



**Department of
Education &
Workforce**

DEW PUBLIC MEETING

Thursday, July 18, 2024

9-11 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
Workforce**

DIRECTOR'S WELCOME

Stephen D. Dackin
Director

Jeremy Varner
*Deputy Director, Career-Technical Education and
Workforce Readiness*



**Department of
Education &
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MEETING OVERVIEW

Dr. Chris Woolard
Chief Integration Officer



**Department of
Education &
Workforce**

JULY MEETING AGENDA

Literacy Updates

Legislative Updates

Cell Phones in Schools Updates

Administrative Rules

LITERACY UPDATES

Dr. Melissa Weber-Mayrer
Chief of Literacy



**Department of
Education &
Workforce**

LITERACY IMPLEMENTATION HIGHLIGHTS

High-Quality
Instructional
Materials

Science of Reading
Professional
Development

Literacy
Coaches

HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM)

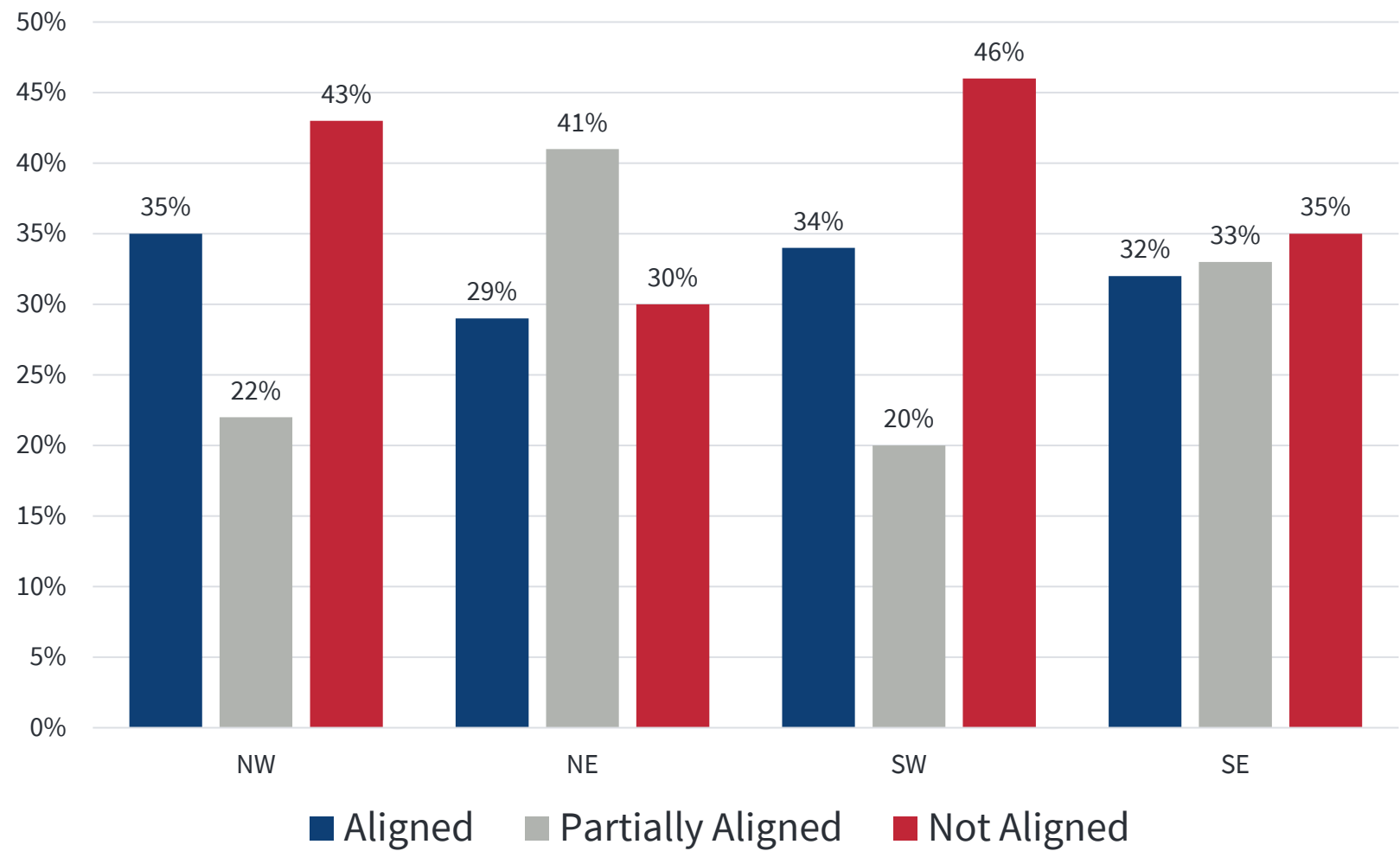
MATERIAL ALIGNMENT

**Aligned
(32.5%)**

**Partially
Aligned
(29.5%)**

**Not Aligned
(38.0%)**

School and District Alignment to approved HQIM in the 2022-23 school year



HQIM LIST RELEASE

| | |
|--------------------------|---|
| Jan. 30 | Initial PreK-5 Core List Published (20 programs added) |
| March 1 | Updated PreK-5 Core List- After Phase 2 Review (16 programs added) |
| April 10 | Updated PreK-5 Core List- After Phase 2 Appeals (4 programs added) |
| May 20 | Initial PreK-Grade 12 Intervention List (36 programs added) |
| May 24 | Updated PreK-Grade 5 Core List- After Extension Review (6 programs added) |
| May 29 | Updated PreK-Grade 12 Intervention List (19 programs added) |
| Currently Ongoing | Core (2) and Intervention (13) Appeals- anticipated release late July |

