



REGION 8
Indiana
Michigan
Ohio

Dyslexia Professional Learning Series

Ohio Dyslexia Legislation

February 5, 2021

Sarah Sayko

Photo is for illustrative purposes only.
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Dyslexia Professional Learning Series

Session 1: Ohio Dyslexia Legislation

(February 5, 2021; 9:00-10:00 a.m.)

Session 2: Early Intervention and Instructional Approaches in Reading: Tier 1

(February 22, 2021; 9:00-10:30 a.m.)

Session 3: A Comprehensive Assessment System in Reading

(March 5, 2021; 11:00-12:30 p.m.)

The Ohio Context

- Legislation addressing universal early screening for dyslexia (House Bill 436 signed into law on January 9, 2021)
- Model Demonstration Project for Early Identification of Students with Dyslexia in Elementary Schools
- Ohio's Plan to Raise Student Literacy Achievement

Welcome & Introductions

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Welcome & Introductions

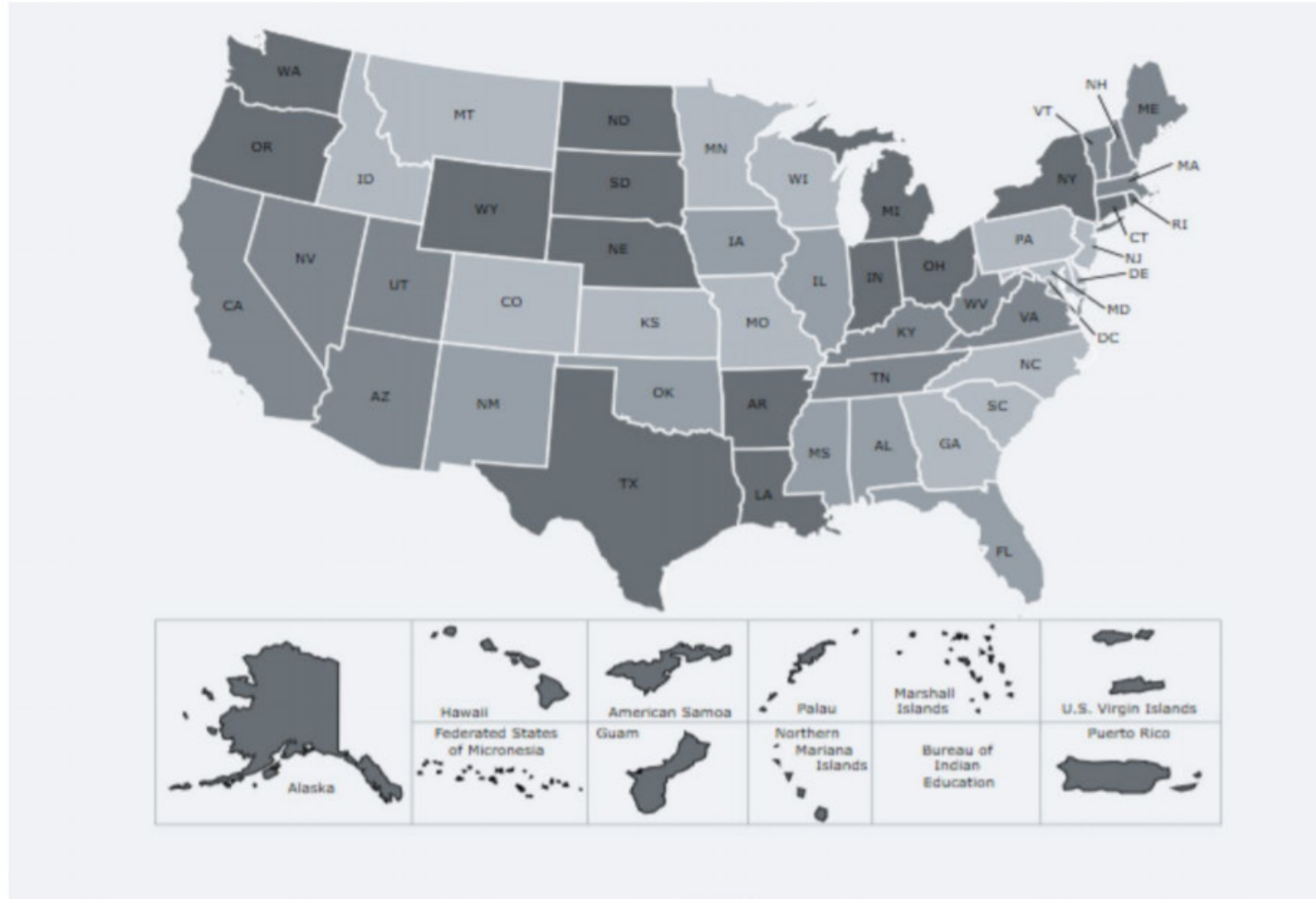
Ohio Department of Education

- Office of Approaches to Teaching and Professional Learning
- Office for Exceptional Children
- Office of Early Learning and School Readiness
- Office of Assessment
- Office of Learning and Instructional Strategies

Region 8 Comprehensive Center

- Karen Sanders, Ohio Coordinator
- Chris Rauscher, Technical Assistance Specialist
- Sarah Sayko, Technical Assistance Specialist

2019-2024 Comprehensive Centers



Region 8 States



Featured Presenter

Sarah Sayko, Ed.D., is a technical assistance specialist with the Region 8 Comprehensive Center. Dr. Sayko is also the deputy director of the National Center on Improving Literacy and leads the Parent and Family strand of work. She is a senior research associate at RMC Research Corporation in Arlington, VA.

Agenda

- Welcome and Introductions
- Reflection #1: Our Dyslexic Children Documentary
- Overview of the Ohio Dyslexia Legislation
- Creating Joint Urgency for Improving Student Reading Outcomes
- Forming Cross-office Coherence for Policy Implementation
- Reflection #2: Our Dyslexic Children Documentary

Learning Outcomes

- To identify the purpose and objectives of the dyslexia legislation
- To examine how office roles and responsibilities relate to improving student literacy outcomes now and in the future
- To strategize how to cohere efforts across ODE to strengthen schools' capacity to support students with or at risk for dyslexia



Our Dyslexic Children Documentary

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Our Dyslexic Children



