

# Ohio Dyslexia Committee

## May 25, 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:** Paolo DeMaria–Superintendent of Instruction Melissa Weber-Mayrer-Director of Approaches to Teaching and Professional Development, Beth Hess-Assistant Director-Literacy

**Department Staff Providing Information:**

*Recording Secretary:* Andrea Mallory, Ohio Department of Education

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## 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.

Paolo DeMaria, Superintendent of Public Instruction, welcomed the committee and thanked everyone for their future works.

## Housekeeping

All committee meetings will be open to the public and will not be recorded. Meetings will remain virtual until there is further direction from the Governor. Public attendees will not be able to comment in the Microsoft Teams chat box but will be able to fill out the public comment survey. All comments will be read during a specific time during the meeting to answer questions. 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](#).

## Meeting Norms

- Webcams on.
- Mute when not talking.
- Share airtime.
- Listen with the intent to understand. Ask questions!
- Support ideas with evidence. Bring your vast experience to the table!

## Overview of serving on the Ohio Dyslexia Committee

Beth Hess gave an overview of serving on the committee, supporting laws, committee bylaws, role and duties of the committee and conflicts of interest. The discussion also included the items that would be voted on during this meeting.

## Voting items

*Note: No fewer than 8 members must vote to adopt*

**Committee chair** – Melissa Weber-Mayrer acted as chair for May meeting. Beth Hess discussed the committee chair role and responsibilities. Rebecca Tolson nominated Mike McGovern as committee chair. No other nominations were made. Chinnon Jaquay motioned to close nominations. Ten votes for AYE were given. Mike McGovern accepted the role. Congratulations Committee Chair, Mike McGovern!

**Bylaws** – LM Clinton voted to move on the bylaws. Trevor Thomas and Amy Murdoch seconded the motion. Beth Hess discussed the bylaws, as well as, amending, severability and suspension of the bylaws. Beth applied Mike McGovern's suggested edits. The bylaws were approved with eleven (unanimous) votes.

## Deliverable Leads

Beth Hess discussed the role of deliverable leads who will partner with Department staff for support in completing tasks. Committee members were asked to choose a deliverable to lead. Beth recorded the deliverable leads.

The following deliverables were given:

- Professional development aspects
- Certification in dyslexia process
- Multidisciplinary teams-components
- Reporting mechanisms for districts to report
- Kindergarten standards
- Assessment and instruction

*Note: Deliverables can have multiple leads on a work group. The Department staff will support in the following:*

- Collaboration in agendas and work;
- Mobilize resource for research and keep committee members information of current research, developments and initiatives;
- Maintain records; and
- Serve as liaison from the committee to educational organizations.

## Open Q&A/comments

Q: What is the structure of these meetings? Are there too many subgroups?

- A. Committee will determine what this will look like, but it would be best not to have multiple subgroups. The exception is the Kindergarten Standards. There is a protocol that we must follow for this. This committee will be fit into this protocol.

Q: If there is a conflict of interest, will the group be notified, and will we be able to serve as a subgroup lead?

- A. If there is a conflict of interest, an individual will not be able to lead the subgroup. It is up to the individual to determine if they have a conflict of interest.

Q: What is the process for hiring the Dyslexia Administrator at the Ohio Department of Education?

- A. Dyslexia Administrator will:
1. Have a rigorous review of their credentials.
  2. Go through a three-stage interviews.
    - i. Screening
    - ii. Virtual interview
    - iii. Writing samples and a presentation that pulled in provisions of the dyslexia supports laws
  3. Be approved by from Governor's office.
  4. Be highly visible and will go up in front of the board on behalf of the dyslexia committee.

Comment from Chair McGovern: This is a unique opportunity for this collaboration. With ODE's help on several fronts, we are set apart from other work throughout the state.

## Applying an equity lens to the development of the Dyslexia Guidebook and other recommendations of the Ohio Dyslexia Committee

LM Clinton presented on the importance of applying an equity lens to the development of the Dyslexia guidebook and other works created. He shared statewide data for dyslexia and third-grade retention by race, ethnicity and economically disadvantaged students. LM also shared the four topics of multiple layers of equity below.

### Multiple layers of Equity Discussion Topic 1:

The Committee discussed the following questions in a round-robin fashion. LM recorded member comments within the Equity Lens Note Tracker, shared prior to the meeting.

1. How will the decisions about Ohio's dyslexia support laws be made? How will diverse voice and perspectives be included?

2. How will stakeholders who also are members of the communities affected by the Ohio dyslexia support law be intentionally involved?
3. What engagement throughout the course of the development process will allow for necessary feedback to ensure appropriate attention to equity?

Specific recommendations were highlighted for each question. One recommendation that stands out is having a standing agenda to make sure the committee uses their equity lens.

The general theme is clear communication on all fronts, within the committee and out in the education community.

**Q&A:**

Q: Will there be public comment on the guidebook?

A. Yes, this is in the law.

**Multiple layers of Equity Discussion Topic 2:**

The Committee discussed the following questions in a round-robin fashion. LM recorded member comments within the Equity Lens Note Tracker. To stay on track, LM asked for both responses and recommendations at the same time.

1. Who are the racial/ethnic and underserved groups affected by the Ohio dyslexia support laws? What is the intended impact of the Ohio dyslexia support laws on these groups?
2. What do we know about any disparities that may be created or amplified by the Ohio dyslexia support laws? What additional information is needed?
3. Is there any data (qualitative or quantitative) or research available? If so, what does it show?

The general theme was professional development for districts, educators and families.

**Multiple layers of Equity Discussion Topic 3:**

The Committee discussed the following questions in a round-robin fashion. LM recorded member comments within the Equity Lens Note Tracker.

1. What are the barriers to ensuring Ohio's dyslexia support laws contributes to more equitable outcomes (for example, mandated, political, emotional, financial, programmatic or managerial?) What can be done in the context of Ohio's dyslexia support laws to overcome these barriers?
2. That opportunities exist in the context of the design Ohio's dyslexia support laws to maximize positive impacts on equity and inclusion?
3. What adverse impacts could result that worsen existing disparities or produce other unintended or negative consequences? How can adverse impacts be avoided?

The general theme was funding, opportunity and time.

**Topic 4:**

The Committee discussed the following questions in a round-robin fashion. LM recorded member comments within the Equity Lens Note Tracker. This was a lightning round to save time for the public comment topic (next.)

1. How will the implementation of Ohio's dyslexia support laws be informed with explicit attention to issue of equity and equitable, unbiased implementation?
2. What stakeholder engagement will inform implementation?
3. How will we know we are making a difference?

The general theme was hope and support, data and funding

**Public comments**

**Mindy Patrick**, Olentangy Local School District - Olentangy Dyslexia Network, appreciates the work that the committee will do with the guidebook and is looking forward to seeing what guidance the committee gives.

**Brett Tingley**, President of OH Kid, thanked Mike McGovern for his persistence in pushing for this committee to become a reality. OH Kid offers its assistance as a partner to the committee

## Next steps

1. Read dyslexia support law statues and come to the next meeting with questions and/or comments.
  - a. Think about these through the equity lens
2. Department staff member will reach out to deliverable leads to begin co-developing recommendations for the committee to consider.
3. The next meeting is June 29, 2021.

## Last words

Mike McGovern: Would the group like to consider an extra meeting or two in the summer? An email will go out with the question.

- Ohio had a guidebook that was completed prior, this could be a base reference for building the guidebook.

## Adjournment

**Rebecca Tolson moved to adjourn the meeting. Olivia Wiseman and LM Clinton seconded the motion. There were no objections to the motion and the meeting adjourned at 3:41 p.m.**