Approved Core Materials: 34 K-5, 10 PreK
Approved Intervention Materials: 54 PreK-12

SCIENCE OF READING PROFESSIONAL DEVELOPMENT

SCIENCE OF READING PROFESSIONAL DEVELOPMENT

| Pathway | Course Name | Target Audience(s) | Hours | Access |
|------------------|--|---|-----------|----------------------------|
| Pathway A | Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5 | <ul style="list-style-type: none"> Teachers of kindergarten-grade 5. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5. | 22 hours | Learning Management System |
| Pathway B | Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5 (Abbreviated) | <ul style="list-style-type: none"> Teachers of kindergarten-grade 5 who completed required 18 hours of dyslexia professional development. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5 who completed required 18 hours of dyslexia professional development. | 8.5 hours | Learning Management System |
| Pathway C | Ohio's Introduction to the Science of Reading Course, Grades 6-12 English Language Arts | <ul style="list-style-type: none"> English language arts teachers in grades 6-12. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12. | 21 hours | Learning Management System |
| Pathway D | Ohio's Introduction to the Science of Reading Course, Grades 6-12 (Abbreviated) | <ul style="list-style-type: none"> Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12 who completed required 18 hours of dyslexia professional development. | 9 hours | Learning Management System |

SCIENCE OF READING PROFESSIONAL DEVELOPMENT

| Pathway | Course Name | Target Audience(s) | Hours | Access |
|------------------|---|---|------------|----------------------------|
| Pathway E | Ohio's Introduction to the Science of Reading Course, Grades 6-12 Content Areas | <ul style="list-style-type: none"> Teachers of subject areas other than English Language Arts for grades 6-12, including teachers of core subject areas in addition to music, fine arts, physical education, and other elective or related arts subjects. | 7.5 hours | Learning Management System |
| Pathway F | Ohio's Introduction to the Science of Reading Course, Administrators K-12 | Administrators holding any of the following licenses: <ul style="list-style-type: none"> A valid Superintendent's license or valid Alternative Superintendent's license A valid Principal's license or valid Alternative Principal's license A valid Administrative Specialist license or valid Alternative Superintendent license | 7 hours | Learning Management System |
| Pathway G | Ohio's Language and Literacy Course Sequence for Prekindergarten | <ul style="list-style-type: none"> Intervention specialists, English learner teachers, reading specialists, or instructional coaches in prekindergarten. | 20.5 hours | Cox Campus |

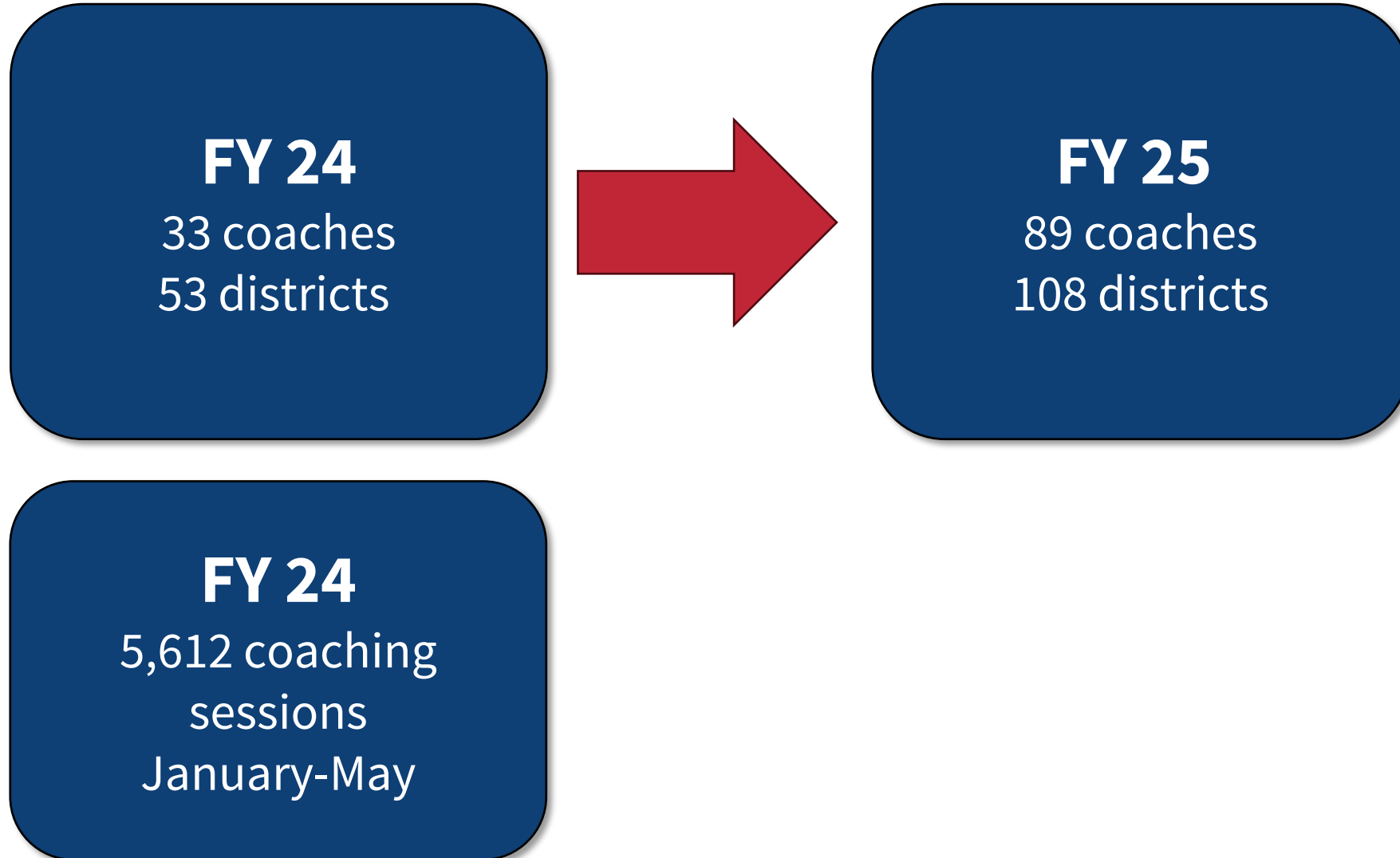
SCIENCE OF READING PROFESSIONAL DEVELOPMENT

