexia</p>	<p><b>Ameer Baraka</b>  Ameer Baraka is an award-winning, Emmy Nominated Actor, author, and dyslexia advocate. His newest book, "<i>UNDIAGNOSED: The Ugly Side of Dyslexia</i>," promotes early detection of learning disabilities in schools, and awareness and support for prison inmates in the United States. As a poor child growing up in New Orleans, Ameer suffered unnecessarily with the consequences of illiteracy and did not learn he was dyslexic until age 23 in the state prison system. Ameer continues to lead the charge in solving the literacy crisis in America's schools and prison systems. His message to young people: "You can overcome meager beginnings and learn to thrive academically through early diagnosis, understanding parents, educators trained in the science of reading, strong faith, and the pursuit of a good education."</p> 
<p><b>Phonological and Phonemic Awareness, Oh My! Digging Into Instructional Implications and Putting Theory into Practice</b></p> <p>Educators have long been told that teaching phonological and phonemic awareness can be done without letters, but this does not align with current research about reading instruction. In this session, we will dig into the instructional implications of developing phoneme awareness supported by research, explore best practices to build strong pathways for reading success, including the role of explicit instruction, the hierarchy of skills, scaffolds, and best practices in building phoneme awareness to meet the needs of all learners.</p>	<p><b>Casey Harrison</b>  Casey Harrison, LDT, CSLDS, CALT, is a Certified Academic Language Therapist and Licensed Dyslexia Therapist with over twenty-five years in education, specializing in literacy and dyslexia. She has a private practice, Wimberley Dyslexia &amp; Learning Center, and is the founder of The Dyslexia Classroom®. Casey works with students, parents, and educators by providing dyslexia therapy, consultations, resources, and training. In addition to her private practice, she has a podcast, Together in Literacy, focusing on dyslexia, literacy instruction, and the whole child. She is also a National LETRS facilitator, part of her center's CALT training cohort program, and author of Beyond the Diagnosis (release 2024). Casey's dedication to advocating for dyslexic learners and highlighting the connection between academics and social-emotional well-being concerning students with learning differences is evident in her work.</p> 

### 3 Myths About Dysgraphia: Plus, the Secret Weapon to Writing Success

What is dysgraphia? Many professionals think it is simply a handwriting challenge. However, orthography is so much more than handwritten material. Debunking these three myths will change your perspective and clarify your understanding of dysgraphia. You will become the expert in your community about this disability and become competent in explaining the definition to other community members. Together, we can grow 110 million leaders by building skills, applying knowledge, and transcending futures. Hack Dysgraphia, no pencil required.

### Cheri Dotterer

Cheri is an international speaker, author, and consultant who helps teachers, therapists, and parents build clarity, community, and competency around the barriers to writing success. She believes that through awareness and education, together, we can impact the lives of 110 million children by 2025. She is an occupational therapist, adjunct instructor, and author of *Handwriting Brain-Body DisConnect* and *Math Dys-Connected*, to be released in 2023. She lives with her husband of 32 years. They have two adult children.



### Social Emotional Learning (SEL) in the Classroom

What is social emotional learning (SEL)? SEL helps students acquire the skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. In this presentation, we will cover the importance of social emotional learning in the classroom. It is important to build the vocabulary to support these emotions and enable the students to practice building these skills in a safe environment.

### Cigdem Knebel

Cigdem is the founder of Simple Words Books ([simplewordsbooks.com](http://simplewordsbooks.com)), which are high-interest /low-level decodable children's chapter books. Her mission is to improve fluency, comprehension, and most importantly, the



reading-confidence of struggling readers. She accomplishes this by using many carefully chosen decodable and frequently used words in her books with the skills of these readers in mind. Cigdem believes that all children love to read. This is no different for children who struggle to read; they just need to find the right books for them. And Simple Words Books aspire to be those books.

### Accommodations Camp

Using accommodations correctly can make life in a mainstream classroom work for students with dyslexia. This workshop is designed to help teachers, parents and interventionists understand how to select the appropriate accommodations, how to train everyone on the team to use the

### Cindy Hall

Cindy, a former elementary classroom teacher and private practice tutor using the Orton-Gillingham approach, spent a decade founding and directing a dyslexia center housed inside a large private school. After seeing the positive impact a dyslexia friendly environment had on the



accommodations, how - exactly - to implement accommodations in the classroom, and when to remove accommodations that are no longer needed.

entire school, it is her passion to help teachers understand how best to foster success in the dyslexic students sitting in their classrooms through sharing characteristics and best practices – which are good for all learners, but vital for those with dyslexia.

### **Accelerated Blending Routines: Teach Every Child to Blend Using Continuous Blending**

What are the common methods for teaching blending, how do they differ, and is there one method that is more effective for long term success? In this presentation you will learn how a simple change can impact most students, including our most struggling learners. We will look at the research, methodology with student demonstrations, error correction protocols, tips, and most common concerns.

#### **Emily Laidlaw**

Emily Laidlaw has had 30+ years of experience in private education as a teacher, tutor, program director and vice-principal of a school for students with learning disabilities, and in public education as a reading interventionist. With a passion to help more teachers help more students, she shares educational content and resources through her YouTube channel, online workshops, and locally offered trainings in the Science of Reading and its implementation. To make effective instruction easier to implement, Emily has been developing innovative educational material. She is known as an advocate for using educational technology to help the teacher and tutor assess and instruct foundational reading more efficiently. With the feet-on-the-ground experience in public, private, on-line, small-group and individual instruction, Emily is able to translate research to practical application. Her training is in Orton-Gillingham, Spalding, LETRS, and multi-sensory math. In her free time, Emily Laidlaw enjoys catching her breath.



### **The Homophone Project: How to Write the Right Word**

Although homophones can be confusing, the different spellings for words that sound alike is actually a feature, not a bug. The Homophone Principle tells us that when two words sound alike, if possible, those words will be spelled differently. Having different spellings helps us to find meaning, connects the word to its history, and avoids confusion. This presentation follows a personal project of exploring and making the stories of these words accessible to children and adults, and in the process you will learn key skills for doing your own in-depth word studies.

