

Ohio Dyslexia Committee

June 29, 2021

Ohio Department of Education

Committee Members Attending: LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Amy Murdoch, Rebecca Tolson, Trevor Thomas, Olivia Weisman

Ohio Department of Education Presenters: Melissa Weber-Mayrer-Director of Approaches to Teaching and Professional Development, Beth Hess-Assistant Director-Literacy, Michael Dougherty- Public Information Officer

Recording Secretary: Kyaundra Ellis, Ohio Department of Education

Opening

Melissa Weber-Mayrer, Director of the Office of Approaches to Teaching and Professional Learning, welcomed the committee members and called the meeting to order at 8:46 a.m. *Melissa called roll.* A quorum was present to proceed with committee.

Mike McGovern, Committee Chair, welcomed the committee and thanked everyone for their future work and called meeting to order.

Housekeeping

All committee meetings will be open to the public. Meetings will be in person beginning in July. Meeting minutes will be taken each meeting by an Ohio Department of Education recording secretary and be sent to the committee within two weeks of the next meeting date. Questions about housekeeping can be directed to the [Dyslexia email](#).

Approval of Minutes

Minutes from the May 2021 meeting were approved.

Report from the Chair

Chair McGovern suggested to committee members that the committee put out a statement reminding districts and schools the timeline of decisions of the Ohio Dyslexia Committee. Committee members agreed and expressed concern that vendors are approaching districts claiming to fulfill aspects of the legislation that have not yet been determined by the committee. Chair McGovern also reviewed the roles of the deliverable leads. These leads will work with Department staff to plan for the upcoming committee meeting discussions. Additionally, Chair McGovern reviewed the proposed dates for special meetings and asked that these be held on committee members calendars in case they are needed. These dates are August 17, September 14, October 5 and November 9.

Report from the Ohio Department of Education

Provisions of the Dyslexia Guidebook and Initial Outline

Beth Hess gave an overview of the four Statutes of the dyslexia support laws.

Section 3323.251 – Dyslexia Screening

Section 3319.077 - Teacher professional development in dyslexia

Section 3319.078 – Multisensory structured literacy certification
Section 3323.25 – Ohio dyslexia committee

Open Q&A/comments

Q: Would the practicum need to fit into the 6 to 18 hours for professional development or is this separate?

A. The practicum may fall outside of the 18-hours if the committee considers it. The committee has the option to explain what a practicum is within the guidebook.

Q: Will there be screening for students in grades 6-12?

A. The focus of the legislation is on elementary students; however Ohio's Dyslexia Committee and the Ohio Department of Education can make recommendations for older students.

Discussion Items

Initial Outline of Ohio's Guidebook

Identifiable: Multidisciplinary teams, Tier 1 screening, Tier 2 screening, reporting

Preventable: Classroom instruction and progress monitoring

Readable: Intervention and progress monitoring

Teachable: Educator professional development, certification, and other requirements

Remarkable: Conclusion

The committee noted they weren't prepared to commit to the keyword concept focused on ability but were comfortable moving forward with the outline and showcasing student stories throughout.

Reviewing other states guidebooks

The committee discussed the following questions related to other state's dyslexia resources.

1. What concepts included in other guidebooks do you **agree** with?

The committee agreed that myths, connection to pre-service and in-service, links to print and media resources, characteristics and co-morbidity be included in the guidebook.

2. What are some of the **assumptions** of the authors of the other guidebooks?

Several guidebooks assumed educators know what structured literacy consists of day-to-day. Some guidebooks did not provide glossaries. One of the guidebooks specifically excluded students with vision and hearing impairments- assuming they wouldn't benefit from the screening or couldn't also have dyslexia.

3. What concepts included in other guidebooks would you **argue** with?

The committee agreed that the following were arguable concepts from other guidebooks:

- *Excluding students*
- *Naming specific vendors*

4. Which guidebooks do you **aspire** Ohio's guidebook to be like?

The committee agreed that Ohio's Dyslexia Guidebook aspires to be like Massachusetts', New Jersey's, Oklahoma's, Colorado's and Texas's guidebooks. The committee members also wanted Department staff to review the International Dyslexia Association's handbook.

Who will write the dyslexia guidebook?

The committee discussed who will write the dyslexia guidebook. Three options were provided in which the committee members discussed:

Option 1: Member or members of the committee

Option 2: Volunteer External Writer

Option 3: Paid External Writer (Request for proposals through Ohio Department of Education)

All committee members were in favor of Option 3.

Parent and Student Spotlight

Heidi Bollin shared a Twice Exceptional Students with Dyslexia PowerPoint and story about her 8-year-old son.

Public comments

No public comment provided.

Next steps

1. Department staff members will reach out to deliverable leads to begin co-planning for upcoming discussions.
2. LM Clinton will develop a Request for Proposal for an external guidebook writer.
3. The next meeting will be in person on July 27, 2021.

Last words

The committee thanked Heidi Bollin for sharing her Twice Expectational Student story.

Adjournment

Mike McGovern adjourned this meeting. There were no objections and the meeting adjourned at 3:35 pm.