| Pathway | Enrollment | Awards Issued (Completion Certificates) |
|---|---------------|---|
| A: Kindergarten-Grade 5 (22 hours) | 10,736 | 4,699 |
| B: Kindergarten-Grade 5 abbreviated (8.5 hours) | 9,633 | 4,355 |
| C: Grade 6-12 English Language Arts (21 hours) | 10,461 | 6,565 |
| D: Grade 6-12 abbreviated (9 hours) | 1,755 | 7,835 |
| E: Grade 6-12 content areas (7.5 hours) | 12,760 | 7,401 |
| F: Administrators (7 hours) | 3,542 | 2,163 |
| Total | 48,887 | 33,018 |

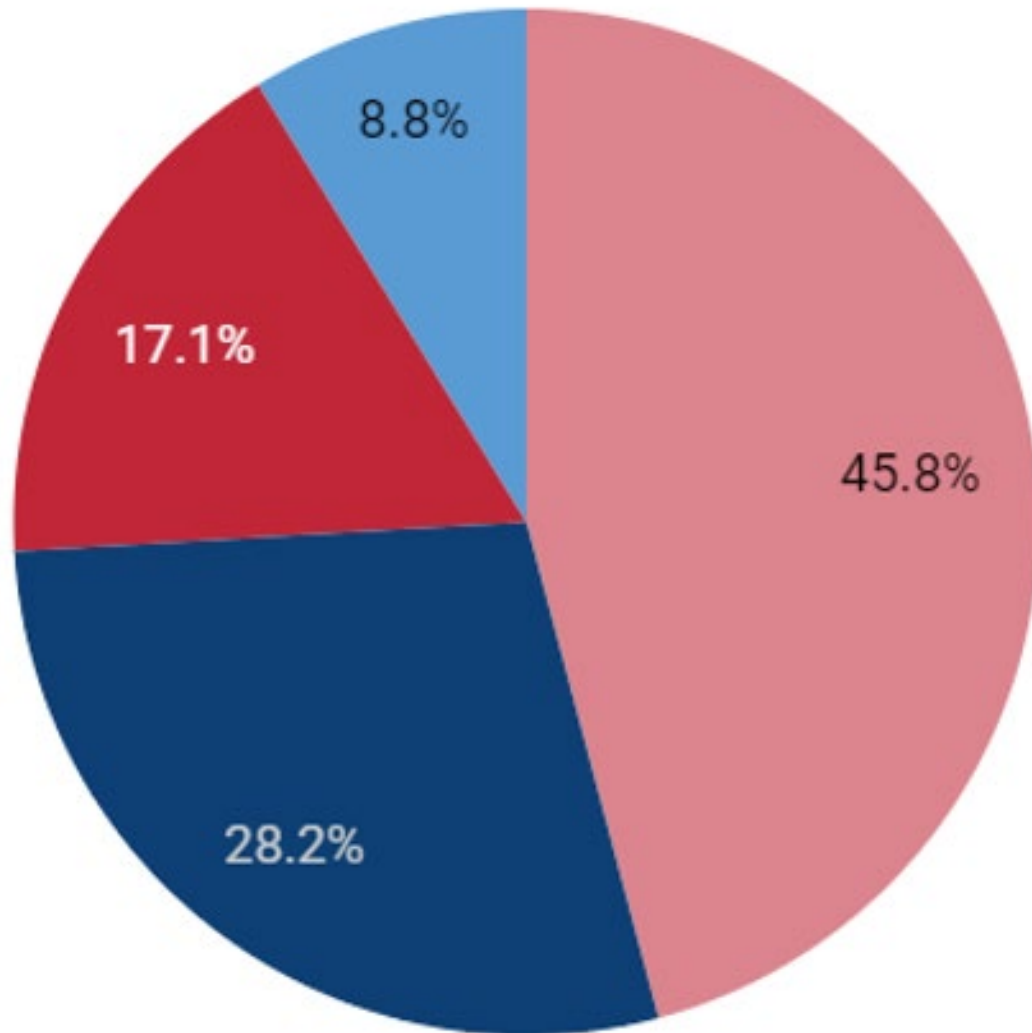
Note: Abbreviated course available for educators who have already completed the 18 hours of required dyslexia training. Data as of July 9, 2024.