#### **Diane Talbot**

Diane Talbot was a special education teacher for 14 years and is the founder of Spiral Skills Tutoring and Metamorphic Word. She is certified through OGA, ALTA and CERI. She has studied Structured Word Inquiry extensively and specializes in working with kids who are twice exceptional, dyslexic, dysgraphic, ADHD, and on the autism spectrum. She is passionate about bringing the stories of words to life for children.





### **Inclusion Before Diversity: Creating Lessons that Engage All Learners**

With nearly 30 percent of the population identifying as neurodiverse, and 26 percent of U.S. residents considered immigrants, these relevant conversations must inform our instruction and content creation. In this session you'll learn techniques to engage neurodivergent and culturally diverse learners.

### **Jeannette Roberes**

Jeannette Roberes (formerly Washington) is an author that has worked as a speech pathologist, software engineer and educator.

Jeannette has spoken in over 40 countries and has earned recognition in The Washington Post and US News & World Report, among other media outlets. Jeannette's commitment

to life-long learning is noted through her LETRS® Early Childhood facilitator certification, Fast ForWord® and PROJECT READ® certification. Her debut book, *Technical Difficulties: Why Dyslexic Narratives Matter In Tech*, has received raving reviews across Goodreads and Amazon and is sold at Barnes & Noble and Audible, Google Play and Apple Books. Jeannette empowers people with speech and language disorders to pursue employment in tech. She is the Chief Academic Officer of Bearly Articulating and an educator at an International Baccalaureate (I.B.) accredited school in Namibia.



### **New School Approach to Making Grammar and the Writing Process Engaging and Fun!**

Kids can learn to love grammar and become confident writers when taught explicitly and effectively. This workshop was inspired by Diana Hanbury King, Project Read's Framing Your Thoughts, and traditional diagramming. We will delve into strategies to help your struggling writer know where to begin, how to beef up their vocabulary and understand parts of speech. Teaching grammar and writing in a multisensory multimodal way is the best way to help the concepts and paper process stick for the long haul. Are you ready to level up your writing process with tools and fun? Let's do this!

### **Lauren McClenney-Rosenstein**

Dr. Lauren's passion for educating, advocating, and bringing awareness to dyslexia at the domestic and international levels began in the elementary classrooms of private schools serving

students with language-based learning disabilities. She has been a certified Special Educator for over a decade, and earned her Doctor of Education in Teaching, Learning, Leadership, & Curriculum from Northeastern University and holds a dual masters in Special Education and Elementary Education from Syracuse University and a Bachelor's degree in Psychology from Syracuse University. Dr. Lauren's dedication to providing the gold standard of instruction to individuals with dyslexia led her to obtain her endorsement at the Associate level through The Orton-Gillingham Academy in 2014. She was a co-teacher in 7th and 8th grade math and English Language Arts (ELA) before taking a position with a non-profit organization that advocates for inclusion in public schools for students with disabilities. Dr. Lauren also worked as a middle school learning specialist, instructional coach,



and served on the administrative team. She serves on various boards, is the CEO and founder of Think Dyslexia LLC, and has delivered training and professional development to teachers and administrators at the district level focusing on dyslexia awareness, dyslexia screening, and MTSS to over 20 school districts at the national and international level leading educators and leaders to success.

### **Critical Grammar Skills: Why, What, and How to Teach**

Why is teaching grammar an important part of literacy? In this presentation, we'll explore the critical elements of grammar including parts of speech, mechanics, sentence structure/syntax and usage. You'll learn the critical aspects of each element and how to teach each one using systematic strategies. The application to written expression, including sentence expansion and sentence combining, will also be explored.

#### **Lynn Givens**

Lynn Givens, M.Ed., has been a teacher of struggling readers and a teacher educator for over 40 years. She served as Director of Intervention at the Florida Center for Reading Research where she was involved in providing intervention training and professional development for teachers throughout Florida. Until recently, she taught undergraduate reading courses at Florida State University's School of Teacher Education and facilitated practicums for teachers of struggling readers. As a staff member at Beacon Educator for the past 10 years, she has acted as instructor/facilitator for online teacher endorsement courses in reading. Trained in the Orton-Gillingham approach, she spent eight years at the Schenck School in Atlanta, which provided her with a firm foundation in teaching students with dyslexia and other struggling readers. Her goal has always been to provide high-quality, explicit instruction to close the gaps for students who are having reading difficulties and to instruct teachers on how to do this as well.



### **Optimizing Your Intervention Time In Mathematics With Small Group or One on One Sessions**

Aligning the initial instruction with mathematical interventions and or tutoring sessions requires filling in the gaps while reinforcing what was taught in the classroom. In this presentation, educators will learn how to use small group interventions or one on one sessions to address the learning gaps and reinforce current classroom instruction, both of which can improve student confidence and allow for more meaningful connections. We will explore a beneficial approach that will make the

#### **Maleeta Kitchen**

Maleeta is a twenty-year veteran in education. She has taught at the elementary, middle school, and university levels. She is passionate about gifted and talented programs and mathematics curriculum. Her education career has been diverse and led her from performing duties as a math specialist designing and implementing interventions; a gifted and talented teacher working within an accelerated curriculum for students operating 2-years above grade level; 7 years as adjunct professor for Towson University instilling the importance of robust instruction focusing on conceptual understanding to pre-service teachers; and numerous presentations locally and statewide. She is founder of



most of a limited time with the student(s).

Counting Potential, LLC, where she provides individualized mathematics programs for students to narrow learning gaps and propel them past the opportunity gap for success. Maleeta's formal education includes a graduate degree in education policy and leadership from American University; graduate degree in mathematics education from Towson University; and undergraduate degree in early childhood education from University of Delaware. Maleeta's proudest moments are being a mother, daughter, sister, wife, and friend.

### Using Decodable Texts to Build Fluency Skills

This workshop will introduce participants to a routine that develops the foundational skills that build fluency: automatic recognition of letter patterns, word retrieval, connection of phonics to vocabulary knowledge, and prosodic phrasing during sentence reading. The workshop content will include a backwards planning approach that shows educators how to plan a fluency routine using appropriate decodable texts.

