

Dyslexia legislation, Specific Learning Disabilities, & School District Processes

"**Specific Learning Disability**" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage. (OAR 584-015-2000 (4)(i))

"**Dyslexia**" is a specific learning disability that is neurological in origin characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities typically resulting from a deficit in the phonological component of language processing. (International Dyslexia Association, 2002)

Senate Bill 612 is specific to Dyslexia Implementation Requirements with Timeline Summary

Senate Bill 612, which was passed by the 2015 legislature, is now in effect as of July 3, 2015. The Legislature has charged ODE with developing a Plan by September 15, 2016. ODE is preparing now to hire a Dyslexia Specialist to coordinate the Plan development, and subsequently to support districts in the implementation of the SB 612 requirements. The Plan will address the following:

- Identify screening tests that are cost effective and screen for risk factors
- Ensure kindergarten and first grade students in public schools are screened for risk factors of dyslexia
- Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia
- Ensure ODE annually develops a list of training opportunities for districts related to dyslexia that satisfy the following requirements:
 1. Comply with the knowledge and practice standards of an international organization on dyslexia
 2. Enable the teacher to understand and recognize dyslexia
 3. Enable the teacher to implement instruction that is systematic, explicit and evidence-based to meet the educational needs of students with dyslexia

School districts will need to ensure that at least one K-5 grade teacher in each K-5 or K-8 school has received training related to dyslexia by **January 1, 2018**.

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Important Points

- **Not all students with Dyslexia will need special education services**
- **PSD screens all students K-5 three times a year for reading and math to identify the efficacy of our core instruction and those students who are at risk for not becoming proficient**
- **PSD uses a Multi-Tiered System of Support (MTSS) to meet the needs of all students**
- **K-5 Multi-disciplinary teams discuss how to support students struggling with reading, writing, math, and/or behavior using all resources available**
- **When student's don't respond to instruction with a rapid rate of gain with general education supports, teams move to a referral for a special education evaluation**
- **Our special education department has a thorough and dynamic process for evaluating students who may need special education services as the result of a specific learning disability**
- **Dyslexia Screening and school expertise remains part of the General Education process**
- **ODE will provide a list of approved screening tools and our Elementary PLC leadership team will identify which one will be added into our MTSS process for K-1.**
- **We will work with ODE and our ESD partners to ensure appropriate training for General Education Staff required by the bill.**