DYSLEXIA DC

Compliance Documents

for Local Education Agencies (LEAs) to Support Implementation of DC Law 23-191

Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2022

Updated August 2025

DC Law 23-191 COMPLIANCE LETTER (LEA to OSSE) For LEAs Serving K - grade 2 Students.

10/31/2025

Dear State Superintendent Dr. Mitchell,

The following correspondence is to provide an update regarding the implementation of **DC Law 23-191, *Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020*** (DC Official Code § 38–2581.01 *et seq.*). In accordance with the legislation, please find information below for [District of Columbia Public Schools] as of [10/31/2025].

I. UNIVERSAL SCREENING

Per the legislation, all DC public and public charter schools must select and implement a universal screener for students in kindergarten through grade 2. The purpose of this screener is to identify students who may be at-risk for dyslexia or other reading difficulties. The legislation requires that the following factors be screened for:

- Phonological/Phonemic awareness;
- Rapid automatized naming skills;
- Correspondence between sounds and letters; and
- Decoding.

SCREENER IMPLEMENTED BY LOCAL EDUCATION AGENCY (LEA):

Office of the State Superintendent of Education (OSSE): Kindergarten-Second Grade Universal Screener List
Kindergarten – Second Grade Universal Screeners

☐ Acadience Reading K-6	☐ aimswebPlus
☐ EarlyBird	☐ Fastbridge (aReading, CBMreading, earlyReading)
☑ mClass DIBELS 8th Edition	☐ Other: _____

CERTIFICATION OF SCREENER IMPLEMENTATION for the 2024-25 School Year:

By checking this box, I certify that **all kindergarten through grade 2 students** were screened in the beginning, middle, and end of the **2024-25 school year** and that intervention was provided to explicitly address the area of need identified by the screener.	☑
By checking this box, I certify that **written notification was sent to the parent or guardian of all students identified as being at risk for reading difficulties** and that these notifications included the screener results, the supplemental reading instruction that was provided to that student, and a request for a meeting to discuss individualized student support.	☑

II. DYSLEXIA AWARENESS TRAINING

The legislation (Section 103(2)(b) of DC Law 23-191) specifies that **all DC educators are required to complete annual Dyslexia Awareness training.**

OSSE defines an **educator** as **a professional directly involved in regularly creating learning environments that foster students' development.**

- **INCLUDES** Teachers, Paraprofessionals, Classroom Assistants, School Administrators (Principals, Vice Principals, Academic Directors), Instructional Specialists (Coaches, Literacy Specialists, English learner [EL] Specialists), Instructional Coordinators and Supervisors, Librarians/Media Specialists, School Counselors/Directors, Special Education Teachers, Physical Education Teachers, Social Workers, and Guidance Counselors.
    - Include if the following staff are full-time employees of the LEA: Therapeutic Recreation Specialists, Speech-language Pathologists, and Occupational Therapists.
    - It is encouraged but not required for the following part-time employees/contracted support staff, as they may encounter LMS access issues: Paid Tutors, Student Teachers, Long-Term Substitute Teachers, School psychologists, speech-language pathologists, audiologists, special education support staff, counselors/rehabilitation counselors, occupational therapists, and physical therapists.

- **EXCLUDES** LEA Administrators (Chief Executive Officers, Chief Financial Officers, Executive Directors) LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff (Secretarial Staff and other Non-Academic Positions).

CERTIFICATION OF TRAINING COMPLETION:

By checking this box, **all educators** have completed the dyslexia awareness training for the **2024-25 school year**.	☐

III. K-2 TRAINING ON READING DIFFICULTIES

Pursuant to Section (a)(1) general educators working with students in kindergarten through second grade will have completed professional learning on reading difficulties. This annual training can be provided by OSSE, an LEA, or a third party with expertise in reading and reading difficulties.

OSSE defines a general K-2 **educator** as **a professional directly involved in the regular creation of learning environments that foster the development of students in K-2.**

- **INCLUDES**: K-2 Teachers, Coaches, Academic Directors, Instructional Coordinators and Supervisors, Special Educators serving K-2 students, Reading Specialists and Interventionists, EL Specialists.

The training on reading difficulties requirement was met by:

OSSE's K-2 Reading Difficulties Training	☑
By the LEA Name of LEA staff that delivered the training: DCPS Reading Clinic and Elementary ELA Managers Training length: 5 hrs (District Wide PD Days) and 45 hrs Content summary: Structured Literacy Pedagogical Practices and Data Driven Instructional Planning	☑
By a third party Name of the third party that delivered the training:_____ Training length:_____ Content summary:_____	☐

CERTIFICATION OF TRAINING COMPLETION:

By checking this box, I certify that **all general educators working with students in kindergarten through second grade** have satisfactorily completed professional learning on reading difficulties provided by OSSE, an LEA, or a third-party with an expertise in reading and reading difficulties.	☑

IV. SCIENCE-BASED LITERACY PROGRAMS

Per the legislation (Section 107 of DC. Law 23-191), beginning with the 2024-25 school year, each LEA shall adopt a science-based reading program. OSSE defines "adopt" to mean "acquire, purchase, or develop," and "aligning" to mean the LEA is refining existing programs to meet the standards of a science-based literacy program.

Option 1: [LEA Name] has **adopted** science-based literacy [program]	☐
Option 2: [District of Columbia Public Schools] has submitted evidence of aligning [Passport to Learning Curriculum] to the criteria of a science-based literacy program in response to OSSE's High-Quality Instructional Materials (HQIM) evaluation.	☑
Option 3: [LEA Name] has **not** adopted a science-based literacy program and has **not** submitted evidence of an HQIM evaluation.	☐

V. COMPLIANCE SUMMARY

Please select an option aligned to [District of Columbia Public Schools] compliance status.

OPTION 1: [LEA Name] has completed all necessary steps and is **fully in compliance** as of [Date].	☐
OPTION 2: [District of Columbia Public Schools] has **not** completed all necessary steps and is **out of compliance** as of [10/31/2025].	☑

If OPTION 2 is selected and an LEA has failed to comply with the requirements of the legislation, the LEA shall state the name of the school, the deficiency and timeline, including specific dates and milestones for curing said deficiency on an attached document as per DC Law 23-191 Section 106.

VI. SIGNATURE

Name of LEA Representative: Shareen Cruz

Signature of LEA Representative: _____

Date: 10/31/2025