### Melissa Orkin and Sarah Gannon

Melissa Orkin is a Developmental Psychologist who specializes in learning disabilities and achievement motivation. Dr. Orkin trained in the assessment and remediation of reading and learning disabilities with Dr. Maryanne Wolf at the Tufts University Center for Reading and Language Research where she received her doctorate and served as a Program Director. She has worked as a reading teacher in the classroom and in clinical settings. Dr. Orkin instructs on learning disabilities at Tufts University and has also lectured on reading disabilities at the Harvard Graduate School of Education. She contributes to publications on a variety of educational topics including literacy development and executive function skills, and regularly provides professional development workshops and consults with public and private schools on best literacy practices through her consulting practice, Crafting Minds.



Sarah Gannon is a former classroom teacher, reading specialist, and literacy coach. She is certified at the Associates Level in Orton-Gillingham as well as trained in Rave-O. Sarah brings together her knowledge of classroom instruction, data driven decision making, and evidenced-based literacy practices to provide professional development to classroom teachers.



### **Feedback and Metacognition for Struggling Readers – Reading More Than the Words on the Page**

This presentation will review the importance of feedback for reading intervention and how attending to feedback can foster metacognition for resilience. It will address struggling readers and anxiety based on experience, and attending to skills and success in reading and thinking about reading. It includes examples and activities to connect the dots between how students perceive the challenge with new tools/skills and how that changes their experience but not always their perception.

### **Nancy Duggan, Kayla Davis, and Camila Perez**

Nancy is a dyslexia specialist and literacy advocate, but she is also a licensed counselor trained in cognitive behavioral therapy. Metacognition – or "thinking about thinking" – influences her approach to instruction, student engagement, and student success. As the Executive Director of Decoding Dyslexia



MA, she has moved state and national policy to implement early screening and early intervention. A long-time professional member of the International Dyslexia Association, she contributed to the IDA Parent Handbook, reviewed proposals, and presented on advocacy and reading goal development frequently at IDA National Conferences. She also provides professional development and advocacy training. Currently, she is Executive Director of The YokyWorks Foundation, whose mission is to advance teacher and parent knowledge of early intervention as failure prevention.

Camila is a YokyWorks and IMSE trained seasoned literacy professional with almost 10 years of experience working in the education sector. She has completed the YokyWorks training for Senior Education Specialist and passed the Knowledge and



Practice Examination for Effective Reading Instruction (KPEERI). She learned to engage students of all ages while working for the Marvegos Fine Art School, Galileo Camps, Girls Inc, and Reading Partners, spending two years as an AmeriCorps volunteer site coordinator at Reading Partners SFBA. Camila assists struggling readers with developing phonological awareness, phonics skills, and fluency employing Orton-Gillingham and structured literacy methods to tailor instruction to each child. She is passionate about using the science of reading to help students access the essential skill of literacy so that they can reach their full potential.

Kayla is a Senior Education Specialist at the YokyWorks Foundation. She has completed extensive training in phonological awareness, phonics, and fluency using Orton-Gillingham and structured literacy methods, including certifications as a YokyWorks Assistant Education Specialist and YokyWorks Senior Education Specialist. Kayla has been a classroom teacher to students in preschool, 2nd grade, and 4th grade in both public and private school settings. She has a BA in Early Childhood Education and Special Education as well as a MA in Education with a Reading Specialist endorsement. Helping children reach those monumental milestones of discovering how capable they are in their ability to read has always been a passion for Kayla.



### **Unpacking Diagnostic Assessment**

Assessment is a critical component of designing effective Structured Literacy or Orton-Gillingham-derived lessons. All educators must understand how to link their initial diagnostic assessment to instruction. This session focuses on the role of criterion-referenced tests and includes a take-home pseudoword reading test.

### **Peggy Price**

Peggy Price, M.Ed., Fellow/OGA, is the Director of the Orton-Gillingham Institute at the Stern Center for Language and Learning. She provides training at the Orton-Gillingham (OG) Classroom Educator, Associate, and Certified levels in addition to a broad array of OG workshops and webinars. Price oversees a talented team of OG Fellows who assist her with providing in-depth mentorship to educators seeking OG certification. She regularly speaks at national conferences about the OG Approach, has been featured in podcasts, and was an editor for the Orton-Gillingham Academy newsletter for the past five years. She has taught Orton-Gillingham to students from ages 5–44, and loves witnessing her students (and now the educators she mentors) blossom as they learn the structure of the English language. Price holds a master's degree in Special Education: Early Childhood Multiple and Severe Disabilities from Georgia State University. Her bachelor's degree is in Psychology, with a concentration in Applied Behavior Analysis from Binghamton University. Price firmly believes every child has the right to become a literate member of our society, and every teacher deserves the knowledge and training to realize that promise.



**Accelerated Orton-Gillingham  
Decoding Strategies**

How do students improve their reading accuracy by two to four grade levels within one school year? Combine multimedia, animated videos and three memory tactics for each phonetic concept with the traditional mix of visual, auditory, and kinesthetic stimuli. Then provide sufficient practice to master the skills of sound/symbol correspondence, syllabication strategies, and significant letter positions. Susan Kahn will share her strategies that represent an evolution from Orton-Gillingham.

**Susan Kahn**

Susan B. Kahn, MEd, creates publications, blogs, and animated videos known as *Sue's Strategies*®. They represent the "gold standard" of teaching tools because these unique strategies combine multisensory, explicit instruction with memory tactics such as pictures, patterns, and stories. Ms. Kahn's strategies exemplify the science of reading. Since these techniques bring success to so many struggling readers and writers, Ms. Kahn is promoting literacy with her books, blogs, flashcards, lectures, TV interviews, and free animated YouTube videos.



**Exploring the Power of Language: A  
Journey Through Reading  
Comprehension**

The ultimate goal of reading is to comprehend the written text. Before we can focus on reading comprehension, we need to ensure that students have strong language skills. When addressing reading comprehension, we need to address the underlying language skills required to unlock the full message. We will also discuss strategies and aspects to discuss different text types.

**Sydney Bessard**

Sydney Bassard, MSP, CCC-SLP is an ASHA certified speech-language pathologist. She received both her B.S. in Public Health and her Master of Speech Pathology from the University of South Carolina. Sydney is licensed in Virginia and North Carolina. She serves children in the birth to 18 population. Her clinical focus areas are working with children who are deaf and hard of hearing and literacy. With a passion for access to high-quality service and care for all, she purposefully invests in each client and their family.



