



# Dyslexia Law Requirements for Districts and Schools

This document outlines all the specific requirements for each local, city and exempted village school district, community school and STEM school regarding the dyslexia support laws starting in the 2022-2023 school year.

The Ohio Dyslexia Committee ([ORC 3323.25\(C\)\(1\)](#)) was charged with developing a guidebook to support teachers and administrators as they implement Ohio's dyslexia support laws. The guidebook includes information regarding:

- Best practices and
- Methods for universal screening, intervention and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a structured literacy program.

## Structured Literacy Certification Process (ORC 3319.078)

Starting in the 2022-2023 year, each local, city and exempted village school district, community school and STEM school must establish a [structured literacy certification process](#) for teachers providing instruction to students in grades K-3.

## Screening (ORC 3323.251)

### 2023-2024 SCHOOL YEAR:

- Under [ORC 3323.251](#), districts and schools must choose from the [list of approved universal screeners](#).
- Districts and schools must administer a universal (tier one)<sup>1</sup> screener to:
  - All students in grades K-3.
    - A universal screener must be administered to students enrolled in kindergarten after January 1, 2024, but prior to January 1, 2025.
    - Screener must align with the grade level in which the student is enrolled at the time of administration.
  - Students in grades 4-6 if requested by a parent or teacher (with parental consent).
    - Screener must align with the grade level in which the student is enrolled at the time of administration.
- Establish a multidisciplinary team to administer screening and intervention measures and analyze the results of the measures. The team shall include trained and certified personnel and a stakeholder with expertise in the identification, intervention and remediation of dyslexia.
- For students identified as at risk from the tier one screener, the district or school must notify the student's parent that the student has been identified as being at risk.
  - Monitor the progress of each at-risk student toward attaining grade-level reading and writing skills for up to six weeks.<sup>2</sup>
    - Progress should be monitored on at least the second, fourth and sixth week.
  - If no progress is being observed during the monitoring period, the district or school shall notify the parent of the student and administer a tier two dyslexia screening measuring to the student.

<sup>1</sup> In this document, universal screeners will be referred to as "Tier One" screeners as described in [ORC3323.251](#).

<sup>2</sup> A district or school is not required to monitor the progress of each at-risk student or, if no progress is observed, notify the parent, guardian or custodian of the student if the district or school instead decides to administer a tier two screening measure to a student to whom the district or school administered a tier one measure.



- Report to the student's parent the student's results on a tier two screening measure within thirty days after the measure's administration.
  - If, as determined by the tier two screening measure, the student is identified as having dyslexia tendencies, the student's parent shall be provided with information about reading development, the risk factors for dyslexia and descriptions of evidence-based interventions.
  - If a student demonstrates markers for dyslexia, provide the student's parents with a written explanation of the district or school's structured literacy program.
  - Report to the Department the results of screening measures.
  - Transfer Students:
    - *Kindergarten*: Administer a tier one dyslexia screening measure to each kindergarten student who transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed.
    - *Grades 1-6*: Screen each student in grades 1-6 who transfers into the district or school midyear within 30 days after the student's enrollment.
    - *At-Risk Transfer Students*: In the case of a transfer student who is identified as at risk of dyslexia, a tier two dyslexia screening measure must be administered "in a timely manner."
- Note: No district or school shall be required to administer a tier one dyslexia screening measure to a student who transfer into the district or school midyear if the student's records indicate that such a screening was administered to the student by the district or school from which the student transferred during that year.*

## 2024-2025 SCHOOL YEAR AND THEREAFTER:

- Under [ORC 3323.251](#), districts or schools must choose from the [list of approved universal screeners](#).
- Districts or schools must administer a universal (tier one) screener to:
  - All kindergarten students after January 1 of the school year the student is enrolled in kindergarten and before January 1 of the following school year.
    - Screener must align with the grade level in which the student is enrolled at the time of administration.
  - Students in grades 1-6 if requested by a parent or teacher (with parental consent).
    - Screener must align with the grade level in which the student is enrolled at the time of administration.
- For students identified as at risk from the tier one screener, the district or school must notify the student's parent that the student has been identified as being at risk.
  - Monitor the progress of each at-risk student toward attaining grade-level reading and writing skills for up to six weeks.<sup>3</sup>
    - Progress should be monitored on at least the second, fourth and sixth week.
  - If no progress is observed during the monitoring period, the district or school shall notify the parent of the student and administer a tier two dyslexia screening measure to the student.
  - Report to a student's parent the student's results on a tier two screening measure within thirty days after the measure's administration.
  - If, as determined by the tier two screening measure, the student is identified as having dyslexia tendencies, the student's parent shall be provided with information about reading development, the risk factors for dyslexia and descriptions of evidence-based interventions.
  - If a student demonstrates markers for dyslexia, provide the student's parents with a written explanation of the district or school's structured literacy program.
- Report to the Department the results of screening measures.
- Transfer Students:

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<sup>3</sup> A district or school is not required to monitor the progress of each at-risk student or, if no progress is observed, notify the parent, guardian or custodian of the student if the district or school instead decides to administer a tier two screening measure to a student to whom the district or school administered a tier one measure.



- *Kindergarten:* Administer a tier one dyslexia screening measure to each kindergarten student who transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed.
- *Grades 1-6:* Screen each student in grades 1-6 who transfers into the district or school midyear within 30 days after the student's enrollment.
- *At-Risk Transfer Students:* In the case of a transfer student who is identified as at risk of dyslexia, a tier two dyslexia screening measure must be administered "in a timely manner."

*Note: No district or school shall be required to administer a tier one dyslexia screening measure to a student who transfer into the district or school midyear if the student's records indicate that such a screening was administered to the student by the district or school from which the student transferred during that year.*

## Professional Development (ORC 3319.077)

The Ohio Dyslexia Committee has determined that teachers must complete 18 instructional hours of professional development that aligns with the dyslexia guidebook. The Department, in collaboration with the committee, has established a [list of approved professional development training from which educators must select](#). The Department has also created the "K-3 Introduction to Dyslexia Course" a free, online course that can be used to meet the professional development requirements of teachers in grades K-3. Details about the Department's professional development course, as well as the forthcoming course for teachers of students in grades 4-12, are provided on the Department website.

Teachers hired before April 12, 2021, who provide instruction must complete the required professional development in accordance with the following timeline:

- By the beginning of the 2023-2024 school year: Teachers of grades K-1, including special education teachers.
- By September 15 of the 2024-2025 school year: Teachers of grades 2-3, including special education teachers.
- By September 15 of the 2025-2026 school year: Special education teachers of students in grades 4-12.

Teachers hired by a local, city or exempted village school district after April 12, 2021, who provide instruction must complete the required professional development by the later of the aforementioned dates or within two calendar years of hiring date. (Unless the teacher completed the professional development while employed by a different district.)

*Note: Any professional development course included on the list of approved courses completed by a teacher prior to April 12, 2021, will count toward fulfilling this requirement.*