READOHIO COACHES

READOHIO LITERACY COACHES



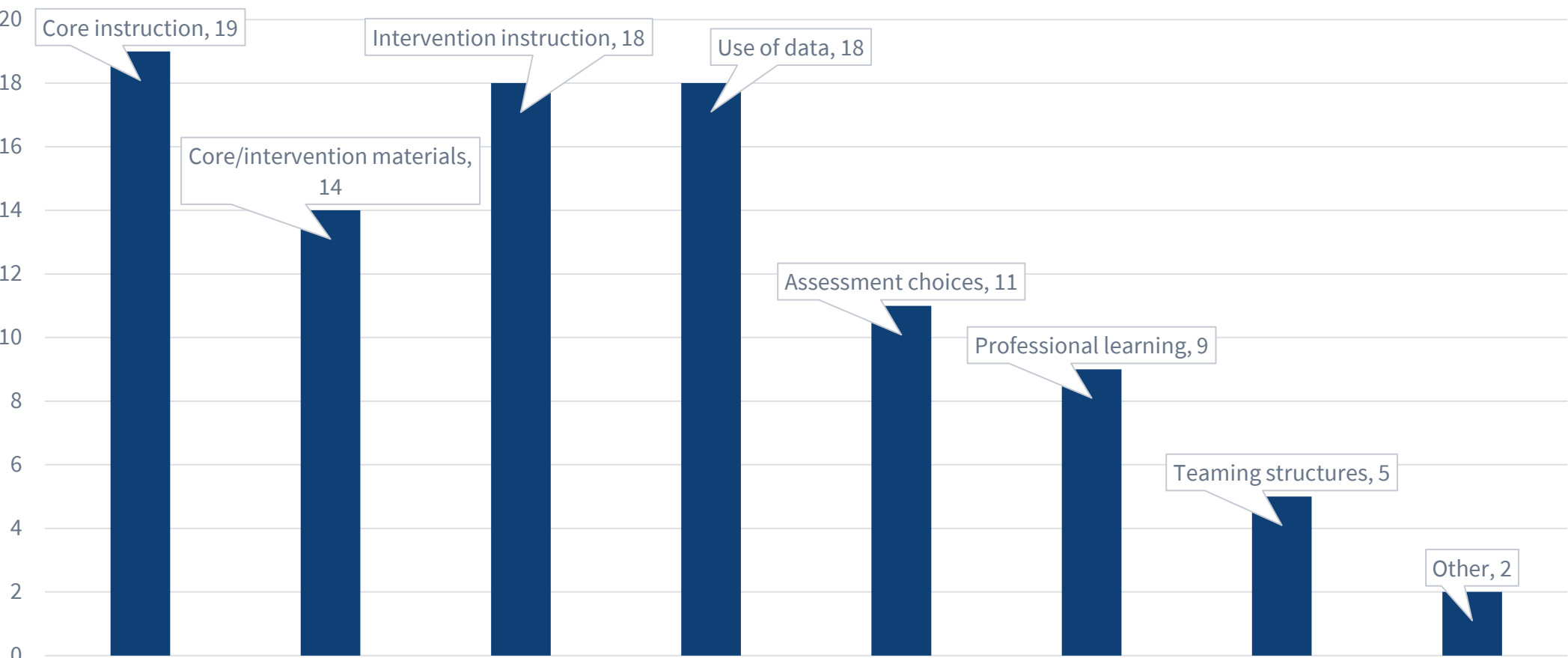
TYPE OF COACHING SUPPORT



- Level 1: Universal support
- Level 2: Self-guided support
- Level 3: Small group support
- Level 4: One-on-one support

PRINCIPAL FEEDBACK: IMPACTS FROM READOHIO COACHING

In which of the following areas have you and your teachers implemented changes as a result of receiving ReadOhio coaching supports? (select all that apply)

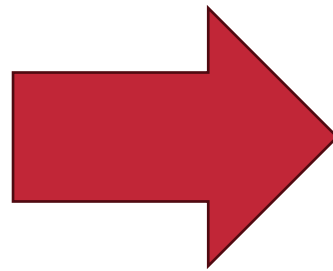


WHAT'S NEXT?

FY 24

Initial Implementation

- Material purchase
- PD completion
- Coaching
- Regional Support



FY 25

Fidelity of Implementation

- Refine practices and move toward full implementation

DEPARTMENT OF EDUCATION AND WORKFORCE ROLE

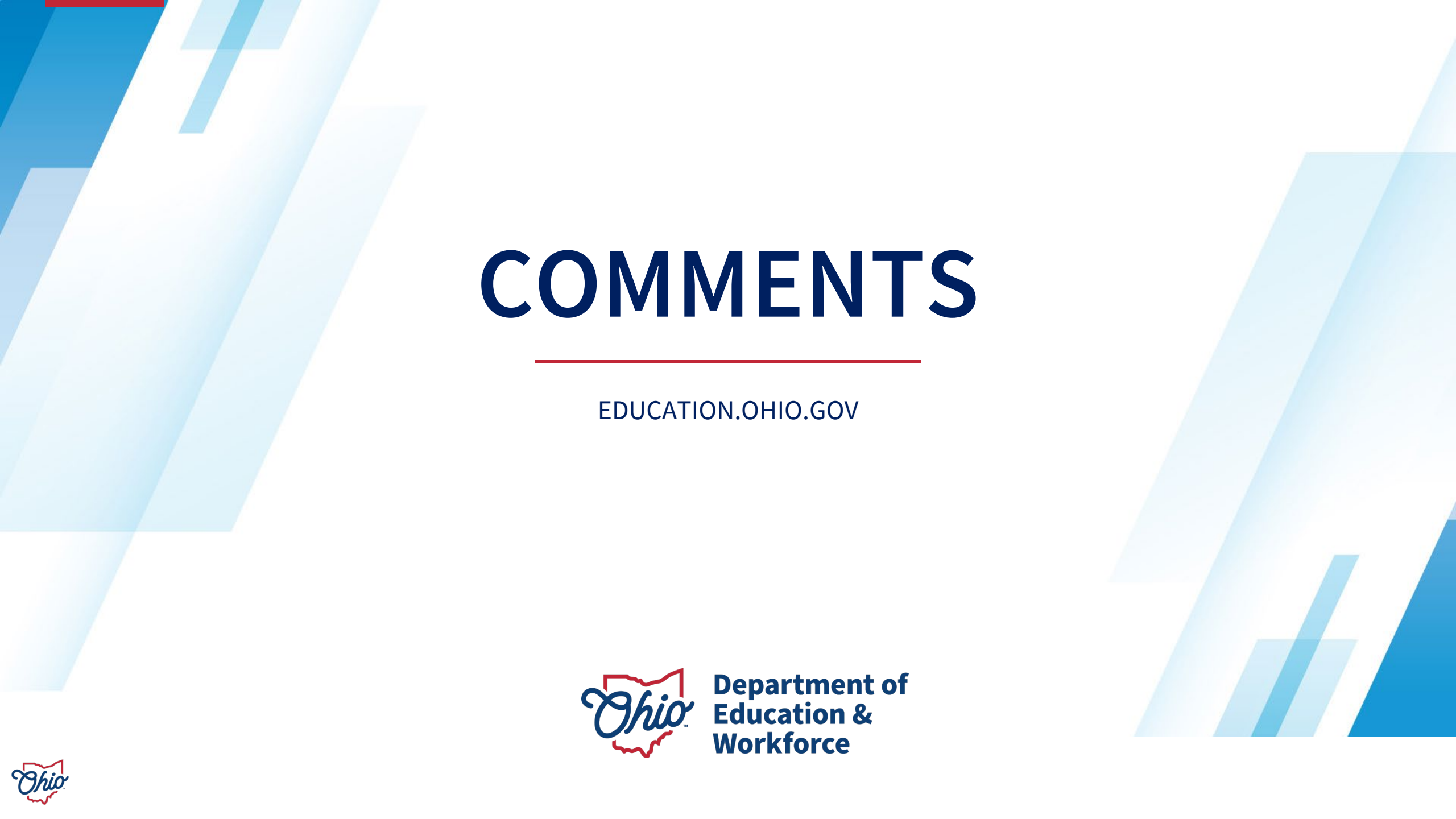
- Reporting and Monitoring of Curriculum Materials
- Professional Development Support
- Oversight of ReadOhio Coaching and Data Collection
- Oversight of Regional Support Structure for Implementation
- Cross Cabinet Collaboration
 - Department of Children and Youth
 - Department of Higher Education
- Engage Stakeholders/Gather Feedback
- Evaluate Success