## The Fine Print

**Questions/Support:** Please email us at [brflteam@theliteracynest.net](mailto:brflteam@theliteracynest.net) with any questions, tech support needs, or requests for special accommodations. Accommodations must be requested at least one week in advance of needing them, in order to ensure we have time to make arrangements.

**Refunds:** Refunds for registration in the Building Readers for Life summer conference will not be given. If you fail to meet the requirements for IACET or ASHA CEs after registration in the CEU track, you will not be refunded but will receive a certificate of participation. Please see below for the full refund policy.

**Complaints:** The Literacy Nest will accept complaints and concerns about services and programs via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). Please contact us within 30 days of the course closing.

There are a few things we're required to share for accreditation purposes. Read on for:

- Learning outcomes and run times for each presentation
- Financial and non-financial disclosures for our presenters
- Our full list of Policies
  - Anti-Discrimination Policy
  - Vested Interest Identification and Disclosure Policy
  - Intellectual Property Rights Policy
  - Qualification Requirements Policy
  - Course Content Review Policy
  - Personal Records Security Policy
  - Learning Event Refund Policy
  - Complaint Policy
  - Professional Conduct Policy

## Learning Outcomes

<b>Presentation</b>	<b>Learning Outcomes</b> After the successful completion of this learning event, participants will be able to:
Phonological and Phonemic Awareness, Oh My! Digging Into Instructional Implications and Putting Theory into Practice with Casey Harrison (43 minutes)	<ul style="list-style-type: none"> <li>● Describe the connection and differences between phonological sensitivity and phoneme awareness and instructional implications</li> <li>● Explain the role of explicit instruction, the hierarchy of skills, scaffolds, and best practices in building phoneme awareness to meet the needs of all learners</li> <li>● Prioritize and design lessons which address how to engage students in purposeful activities within structured literacy lessons that support the development of reading and spelling skills to bridge knowledge to practice</li> </ul>
3 Myths About Dysgraphia: Plus, the Secret Weapon to Writing Success with Cheri Dotterer (59 minutes)	<ul style="list-style-type: none"> <li>● Compare dysgraphia based on standards, regulations, and laws</li> <li>● Apply their comparison to three myths about dysgraphia</li> <li>● Create their own classroom pre-writing intervention based on neuroscience</li> </ul>
Social Emotional Learning (SEL) in the Classroom with Cigdem Knebel (41 minutes)	<ul style="list-style-type: none"> <li>● Explain the benefits of SEL for the students</li> <li>● List major SEL concepts and topics that are covered under each concept</li> <li>● Explain how to teach SEL concepts to their students in a fun and safe environment</li> </ul>
Accommodations Camp with Cindy Hall (55 minutes)	<ul style="list-style-type: none"> <li>● Implement accommodations for a dyslexic student without inadvertently modifying subject matter</li> </ul>



	<ul style="list-style-type: none"> <li>● Explain to a colleague or parent the ways in which specific accommodations help even the playing field for dyslexic students without giving an unfair advantage</li> <li>● Train dyslexic students in how to use their accommodations effectively without drawing unwanted attention to themselves</li> <li>● Identify when a student may be ready to wean away from specific accommodations</li> </ul>
<p>Accelerated Blending Routines: Teach Every Child to Blend Using Continuous Blending with Emily Laidlaw (60 minutes)</p>	<ul style="list-style-type: none"> <li>● Identify the method currently used to teach blending and see how that method may impact student success</li> <li>● Modify instruction of any provided curriculum to be more effective</li> <li>● Identify common roadblocks to successful blending and modify expectations, prompts and error corrections to circumvent and ameliorate these concerns</li> <li>● Implement continuous blending instruction in various settings (whole class, group, individual, online or in person)</li> </ul>
<p>The Homophone Project: How to Write the Right Word with Diane Talbot (45 minutes)</p>	<ul style="list-style-type: none"> <li>● Identify the characteristics of a homophone</li> <li>● Explain the Homophone Principle and how it informs spelling choice</li> <li>● Navigate and identify key information used for the research of the etymology of words</li> </ul>
<p>Inclusion Before Diversity: Creating Lessons that Engage All Learners with Jeannette Roberes (45 minutes)</p>	<ul style="list-style-type: none"> <li>● Identify useful accommodations</li> <li>● Clearly define directions and expectations with students</li> <li>● Describe how to engage in flexible and responsive practices</li> <li>● Implement measures to maximize student practice</li> </ul>
<p>New School Approach to Making Grammar and the Writing Process Engaging and Fun! with Lauren McClenney-Rosenstein (60 minutes)</p>	<ul style="list-style-type: none"> <li>● Explain the “why” behind the research of multisensory writing and implement the “how” with their students with various strategies</li> <li>● Examine two different ways to diagram, one with visuals (Framing Your Thoughts) for primary</li> </ul>

	<p>learners and one in the traditional way for secondary students</p> <ul style="list-style-type: none"> <li>• Demonstrate how to build strong vocabulary by teaching word relationships with multiple meanings</li> <li>• Explain and apply strategies to expand your struggling writer’s thoughts</li> </ul>
<p>Critical Grammar Skills: Why, What, and How to Teach with Lynn Givens (45 minutes)</p>	<ul style="list-style-type: none"> <li>• Explain how an understanding of grammatical elements can increase reading comprehension and written expression</li> <li>• Identify the eight parts of speech and provide student-friendly definitions</li> <li>• Explain how knowledge of parts of speech can help students improve written expression</li> <li>• Identify the six functions of nouns, provide student-friendly definitions, and use a flowchart to identify the functions in a given sentence</li> <li>• Identify types of clauses (dependent/subordinate and independent/principal)</li> <li>• Given specific examples, demonstrate how sentence combining and sentence expansion can be used to improve written expression</li> </ul>
<p>Optimizing Your Intervention Time In Mathematics With Small Group or One on One Sessions with Maleeta Kitchen (57 minutes)</p>	<ul style="list-style-type: none"> <li>• Design interventions to address the mathematics learning loss associated with the COVID-19 global pandemic</li> <li>• Successfully design and implement a small group or one - on - one intervention covering several skills and objectives within a single session</li> <li>• List tactics to reduce the time needed for skill mastery by crafting thorough mathematics interventions</li> </ul>
<p>Using Decodable Texts to Build Fluency Skills with Melissa Orkin and Sarah Gannon (69 minutes)</p>	<ul style="list-style-type: none"> <li>• Define fluency and understand how automatic word recognition develops</li> <li>• Identify the foundational skills that build fluency</li> <li>• Describe the instructional routines that build fluency and understand how the routines connect across the lesson</li> </ul>