Reflect

- What are some social, emotional, behavioral, or academic consequences children with dyslexia might face?

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Section 3319.077. Professional Development Requirements

- ODE maintains a list of courses that fulfill the professional development requirements.
- The Ohio dyslexia committee shall prescribe a total number of clock hours of instruction in approved courses for a teacher to complete to satisfy the professional development requirements.
- Not later than the beginning of the 2023-2024 school year K-1 teachers and special education teachers will complete an approved professional development course.
 - > Not later than the beginning of the 2024-2025 school year for 2-3 teachers
 - > Not later than the beginning of 2025-2026 school year for 4-12 teachers

Section 3319.078. Multi-sensory Structured Literacy Certification Process

- Beginning in the 2022-2023 school year, each school district shall establish a multi-sensory structured literacy certification process for K-3 teachers.
 - > Each process shall align with the guidebook.

Section 3323.25. Definitions

>> Dyslexia

>> Appropriate certification

Section 3323.25. Cont. Ohio Dyslexia Committee

- ODE establishes the Ohio dyslexia committee.
- ODE will identify screening and intervention measures that evaluate the literacy skills of K-5 students using a multi-sensory structured literacy program.
- Ohio dyslexia committee tasks:
 - > Develop a guidebook.
 - > Provide multi-sensory structured literacy program professional development.
 - > Help districts establish multidisciplinary teams.
 - > Help districts develop reporting mechanisms.
 - > Develop kindergarten reading/writing standards that incorporate a multi-sensory structured literacy program.

Section 3323.251.

- Tier 1 dyslexia screening measure
- Risk identification and parent notification
- Monitoring progress

Section 3323.251. (continued)

- Reporting data results to parents and provide information
- Tier 2 dyslexia screening measure
- Multidisciplinary team

Where Might Your Office “Fit” in this Legislation and why?

3319.077

Professional development requirements

3319.078

Multi-sensory structured literacy certification process

3323.25

Appropriate certification, Ohio dyslexia committee & tasks, guidebook

3323.251

Tier 1 & 2 screening, risk ID & progress monitoring, parent notification of results & information, multidisciplinary team

What Questions Do You Have?