COMMENTS

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LEGISLATIVE UPDATES

Jennie Stump

Chief, Policy and Legislative Affairs



**Department of
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STUDENT DATA PRIVACY

- School districts and technology providers generally prohibited from electronically accessing or monitoring student interactions with school-issued devices, including web-browsing activity, location-tracking, or audio and visual communications.
- Educational records maintained by a technology provider are solely the property of the district.
- Contract between district and technology provider must include security safeguards for student records.



AUTOMATED EXTERNAL DEFIBRILLATORS IN SCHOOLS



- All public and chartered nonpublic schools (except for e-schools) must have an AED in the building.
- Must have emergency action plan for use of AED.
 - Department of Health to develop model plan.
- Must train staff on use of AED.
- Department to develop procedure for individuals to report violations of AED requirements.

AUTISM AND JON PETERSON SPECIAL NEEDS SCHOLARSHIPS

- Continuation of virtual services in accordance with Department standards.
- [Draft rules](#) are posted for public comment until July 22 at 5 p.m.
- Expanded list of credentialed providers:
 - Behavior analysts and registered behavior technicians under the supervision of a behavior analyst
 - Psychologists and school psychologists
 - Occupational therapists and physical therapists
 - Speech-language pathologists
 - Intervention specialists licensed by the State Board of Education
 - Literacy intervention specialists certified through pathways recognized by the Ohio Dyslexia Committee

COMMUNITY SCHOOLS

- No sponsor evaluations for 2024-2025 school year, unless sponsor opts in.
- Department must engage a facilitator to work with stakeholders to redesign the sponsor evaluation framework going forward.
 - Propose new framework to legislature by March 31, 2025.
- Sponsors rated “exemplary” on most recent evaluation may sponsor up to 200 schools.

COMMUNITY SCHOOLS

- No longer required to do monthly residency reviews of students.
 - Still must verify student's resident district at time of enrollment and once annually.
- No enrollment limits on e-schools.
- Department may reallocate excess foundation funding for supplemental payments to dropout prevention and recovery e-schools to avoid proration.



EXEMPTIONS FOR HIGH-PERFORMING SCHOOL DISTRICTS

Eligible districts have:

At least 85% of the total possible points for the Performance Index Score or 5 stars on the Progress Component

AND

A 4-year adjusted cohort graduation rate of at least 93%

AND

A 5-year adjusted cohort graduation rate of at least 95%

EXEMPTIONS FOR HIGH-PERFORMING SCHOOL DISTRICTS

- No longer exempt from the requirement for students retained or off track for reading proficiency under the Third Grade Reading Guarantee to be taught by teachers with certain reading qualifications.
- Department must annually notify eligible districts by September 30.
- Three-year period of eligibility may be renewed.

SCHOOL TURNAROUND PILOT PROGRAM

- Department must establish pilot program for chronically low-performing districts and community schools.
- Will start in 2024-2025 school year.
- Participating schools selected from Comprehensive Support and Improvement (CSI) Schools or other schools in low-performing districts.
- Department to approve providers with expertise in school improvement to work with participating schools.
- Schools will choose an approved provider to conduct a needs assessment, develop an improvement plan, and implement interventions to improve academic achievement, chronic absenteeism, and family engagement.

TEACHER EVALUATIONS AND LICENSURE



- Districts may use a locally created teacher evaluation framework as an alternative to the Ohio Teacher Evaluation System (OTES).
- Upper licensure grade band moving from 6-12 to 7-12.
- Local professional development committees (LPDCs) may count one statutorily required training toward the continuing education needed for each license renewal.
- Employees and graduates of all public and nonpublic schools and ESCs may participate in Grow Your Own Teacher Program.