	<ul style="list-style-type: none"> <li>● Plan a structured literacy lesson that builds fluency using a backwards by design approach</li> <li>● List the steps of how to implement the structured literacy lesson using the decodable book from which the lesson was planned</li> </ul>
<p>Feedback and Metacognition for Struggling Readers – Reading More Than the Words on the Page with Nancy Duggan, Kayla Davis, and Camila Perez (48 minutes)</p>	<ul style="list-style-type: none"> <li>● Identify and evaluate the role of immediate, cumulative, student, and transferable feedback</li> <li>● Describe and utilize immediate, cumulative, student, and transferable feedback strategies with students who are learning structured literacy</li> <li>● Apply immediate errorless feedback with struggling students</li> <li>● Explain how to encourage and discuss student feedback and use student feedback to tailor instruction</li> <li>● Present the student and parent with cumulative feedback in an appropriate manner for understanding</li> <li>● Explain how to use positive metacognitive support to ensure students know they are making progress</li> <li>● Identify and utilize metacognition in their own teaching practice</li> </ul>
<p>Unpacking Diagnostic Assessment with Peggy Price (86 minutes)</p>	<ul style="list-style-type: none"> <li>● Explain the difference between criterion and norm-referenced assessments</li> <li>● Identify important literacy skills to assess before beginning OG or SL instruction</li> <li>● Explain how data informs instruction</li> </ul>
<p>Accelerated Orton-Gillingham Decoding Strategies with Susan Kahn (50 minutes)</p>	<ul style="list-style-type: none"> <li>● Describe how to simplify the definitions of syllable types with image producing words</li> <li>● Explain and teach syllabication without the confusing VCCV and VCV names</li> <li>● Create mnemonics for teaching skills</li> <li>● Explain the value of free videos in teaching SOR phonics and add the videos immediately to their curriculum</li> </ul>
<p>Exploring the Power of Language: A Journey Through Reading Comprehension with Sydney Bessard (40</p>	<ul style="list-style-type: none"> <li>● Explain how oral language skills assist with background knowledge</li> <li>● Define the role of background knowledge and describe how it impacts reading comprehension</li> </ul>

minutes)	<ul style="list-style-type: none"> <li>• Demonstrate how to build interprofessional relationships to assist students with achieving these goals</li> </ul>
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## Presenter Disclosures

Presenter	Disclosures
Casey Harrison	<p><b>Financial:</b> Casey Harrison has a private dyslexia therapy practice, Wimberley Dyslexia &amp; Learning Center, receiving compensation as a consultant. Casey is the founder of The Dyslexia Classroom®, where she sells multisensory activities to support reading instruction, dyslexia and reading interventions, and dyslexia therapy models. She is receiving an honorarium to present her topic. She is the author of <i>Teaching Beyond the Diagnosis</i> (expected release 2024) and will receive royalties upon publication.</p> <p><b>Non-Financial:</b> Casey is a National LETRS facilitator, co-trainer of her center's CALT training cohort program, and on the ALTA National Board of Directors (non-profit organization).</p>
Cheri Dotterer	<p><b>Financial:</b> Cheri Dotterer is the CEO of Dotterer Educational Consulting. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
Cigdem Knebel	<p><b>Financial:</b> Cigdem is the founder of Simple Words Books, which are high-interest /low-level decodable children's chapter books, and receives royalties from sales. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
Cindy Hall	<p><b>Financial:</b> Cindy receives compensation as a private practice tutor and as a professional development</p>

	<p>provider through Cindy Hall Consulting. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Cindy is certified at the Associate level through OGA. The presenter does not have any non-financial conflicts to disclose.</p>
Emily Laidlaw	<p><b>Financial:</b> Emily shares content and resources on her YouTube channel, through online workshops, and in locally offered trainings, some of which results in royalties and speaker fees. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
Diane Talbot	<p><b>Financial:</b> Diane is receiving an honorarium for this presentation and is the founder of Spiral Skills Tutoring and Metamorphic Word. She receives compensation for consulting, teaching and word study products.</p> <p><b>Non-Financial:</b> Diane is a member of OGA, ALTA and IDA. The presenter does not have any non-financial conflicts to disclose.</p>
Jeannette Roberes	<p><b>Financial:</b> Jeanette is the author of <i>Technical Difficulties: Why Dyslexic Narratives Matter In Tech</i> and receives royalties from sales. She is the Chief Academic Officer of Bearly Articulating, where she earns compensation as a consultant/tutor, and receives compensation as an educator at an International Baccalaureate (I.B.) accredited school in Namibia. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
Lauren McClenney-Rosenstein	<p><b>Financial:</b> Lauren receives compensation as a consultant and professional development trainer through her business Think Dyslexia LLC. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Lauren has worked in the past for a non-profit organization that advocates for inclusion in public schools for students with disabilities.</p>

<p>Lynn Givens</p>	<p><b>Financial:</b> Lynn is the author of instructional materials: Connect to Comprehension reading program, the Connect to Comprehension Extension kit, and Phonics Games for Fluency, which are in use in 38 states and several countries. She receives compensation as a professional development trainer through the Center of Literacy Learning. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Lynn is a developer/facilitator of the Connect to Comprehension course at the Orton-Gillingham Online Academy.</p>
<p>Maleeta Kitchen</p>	<p><b>Financial:</b> Maleeta is the founder of Counting Potential, LLC, where she receives compensation for providing individualized mathematics programs for students. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
<p>Melissa Orkin and Sarah Gannon</p>	<p><b>Melissa Orkin</b></p> <p><b>Financial:</b> Melissa receives compensation for consulting and professional development workshop teaching through her practice Crafting Minds. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p> <p><b>Sarah Gannon</b></p> <p><b>Financial:</b> Sarah receives compensation as an educational consultant at Crafting Minds Group. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Sarah is certified at the Associates Level in Orton-Gillingham as well as trained in Rave-O.</p>
<p>Nancy Duggan, Kayla Davis, and Camila Perez</p>	<p><b>Nancy Duggan</b></p> <p><b>Financial:</b> Nancy earns compensation as the Executive Director of The YokyWorks Foundation. The Foundation is receiving an honorarium to present the topic.</p> <p><b>Non-Financial:</b> Nancy is a licensed counselor trained in cognitive behavioral therapy. She voluntarily works to influence early-intervention policy-making at the</p>

