

Book	Policy Manual
Section	Issue 1 of 2023 March READY FOR OSBA
Title	Dyslexia Intervention and Supports
Code	IGBEB
Status	

### Dyslexia Intervention and Supports

The Board believes in the importance of the development of English language skills and acknowledges the need to identify and support students impacted by learning disorders such as dyslexia, which complicate the language learning process. Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.

To assist the District in identifying students at risk of dyslexia and providing resources to assist those students in attaining grade-level reading and writing skills the Board directs the Superintendent/designee to implement dyslexia screening, intervention and professional development in accordance with State law and the provisions of the Dyslexia Guidebook that are statutorily required.

#### Dyslexia Screening and Intervention

The District:

1. Establishes a multidisciplinary team including trained and certified personnel and a stakeholder with expertise in dyslexia identification, intervention and remediation to administer dyslexia screenings and intervention measures and analyze results.
2. Administers tier one and tier two dyslexia screenings meeting the requirements of State law to each student in kindergarten through sixth grade including transfer students meeting the criteria for such screenings under State law, in accordance with all statutory timelines. Parents receive a report of a student's results on a tier two screening within 30 days after administration.
3. Identifies a student as at risk of dyslexia based on the student's results on a tier one screening assessment and notifies the parent of such identification.
4. Continues to monitor the progress of each at risk student who has not been administered a tier two screening toward attaining grade-level reading and writing skills for up to six weeks in accordance with State law. If no progress is observed, the District notifies the parents and administers a tier two screening.
5. Provides parents of students identified by the tier two screening as having dyslexia tendencies with information about reading development, risk factors for dyslexia and descriptions for evidence-based interventions.
6. Provides a written explanation of the structured literacy program to parents of students demonstrating markers for dyslexia.
7. Provides reports of screening measures results to the Ohio Department of Education.

#### Professional Development

The District complies with all professional development requirements for teachers in identifying characteristics of dyslexia and understanding the pedagogy for instruction of students with or at risk of dyslexia. Unless otherwise required by the Superintendent/designee, teachers who provide instruction in fine arts, music or physical education are exempt from these professional development requirements and trainings.

The Superintendent/designee establishes a Structured Literacy Certification process for designated teachers providing instruction to students in kindergarten through grade three.

#### Legal References

ORC 3319.077  
ORC 3319.078  
ORC 3323.25  
ORC 3323.251

#### Cross references

JB, Equal Educational Opportunities  
IGBA, Programs for Students With Disabilities  
IL, Testing Programs

**NOTE:** House Bill (HB) 436 (2021) established new requirements in Ohio Revised Code (RC) 3323.25, 3323.251, 3319.077 and 3319.078 for districts related to dyslexia. HB 583 (2022) revised the requirements and delayed the required implementation timeline with the majority of requirements taking effect beginning in the 2023-24 school year. Districts should review both the Ohio Revised Code provisions and the Dyslexia Guidebook for implementation as well as Ohio Department of Education (ODE) resources. Districts are required to comply with the revised code provisions and with any provisions of the Dyslexia Guidebook that are statutorily required as they pertain to the guidebook, districts may utilize any best practices and recommendations contained in the guidebook.

Legal	<a href="#">ORC 3319.077</a>
	<a href="#">ORC 3319.078</a>
	<a href="#">ORC 3323.25</a>
	<a href="#">ORC 3323.251</a>