TEACHER EVALUATIONS AND LICENSURE

- Individuals with a master's degree who pass a subject area content exam are eligible for an Alternative Resident Educator License.
- Teachers with a bachelor's degree are eligible for a Senior Professional Educator License or a Lead Professional Educator License.
- Department may establish alternative licensure pathways for individuals with a bachelor's degree to obtain an administrator or superintendent license.
- Department must develop legislative proposal for a principal apprenticeship program.

RAPBACK

- Unlicensed individuals employed in or contracted by a public or chartered nonpublic school must be enrolled in RAPBACK only when the school determines the position may have routine interaction with a child.
- Registered private providers in the Jon Peterson Special Needs Scholarship Program must be enrolled in RAPBACK.

OTHER PROVISIONS

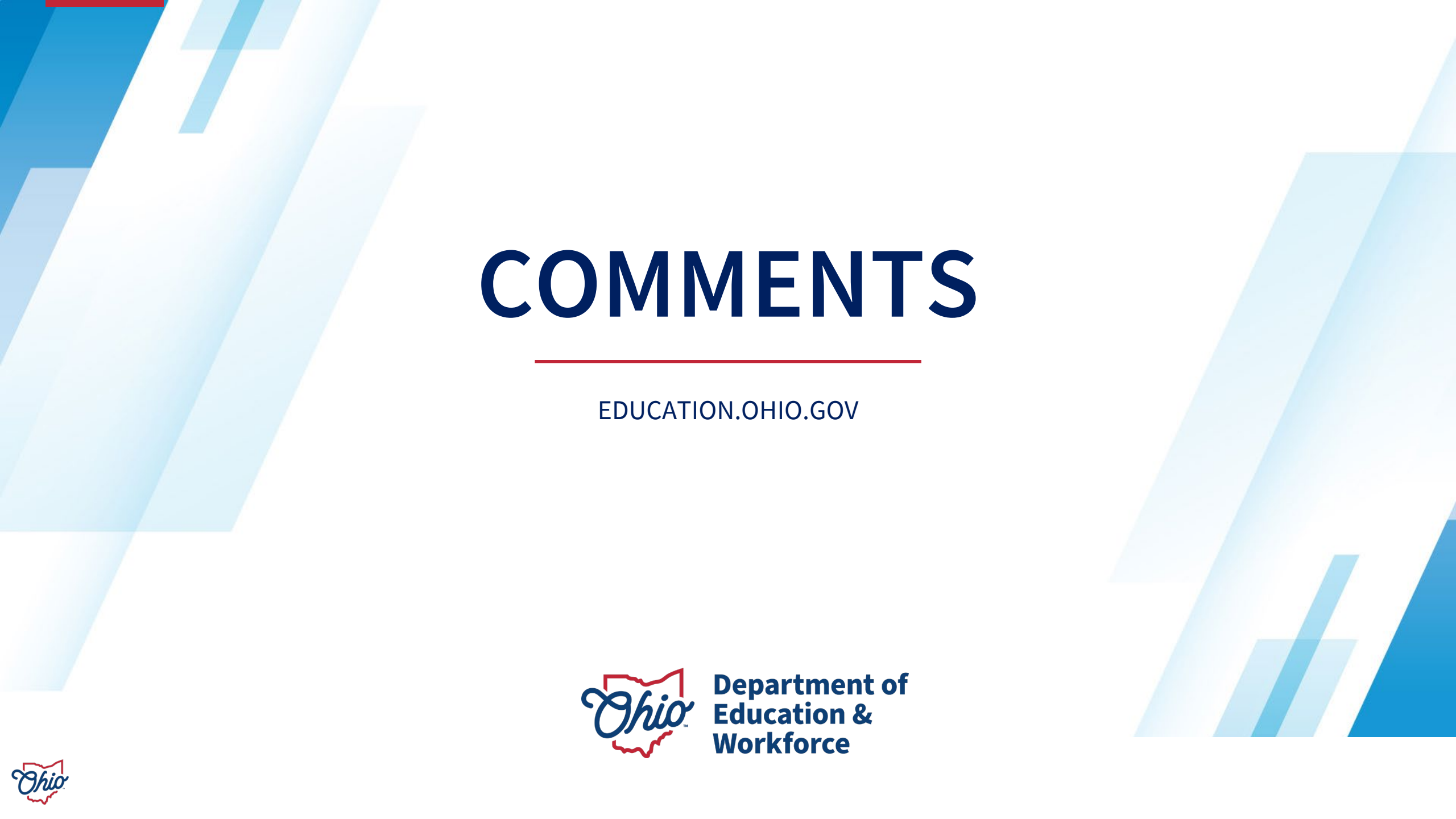
- Pre-kindergarten teachers eligible for \$1,200 stipend for completing the Department's Science of Reading training.
- Public schools must have policy allowing students up to three days of excused absences for religious observations.
- Transportation for students receiving academic services immediately after school day ends.
 - District compliant with transportation obligation if participating students are picked up within 60 minutes of end of school day.

COMMENTS

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CELL PHONES IN SCHOOLS UPDATES

Jessica Horowitz-Moore

Chief, Student and Academic Supports



**Department of
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Workforce**

CELL PHONES IN SCHOOLS



 present.
engaged.
phone free.

OHIO LAW

- Requires all schools to adopt a policy governing the use of cell phones by students during school hours by July 1, 2025.
- Requires schools and districts to adopt local policies that:
 - Emphasize that student cell phone use be as limited as possible during school hours.
 - Reduce cell phone-related distractions in classroom settings.
 - May permit students to use cell phones or other technological devices for student learning or to monitor or address a health concern.