	<p>state and national level as the Executive Director of Decoding Dyslexia MA.</p> <p><b>Kayla Davis</b>  <b>Financial:</b> Kayla earns a salary as a Senior Education Specialist at the YokyWorks Foundation. The Foundation is receiving an honorarium to present the topic.  <b>Non-Financial:</b> Kayla completed the YokyWorks training for Senior Education Specialist and passed the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI).  The presenter does not have any non-financial conflicts to disclose.</p> <p><b>Camila Perez</b>  <b>Financial:</b> Camila earns a salary as a Senior Education Specialist at the YokyWorks Foundation. The Foundation is receiving an honorarium to present the topic.  <b>Non-Financial:</b> Camilla has completed the YokyWorks training for Senior Education Specialist and passed the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI).  The presenter does not have any non-financial conflicts to disclose.</p>
Peggy Price	<p><b>Financial:</b> Peggy earns a salary as the Director of the Orton-Gillingham Institute at the Stern Center for Language and Learning, an education-focused nonprofit. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Peggy provides training at the Orton-Gillingham (OG) Classroom Educator, Associate, and Certified levels, and regularly speaks at national conferences about the OG Approach, neuromyths, and the Science of Reading.</p>
Susan Kahn	<p><b>Financial:</b> Susan receives royalties from Amazon’s Kindle Direct Publishing and Damianos Photography and Publishing for sales of her Sue’s Strategies® publications. Some businesses place ads on the</p>

	<p>YouTube Sue’s Strategies channel so Susan derives some income from her free videos. Susan also receives compensation from teaching, evaluating, and consulting in her private practice, Sue’s Strategies, LLC. She is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> The presenter does not have any non-financial conflicts to disclose.</p>
<p>Sydney Bessard</p>	<p><b>Financial:</b> Sydney earns compensation as a private speech and language therapist through her business The Listening SLP. She is an independent contractor for Bjorem Speech Publications. Sydney is receiving an honorarium to present her topic.</p> <p><b>Non-Financial:</b> Sydney is an ASHA certified speech-language pathologist.</p>



# Policies



## Policy Document #1

### Anti-Discrimination Policy

**Date of Last Update:** 3/15/23

#### I. Purpose

This policy prevents discrimination within any learning environment created by The Literacy Nest, and ensures that all individuals involved in continuing education through The Literacy Nest will not encounter discrimination

#### II. Scope

This policy applies to all aspects of The Literacy Nest organization, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference. It encompasses the entirety of business operations within The Literacy Nest and all learning events or hosted through the organization.

#### III. Policy

The Literacy Nest and the Building Readers For Life: The Literacy Nest Summer Conference is committed to providing a learning environment that is free from harassment and discrimination. Harassment or discrimination based upon an individual's race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age, genetic information (including family medical history), or any other legally-protected characteristics will not be tolerated. All participants, including presenters and other contracted personnel, are expected and required to abide by this policy.

The Literacy Nest and the Building Readers For Life: The Literacy Nest Summer Conference will not tolerate harassment, bullying, threatening, or derogatory language in the comments or public spaces on any of its online platforms, and reserves the right to ban any participant, presenter, or event personnel who have been determined to be behaving in a negative or harassing manner.

#### IV. Roles & Responsibilities

The president/CEO of The Literacy Nest will be responsible for enforcing this policy and addressing any potential violations.

#### V. Reporting & Violations

If a participant, presenter, or other contracted personnel feel they have been harassed or discriminated against on the basis of their race, color, religion, sex, national origin, disability, age,

genetic information, or any other legally protected characteristic, they should immediately report the matter to The Literacy Nest president/CEO via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). Once the matter has been reported it will be promptly investigated by the president/CEO and necessary corrective action will be taken where appropriate. Corrective action may include: removing an individual from participation in the learning event, removing a presenter from their role in the learning event, preventing future participation or presentation, monetary refunds, or contacting local authorities.

All complaints of unlawful harassment will be handled in as discreet and confidential a manner as is possible under the circumstances. No person will be adversely affected in their standing with The Literacy Nest as a result of bringing complaints of harassment or discrimination.

## **VI. Methodology of Policy Distribution**

Instructors teaching in any learning events created by The Literacy Nest will receive a copy of this policy (and all The Literacy Nest policies) as part of the informational materials shared prior to signing the contract with The Literacy Nest. Signing the contract constitutes consent to adhere to all policies.

Participants in any learning events created by The Literacy Nest will have access to this policy (and all The Literacy Nest policies) within the learning event information hosted on the learning management system (Kajabi). Participants will consent to adhere to the policies as part of their registration in the learning event.

Any new contractors or employees of The Literacy Nest will receive this and all policies via email when entering into a working relationship with The Literacy Nest, and The Literacy Nest will require and receive written content to adhere to the policies via email.

## **Policy Document #2**

### **Vested Interest Identification and Disclosure Policy**

**Date of Last Update:** 3/15/23

#### **I. Purpose**

This policy ensures the identification and disclosure of:

- any vested interest in a product, instrument, device, or material used in a learning event
- relevant financial and non-financial relationships
- conflicts of interest

to maintain full transparency between The Literacy Nest, presenters, and participants.

#### **II. Scope**

This policy applies to any learning event hosted or created by The Literacy Nest organization, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference.

#### **III. Policy**

All presenters and representatives of the Building Readers For Life: The Literacy Nest Summer Conference or any learning event hosted by The Literacy Nest are required to disclose any affiliation or vested interest in any product or materials that may be used in their presentation video, teaching materials, or discussion board interactions. If the instructor receives any share of royalties or profits

from the product promotion or endorsement, the instructor will disclose this connection in writing on a slide during their presentation and on any relevant teaching materials.

