



DYSLEXIA DC

**Communications Toolkit 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 2023

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

Date

Dear Dr. Christina Grant,

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](#). In accordance with the legislation, please find information below for [LEA Name] as of [required reporting date].

I. UNIVERSAL SCREENING

Per the legislation, all DC public 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 name skills
- Correspondence between sounds and letters
- Decoding

SCREENERS SELECTED BY LOCAL EDUCATION AGENCY (LEA):

Office of the State Superintendent of Education (OSSE) Approved Screener List: [SY 2022-2023 OSSE-Approved Kindergarten – Second Grade Universal Screeners \[Updated March 2023\]](#)

- | | |
|--|--|
| <input type="checkbox"/> Acadience Reading K-6 | <input type="checkbox"/> aimswebPlus |
| <input type="checkbox"/> EarlyBird | <input type="checkbox"/> Fastbridge (aReading, CBMreading, earlyReading) |
| <input type="checkbox"/> mClass DIBELS 8th Edition | <input type="checkbox"/> Other: _____ |

If “Other” is selected, please include the name of the selected screeners, and on an affixed document, provide a brief explanation of why this screener was selected. This description must include information about how the screener addresses the legislatively required elements (phonological awareness, rapid naming skills, correspondence between sounds and letters and decoding):

SCREENER ADMINISTRATION 2023-24 School Year:

Date of Beginning of Year (BOY) screener administration:	Click or tap to enter a date.
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CERTIFICATION OF SCREENER IMPLEMENTATION PLANS FOR 2023-24 School Year:

By checking this box, I certify that all Kindergarten through grade 2 students will be screened using a recommended assessment in the beginning, middle and end of the 2023-24 school year.	<input type="checkbox"/>
For LEAs not using a recommended screener: by checking this box, I certify that I have attached the required justification documents detailing how the screener addresses the legislatively required elements.	<input type="checkbox"/>
By checking this box, I certify that all families will be notified of their student’s screener results after each screening and will be invited to discuss those results with the student’s teacher or another member of the LEA staff.	<input type="checkbox"/>

II. DYSLEXIA AWARENESS TRAINING

The legislation specifies that **all DC educators are required to complete Dyslexia Awareness training modules**. OSSE has made the training modules available via the [Learning Management System \(LMS\)](#).

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

- **INCLUDES** Teachers, Paraprofessionals, School Administrators, Instructional Specialists, Instructional Coordinators and Supervisors, Librarians/Media Specialists, School Counselors/Directors, Special Education Support Staff: Audiologists, Psychologists, Physical Education Teachers, Therapeutic Recreation Specialists, Speech-language Pathologists, Occupational Therapists, Social Workers
- **EXCLUDES** LEA Administrators, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff (non-academic positions).

CERTIFICATION OF TRAINING COMPLETION:

By checking this box, I certify that all educators have satisfactorily completed the LMS training modules pertaining to <ol style="list-style-type: none">1. Dyslexia Awareness2. Universal Screeners and3. Structured Literacy	<input type="checkbox"/>
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III. COMPLIANCE SUMMARY

Please select from the options below to summarize the status of compliance for **[LEA name]**.

OPTION 1: [LEA name] has completed all necessary steps and is fully in compliance with the DC Law 23-191 as of [Date] .	<input type="checkbox"/>
OPTION 2: [LEA name] has not completed all necessary steps and is out of compliance with the DC Law 23-191 as of [Date] .	<input type="checkbox"/>

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.

IV. SIGNATURE

Name of LEA Representative: _____

Signature of LEA Representative: _____

Date: _____

COMPLIANCE LETTER (LEA to OSSE) For LEAs Not Serving K - grade 2 Students.

Date

Dear Dr. Christina Grant,

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](#). In accordance with the legislation, please find information below for [LEA Name] as of [required reporting date].

I. DYSLEXIA AWARENESS TRAINING

The legislation specifies that **all DC educators are required to complete Dyslexia Awareness training modules**. The Office of the State Superintendent of Education (OSSE) has made the training modules available via the [Learning Management System \(LMS\)](#).