[Provide link to Padlet]

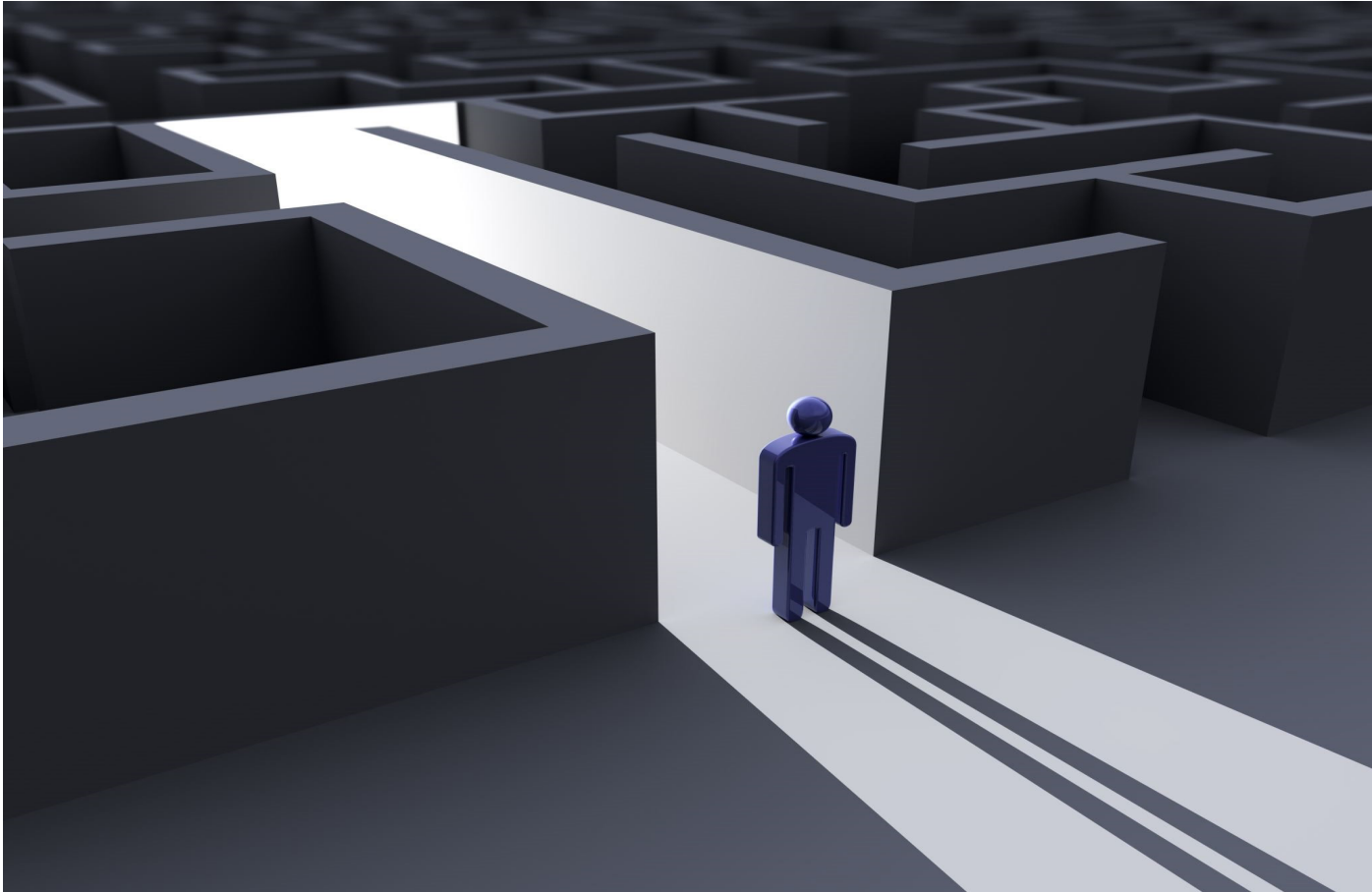
Creating Joint Urgency for Improving Student Reading Outcomes

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Creating Joint Urgency for Improving Student Reading Outcomes



Reflect

»» What barriers exist to successfully implementing the legislation at the local level? How might they be overcome?