CELL PHONES IN SCHOOLS - RESEARCH

- In the U.S., 95% of teens (13-17) have access to smart cell phones.
- Students receive on average 192 alerts per day!
 - 11 per hour
 - 1 every 5 minutes
- Policies eliminating cell phones in schools lead to:
 - Reduction in bullying, positive and significant impact on standardized tests, and GPAs of girls.
 - Reductions in poor mental health outcomes such as anxiety and depression.



OHIO STUDENTS FACING CHALLENGES



- 1 in 3 Ohio students reports challenges with anxiety.
- 1 in 3 Ohio students reports feeling sad and hopeless.
 - Almost 115,000 high-school aged kids in Ohio have experienced depression.

CELL PHONES IN SCHOOLS - [TOOLKIT](#)



Model Policy



Administrators



**School and
District Supports**



Families



**Students with
Disabilities**



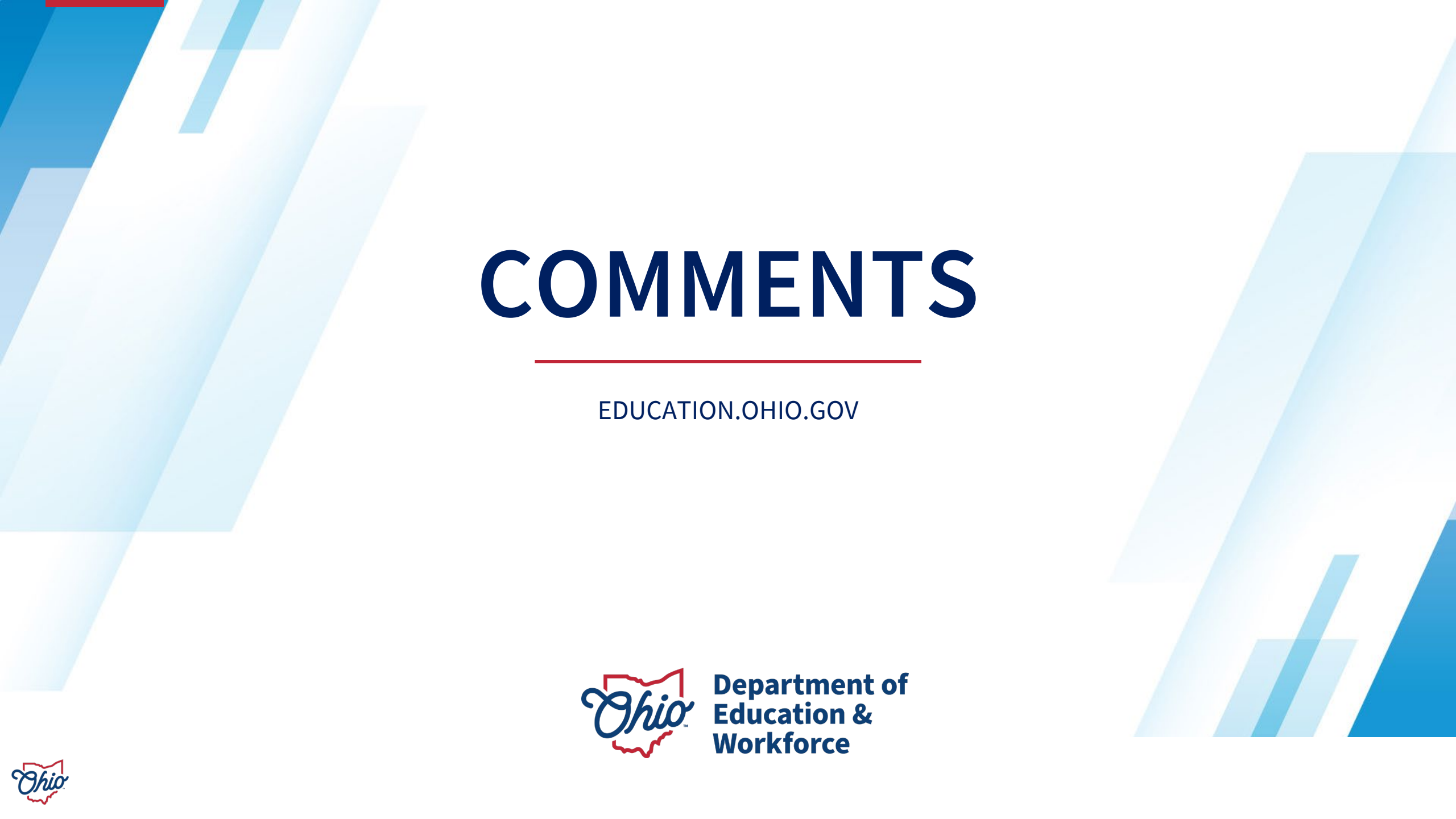
School Safety

COMMENTS

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ADMINISTRATIVE RULES

Tony Palmer

Chief Legal Counsel

Charissa Payer

Senior Assistant Legal Counsel



**Department of
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PROPOSED NEW RULES OAC 3301-103-08 AND OAC 3301-101-11

- Standards for Autism scholarship program direct services provided by virtual means.
- Standards for Jon Peterson special needs scholarship program direct services by virtual means.

AUTHORITY FOR THE PROPOSED NEW RULES

- **R.C. 3310.41(E):** “The department shall adopt rules under Chapter 119. of the Revised Code prescribing procedures necessary to implement this section, including, but not limited to, procedures and deadlines for parents to apply for scholarships, standards for registered private providers, and procedures for approval of entities as registered private providers.”
- **R.C. 3310.64:** “The department of education and workforce shall adopt rules in accordance with Chapter 119. of the Revised Code prescribing procedures necessary to implement sections [3310.51](#) to [3310.63](#) of the Revised Code including, but not limited to, procedures for parents to apply for scholarships, standards for registered private providers, and procedures for registration of private providers.”

