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 to 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.

[Adoption date: April 19, 2023]

LEGAL REFS.: ORC 3319.077; 3319.078
3323.25; 3323.251

CROSS REFS.: JB, Equal Educational Opportunities
IGBA, Programs for Students with Disabilities
IL, Testing Programs