»» What ODE structures, processes, or systems help or hinder implementing the legislation?



Share Out



Forming Cross-office Coherence for Policy Implementation

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Forming Cross-office Coherence for Policy Implementation

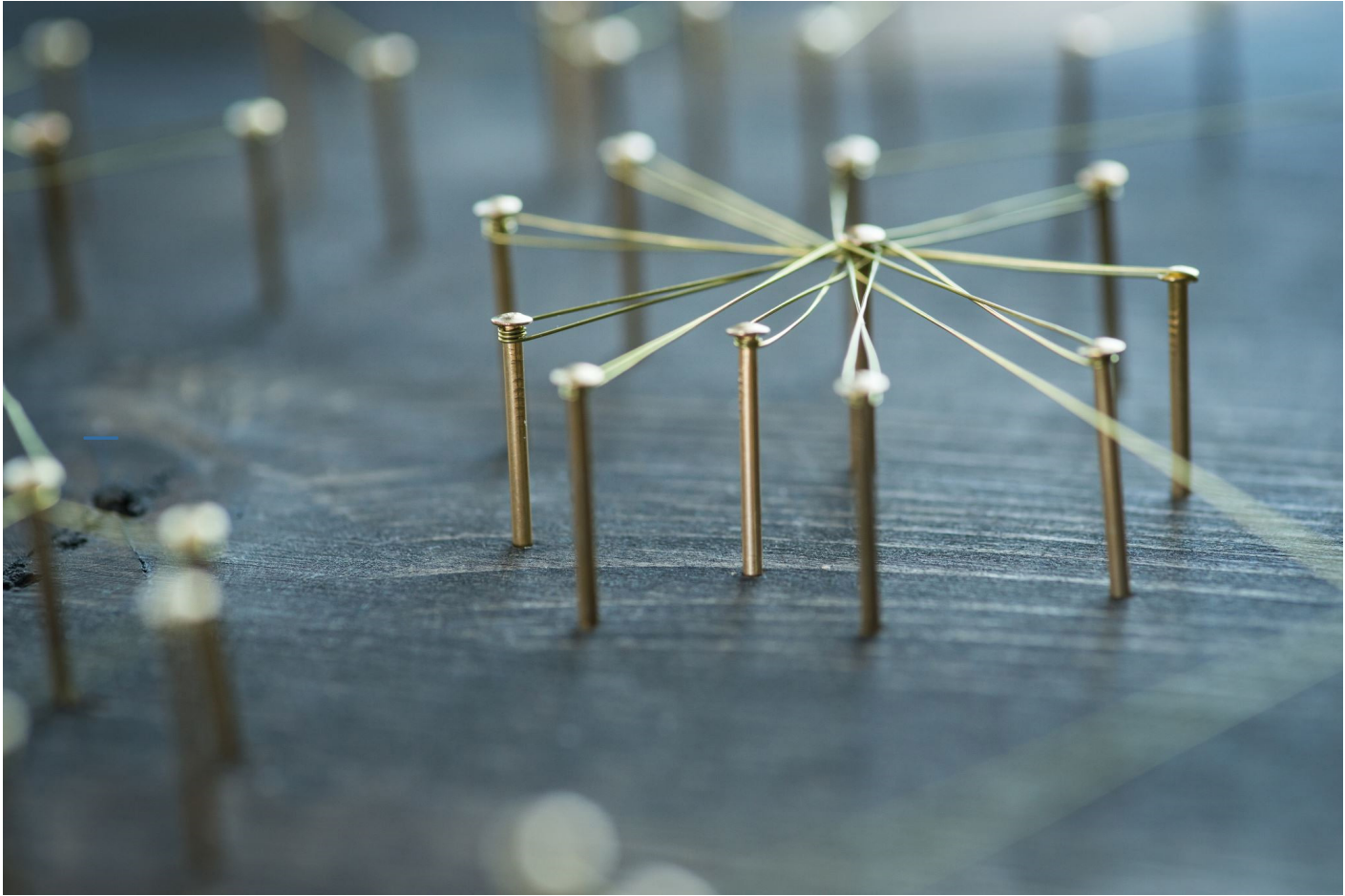


Reflect

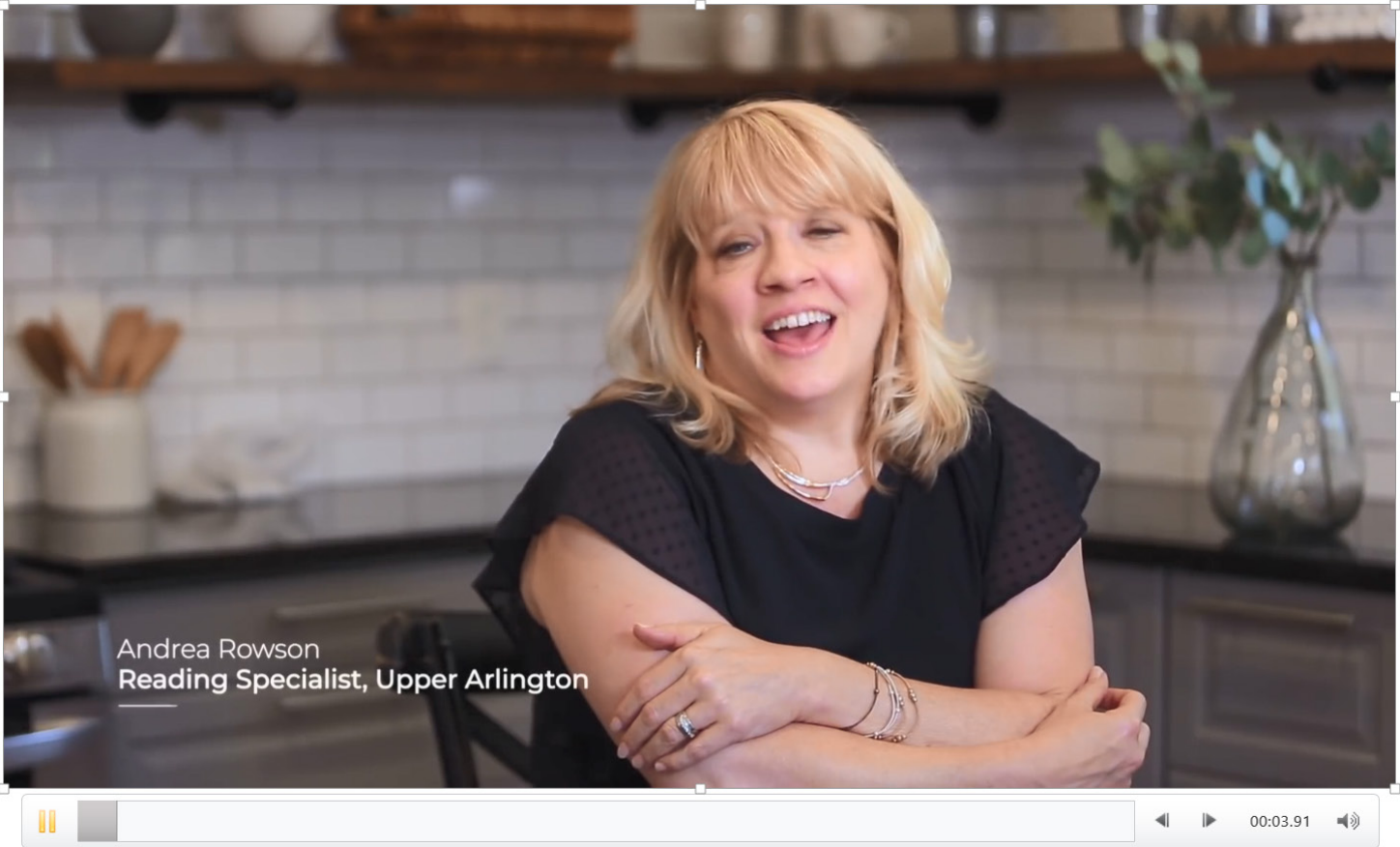
>> How does your office interact with or support schools in improving student reading outcomes? What opportunities exist?

>> How can we harness our collective expertise and efforts to achieve the legislation's goals?

Share Out



Our Dyslexic Children



Reflect

- >> What did Upper Arlington do differently to improve the way reading is taught in its school district?
- >> What do you think contributed to its implementation success?





Thank You!



The contents of this presentation were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.