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

- **INCLUDES** Teachers, Paraprofessionals, School Administrators, Instructional Specialists, Instructional Coordinators and Supervisors, Librarians/Media Specialists, School Counselors/Directors, Special Education Support Staff: Audiologists, Psychologists, Physical Education Teachers, Therapeutic Recreation Specialists, Speech-language Pathologists, Occupational Therapists, Social Workers
- **EXCLUDES** LEA Administrators, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff

CERTIFICATION OF TRAINING COMPLETION:

By checking this box, I certify that all educators have satisfactorily completed the LMS training modules pertaining to <ol style="list-style-type: none"> 1. Dyslexia Awareness 2. Universal Screeners and 3. Structured Literacy 	<input type="checkbox"/>
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II. COMPLIANCE SUMMARY

Please select from the options below to summarize the status of compliance for [LEA name].

OPTION 1: [LEA name] has completed all necessary steps and is fully in compliance with the DC Law 23-191 as of [Date].	<input type="checkbox"/>
OPTION 2: [LEA name] has not completed all necessary steps and is out of compliance with the DC Law 23-191 as of [Date].	<input type="checkbox"/>

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.

V. SIGNATURE

Name of LEA Representative: _____

Signature of LEA Representative: _____

Date: _____

NOTIFICATION LETTER FOR FAMILIES (SCREENING)

Note: Add school logo and/or letterhead before distributing to families

Date

Dear [School Name] families,

This letter is to inform you that beginning on [start date for screener administration] through [end date for screener administration], all kindergarten through grade 2 students will be screened for reading difficulties, including dyslexia. This screening is required by law, specifically [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). Students will be screened at least three times per year (beginning, middle and end of year) and the results of the screener will be shared with you after each administration.

- The purpose of this screener is to identify students who may need additional help in becoming a skilled reader. The screener will be used to identify your child's strengths as well as the areas that would benefit from further instruction and practice.
- **Dyslexia** is a brain-based learning disability that is characterized by persistent difficulties with the foundational skills that contribute to accurate and fluent reading and spelling. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia.
- **Please note that being identified as at-risk for reading difficulties by a screener is not a diagnosis of dyslexia or any other reading difficulty.**
- Research shows that almost all children, whether dyslexic or not, benefit from early screening and additional instruction that targets their growth areas. (Velluntino et al. 1996)

[School Name] has selected the [Screener Name] assessment to conduct this screening. This screener tool was selected because [insert brief description of screener selection process].

If you have any questions or concerns regarding this screener administration, please contact [School POC details].

Sincerely,

[School Leader Name]

[School Leader Email]

[School Leader Phone Number]

NOTIFICATION LETTER FOR FAMILIES (SCREENING RESULTS)

Note: Add school logo and/or letterhead before distributing to families

Date

Dear [Parent/Guardian Name],

This letter is to inform you that [Student Name] was screened for reading difficulties, including dyslexia, on [date of test administration]. This screening is required by law, specifically [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#), and will be conducted at least three times this school year.

- The purpose of this screener is to identify students who may need additional help in becoming a skilled reader. The screener will be used to identify your child's strengths as well as the areas that would benefit from further instruction and practice.
- **Dyslexia** is a brain-based learning disability that is characterized by persistent difficulties with the foundational skills that contribute to accurate and fluent reading and spelling. Reading screeners can effectively identify students who have an increased likelihood of reading difficulties, including dyslexia.
- Research shows that early identification and support of students flagged for being at-risk for reading difficulties can be highly effective in improving long-term reading outcomes, whether they are dyslexic or not. (Lovett, et al 2017) (Velluntino et al. 1996)

Note: Identification of at at-risk for reading difficulties is not a diagnosis of reading difficulty or dyslexia.

Results:	<p>(enter child's name) was administered the (enter screener name) dyslexia screener and was flagged as needing additional support in the following areas:</p> <ul style="list-style-type: none"><input type="checkbox"/> Rapid Automatic Naming (The naming of familiar objects, such as colors, shapes, numbers, letters and/or objects in short, timed trials).<input type="checkbox"/> Phonological/Phonemic awareness (The ability to recognize and work with the individual sounds that make up spoken words).<input type="checkbox"/> Sound symbol correspondence (The ability to recognize letter symbols and connect them with associated speech sounds).<input type="checkbox"/> Phonics/Decoding skills (Using patterns of letter-sound relationships to read printed words).
Next steps:	[Student name] Your student's performance indicates that additional instructional supports may be needed to develop the foundational reading skills checked above. You are invited to

contact your student's teacher to discuss the screener results and the instruction being provided. You can also contact (provide administrative point of contact) at [email address](#) if you have further questions.

OR

[Student name] has not currently been flagged for being at-risk for reading difficulties. Please continue to work with your student's classroom teacher to ensure your student continues to make growth in their reading skills.