OVERVIEW AND REASON FOR PROPOSED NEW RULES

- The proposed new rules allow registered private providers to provide direct services by virtual means to students receiving a scholarship through the Autism or Jon Peterson special needs scholarship programs.
- Provisions in the proposed new rules address barriers to specialized education, such as:
 - Students can receive direct services that they might not otherwise be able to access for reasons such as lack of transportation, rural location, and severity of the student's disability.
 - Families of scholarship recipients will have access to a wider pool of registered private providers that have the knowledge and expertise to provide direct services to students with disabilities.

OVERVIEW OF STANDARDS

- Consistent standards for Autism and JPSN in the proposed new rules.
 - “Services provided by virtual means” is defined in the rules.
 - “At the request of the parent” a device will be supplied by the provider. If the provider supplies the device, to ensure accessibility the provider has to ensure that certain conditions regarding the device are met (example: filtering device/software, appropriate for needs, availability of technical support) and there are also communication requirements.
 - Employing or contracting with individuals to provide services by virtual means is allowable.
 - Documentation and billing requirements.
 - Noncompliance may result in a corrective action plan.

PUBLIC COMMENT PERIOD

The Department published its notice of intent to initiate rulemaking on April 5, 2024. The public comment period closed on April 19, 2024.

The Department published the draft proposed new rules and the draft **Business Impact Analysis**, which examines the cost of compliance to businesses, on June 21, 2024. The public comment period will close on July 22, 2024.

Individuals may submit comments on the proposed new rules and draft Business Impact Analysis:

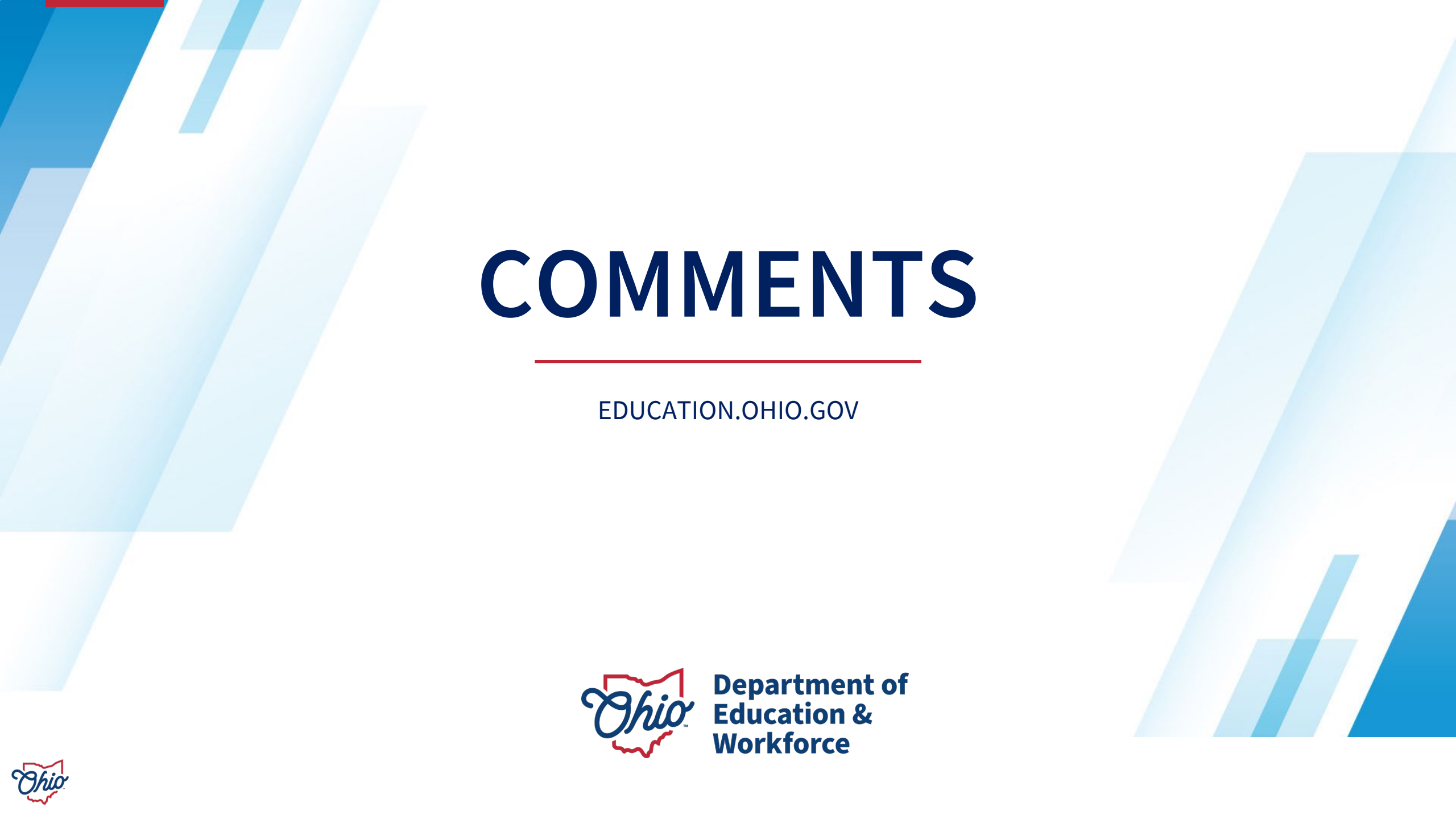
- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov

COMMENTS

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NEXT DEW PUBLIC MEETING

Thursday, Sept. 19, 2024 (*tentative*)

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