All disclosures in promotional material and presentation content will include:

- name of the presenter
- relevant financial relationship(s): listing the name of the organization and the type of financial relationship
- relevant non-financial relationship(s): listing the name of the organization and the type of non-financial relationship
- if no relevant financial or non-financial relationships exist, that should be stated

#### **IV. Procedure**

- Events & Continuing Education Manager will confirm relevant financial and non-financial relationship disclosures and conflicts of interest have been included and verified by presenters on the signed presenter agreements
- Any disclosed conflicts or relationships will be presented to the president/CEO for review; if found to be of concern, the following steps may be taken:
  - The Literacy Nest will engage the presenter in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the presentation
  - The presenter may be removed from the lineup
- The Events & Continuing Education Manager will confirm all disclosed relationship and conflicts are included in marketing material
- The Events & Continuing Education Manager will check with presenters prior to conference to ask if there have been changes in relevant relationships since the initial disclosure on the agreement
- The Events & Continuing Education Manager will remind presenters that disclosures must be included at the beginning of their presentation

#### **V. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for enforcing this policy and addressing any potential violations.

#### **VI. Reporting & Violations**

If a presenter neglects to disclose a vested interest or financial/non-financial relationship, the President/CEO of The Literacy Nest will inform all participants of that learning event upon discovery of the connection. Any participants suspecting a possible vested interest that was not disclosed should report the matter to The Literacy Nest president/CEO via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). Once reported, the possible interest will be investigated by the president/CEO and necessary corrective action will be taken where appropriate. Corrective action may include: removing a presenter from their role in the learning event, preventing future participation or presentation, or monetary refunds.

No person will be adversely affected in their standing with The Literacy Nest as a result of bringing complaints of undisclosed vested interest.

**Date of Last Update:** 3/17/23

**I. Purpose**

This policy ensures the respect of ownership rights of intellectual property among all presentations and teaching materials used in a learning event hosted or created by The Literacy Nest.

**II. Scope**

This policy applies to any learning event hosted or created by The Literacy Nest organization, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference.

**III. Policy**

The Literacy Nest and the Building Readers For Life: The Literacy Nest Summer Conference requires appropriate adherence to intellectual property rights by both presenters and participants.

As part of the Presenters Agreement, presenters agree that they will adequately investigate and adhere to the acceptable use policy of any media or work that is included in their presentations. Citations must be included for any copyrighted material used during a presentation, written in the handouts for the course.

Participants agree, upon registration, to acknowledge that use of any portion of a presentation or supplemental materials is subject to copyright and may only be done upon proof of written permission. The Literacy Nest agrees to maintain a file of granted permission requests. Usage of any copyrighted material, upon granted permission, should be appropriately cited.

Ownership and control of presentations made by contracted presenters belongs to that presenter, though it will remain on The Literacy Nest website pursuant to the signed presenter agreement.

Ownership and control of presentations made by The Literacy Nest staff belongs to The Literacy Nest.

**IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for enforcing this policy and addressing any potential violations.

**V. Reporting & Violations**

Any participants or presenters suspecting a possible copyright infringement should report the matter to The Literacy Nest president/CEO via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). If the material is determined to not have written permission on file at The Literacy Nest, the organization will remove the relevant material from the learning management system (LMS) and inform relevant participants and presenters that the material should not be disseminated or used.

No person will be adversely affected in their standing with The Literacy Nest as a result of bringing complaints of possible infringement of copyright.

**Policy Document #4**

**Qualification Requirements Policy**

**Date of Last Update:** 11/14/21

**I. Purpose**

This policy ensures the qualifications of people involved in learning events hosted or created by The Literacy Nest are reviewed regularly and deemed to be satisfactory for involvement in the learning event.

**II. Scope**

This policy applies to any presenter or support person involved in a learning event hosted or created by The Literacy Nest organization, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference. It includes presenters and contracted support personnel who may be involved in course design, development, delivery, evaluation, or administration.

**III. Policy**

The Literacy Nest shall review the credentials of all presenters and support personnel involved in the Building Readers For Life: The Literacy Nest Summer Conference or any learning event created hosted by The Literacy Nest to ensure subject matter expertise and relevant competencies.

**Presenters:** Upon contracting with The Literacy Nest as a conference presenter, the subject matter experts (SMEs) shall provide resumes that include relevant educational and professional experience, licenses, and certifications. The Literacy Nest president/CEO shall review these resumes and credentials (and research additional context within the subject matter as needed), and the resumes shall be kept on file.

**Support Personnel:** Individuals contracted as support personnel may include marketing professionals, learning management system managers, or administrative assistants. The Literacy Nest president/CEO shall review the resumes and credentials of each of these contracted personnel to ensure they adequately represent the function they will be performing. These resumes shall be kept on file.

**IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for collecting and reviewing the resumes and credentials of all presenters and support personnel, as well as determining the existence of all relevant competencies.

**V. Reporting & Violations**

Any participants or presenters with concerns regarding the relevant competencies of any presenter or support personnel shall share these concerns with The Literacy Nest president/CEO via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). The president/CEO will then conduct the needed research and inquiries to determine the validity of these concerns. Any presenter or support person found to hold inadequate experience shall be removed from their position until the time that such qualifications are acquired.

No person will be adversely affected in their standing with The Literacy Nest as a result of sharing concerns related to the qualifications of any presenters or support personnel.

**Policy Document #5**

**Course Content Review Policy**

**Date of Last Update:** 11/14/21

**I. Purpose**

This policy ensures course content in any learning event hosted or created by The Literacy Nest is reviewed for quality, currency, effectiveness, and applicability. Any course content used in a learning event must attain satisfactory achievement in all these categories.

**II. Scope**

This policy applies to the content of any learning event hosted or created by The Literacy Nest organization, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference.

**III. Policy**

The president/CEO of The Literacy Nest shall review all course content when it is submitted by the presenter for use in the learning event. In order to be used in the learning event, each piece of content—including, but not limited to, instructional videos, handouts and the course design document—shall be determined to satisfy requirements in its quality, currency, effectiveness, and applicability to the course subject.

Any content determined to not satisfy the four requirements shall be returned to the submitting presenter with a communication detailing the necessary changes needed to improve the quality. Any presenter unable to make these necessary changes shall be removed as a presenter for that learning event.

**IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for collecting and reviewing all submitted learning materials, as well as deciding when improvements are needed and communicating those improvements to the presenter.

**V. Reporting & Violations**

Any content determined to not satisfy the four requirements shall be returned to the submitting presenter with a communication detailing the necessary changes needed to improve the quality. Any presenter unable to make these necessary changes shall be removed as a presenter for that learning event.

If content is determined to be insufficient following changes from the presenter, The Literacy Nest president/CEO shall inform the presenter that their learning event will not take place, nor will they receive monetary compensation for the submitted materials.

**Policy Document #6**

**Personal Records Security Policy**

**Date of Last Update:** 11/14/21

**I. Purpose**

This policy ensures that records of The Literacy Nest learning event participants shall be kept private and secure.

**II. Scope**

This policy applies to the digital or hardcopy personal records of participants in any learning event hosted or created by The Literacy Nest, including but not limited to the annual Building Readers For

Life: The Literacy Nest Summer Conference. Personal records may include name, address, CEU history, contact information, Stripe/Kajabi purchase records, and other personal information.

### **III. Policy**

The Literacy Nest shall maintain personal records of all learning event participants. These records will be kept as up-to-date as possible, and stored in a secure location such as an on-site filing system, digital records on The Literacy Nest hardware, or digital records located within the learning management system. The information shall be considered confidential and shared only upon written permission or request from the participant. The Literacy Nest shall ensure all available steps are taken to secure information stored, including but not limited to locking office doors, locking cabinets, and ensuring any cloud-stored digital content is kept in a reputable, secure domain.

The Literacy Nest will not share personal information with any other organizations for any purpose other than to report CEU credits earned to accrediting bodies.

### **IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for maintaining the personal records of learning event participants, ensuring they are kept confidential and secure.

### **V. Reporting & Violations**

Any detected breach in the security of personal information hosted by The Literacy Nest shall be communicated to all relevant learning event participants to warn of potential information-sharing.

Any learning event participant who has sufficient reason to suspect their personal information held by The Literacy Nest has been shared without permission shall communicate this to the president/CEO via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). The president/CEO shall investigate any suspicion of a security breach accordingly. If a breach is detected, that information shall be shared with all relevant learning event participants, and steps shall be taken to prevent similar breaches in the future.

## **Policy Document #7**

### **Learning Event Refund Policy**

**Date of Last Update:** 3/2/23

#### **I. Purpose**

This policy ensures that The Literacy Nest refund policies are clear and in writing for communication to participants.

The current Return and Refund policy on materials purchased through The Literacy Nest are posted [on the website](#) and separate from this policy on learning events.

#### **II. Scope**

This policy applies to registrations in any learning event hosted or created by The Literacy Nest, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference.

#### **III. Policy**

The Literacy Nest will not offer refunds for registration in the Building Readers for Life summer conference.

The Literacy Nest will refund registration for all participants upon the cancellation of the Building Readers for Life conference. However, the cancellation of any single presenter will not constitute cancellation of the full event, therefore no refunds will be given in response to changes in the presenter lineup. The rescheduling of the conference will not qualify registrants for a refund.

#### **IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for ensuring this policy is clearly communicated on sales pages for any learning events, and for enforcing the policy via email or other communication when requests are received.

#### **V. Appeals & Complaints**

Appeals to the refund policy may be made in writing to [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com); The Literacy Nest does not guarantee a change in policy but will review all appeals and consider special circumstances.

### **Policy Document #8**

#### **Complaint Policy**

**Date of Last Update:** 3/2/23

#### **I. Purpose**

This policy ensures that The Literacy Nest complaint policy is clear and in writing for communication to participants.

#### **II. Scope**

This policy applies to complaints from individuals not satisfied with any learning event hosted or created by The Literacy Nest, including but not limited to the annual Building Readers For Life: The Literacy Nest Summer Conference.

#### **III. Policy**

The Literacy Nest will accept complaints and concerns about services and programs via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). A participant who shares complaints as comments within the learning management system will be asked to resubmit via email. The Literacy Nest will review all received complaints and consider special circumstances before responding. The Literacy Nest will not guarantee any specific resolution of complaints in this policy, however the organization will pursue all available avenues to resolve complaints positively to ensure customer satisfaction.

#### **IV. Roles & Responsibilities**

The president/CEO of The Literacy Nest will be responsible for ensuring this policy is clearly communicated on sales pages for any learning events, and for enforcing the policy via email or other communication when requests are received.

#### **V. Appeals & Complaints**

Appeals to the complaint response may be made in writing to [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com); The Literacy Nest does not guarantee a decision change but will review all appeals and provide a response.



## Policy Document #9

### Professional Conduct Policy

**Date of Last Update:** 5/13/23

#### I. Purpose

This policy ensures that employees of The Literacy Nest and contracted subject matter experts (SME/Presenters) understand the expectations held by the organization for professional conduct.

#### II. Scope

This policy applies to employees of The Literacy Nest, contractors hired by The Literacy Nest, and SME/Presenters contracted to teach learning events as part of the annual Building Readers For Life: The Literacy Nest Summer Conference and any other applicable learning events.

#### III. Policy

The Literacy Nest expects that employees, contractors, and SME/Presenters will work together to create a community of learners that is supportive and respectful. They should:

- Consider the ethical aspects of all decisions made while creating content, communicating with learners, and providing feedback
- Use inclusive and respectful language that creates a safe environment for learners and other presenters
- Demonstrate integrity and follow standards and requirements for teaching continuing education content and assessing learners
- Carry out required elements of the contract including adhering to the vested interest policy, checking into the LMS to conduct assessment feedback and answer questions, and submitting all deliverables in a timely manner
- Interact with learners professionally and without discrimination, and escalate any harassment or conflict issues to The Literacy Nest at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com)
- Respect the privacy of learners, employees, and fellow presenters

Learners, presenters, and contractors may send concerns regarding conduct to The Literacy Nest via email at [emilygibbons@theliteracynest.com](mailto:emilygibbons@theliteracynest.com). The Literacy Nest will review the concern objectively and address appropriately, pursuing all available avenues to ensure customer satisfaction and content integrity.

#### IV. Roles & Responsibilities

The president/CEO of The Literacy Nest will be responsible for ensuring this policy is clearly communicated to contractors and employees and on sales pages for any learning events, and for enforcing the policy.

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